

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

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DEC 16 4 27 PM '96

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Const., Article XII, §2; W.Va. Code §§18-1-1 and 4; 18-2-5
and 6; 18-2E-4, 5, 7, and 8; 18-5A-4; 18A-1-1; 18A-3-26; and

RULE TYPE: PROCEDURAL _____ INTERPRETIVE X 18A-3a-a

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: 42

TITLE OF RULE BEING AMENDED: Assuring the Quality of Education:

Regulations for Education Programs (2510)

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

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE

EFFECTIVE DATE OF THIS RULE IS July 1, 1997 (Unless specified otherwise
within the policy.)

Cynthia E. Evans
Cynthia E. Evans
Director, Legal Services

65.50

EXECUTIVE SUMMARY

POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

Public Comment Period Ended: November 15, 1996

Adopted: December 12, 1996

Background:

Policy 2510, entitled "Assuring the Quality of Education: Regulations for General, Vocational, and Special Education Programs," has provided direction and structure for the organization, delivery, and accreditation of education in West Virginia. The document was originally adopted by the State Board of Education in 1984 and represents the synthesis of the Master Plan that was approved by the Supreme Court in the Pauley v. Bailey case.

Senate Bill 300, Jobs Through Education Act, mandated changes in the operation of the education program and in turn required revisions in Policy 2510. A committee of educators and parents was brought together to recommend changes for Policy 2510. The committee decided to change Policy 2510 not only based on Senate Bill 300 requirements but also the recommendations of "Prisoners of Time," the practices required under School-to-Work, the Education First Plan, and best practices based on research.

The policy has been on public comment since September 1996.

Comments:

Hundreds of comments were received on the proposed policy. The policy has been amended to reflect the suggestions made in written comments, in the public hearing held on November 12, 1996 and by the Legislative Oversight Commission on Education Accountability. The major changes are as follows:

- the definition of "banked time" has been re-inserted in the policy; (Section 5.6.)
- the specific membership of the County Steering Committee has been outlined; (Sections 5.17. & 7.2.7.a.)
- students with severe disabilities have been defined as has the mechanism for receiving a Modified Diploma; (Section 5.20.)
- co-curricular activities may take place during instructional time; (Section 6.7.2.)

- the individual school retain's the option of selecting strategies for the daily reteaching of students; (Section 5.41.)
- the basic skills proficiency for receipt of a warranty has been modified; (Section 8.2.7.)
- the definition of the "work day" has been re-inserted in the policy; (Section 5.52.)
- library media services will be based on county resources; (Section 6.6.3.)
- extended learning opportunities will be based on county resources; (Sections 7.2.4. & 9.3.1.)
- work-based experiences can occur anytime for students in grades 9, 10, 11, or 12; (Sections 7.2.8. & 7.3.1.)
- kindergarten aides will not be required to assist in grade 1 and 2; (Section 7.4.3.B.)
- public access to the school's technology resources will be based on available funds and other resources; (Section 7.6.5.)
- schools will have four years to show a fifty percent improvement in the number of students performing in the lowest quartile; (Section 7.2.9.u.)
- the warranty will contain, at a minimum, the same information contained on the certificate of proficiency; (Section 8.2.7.)
- students may change their career cluster or major at the end of any semester; (Section 8.2.10.B.)
- payment specification may be part of letters of agreement for alternative delivery systems; (Section 9.1.)
- new graduation requirements and work-based learning will be in effect for students entering grade 9 in the 1999-2000 school year. (Chart IV)

Impact:

Implementation of this policy will result in an improved education program that is internally aligned so that instruction can be focused on rigorous goals and objectives, supported by high quality instructional materials, and assessed by test instruments that provide valuable data for teachers, parents, and the community. This alignment will help teachers maintain the focus of their instruction. The reteaching components of the program will also support and result in students having strong basic skills in reading, mathematics, writing, and computer skills. The achievement of basic skills will enable students to be successful in their early education, apply these skills in challenging programs at the middle and

adolescent level, learn to use these skills to solve problems, and work as effective team members. Students will be assisted with development of individual plans that makes their learning relevant to the present and the future, both educationally and occupationally. Ultimately, the most important result will be that the students have the knowledge, skills, and confidence to make a successful transition into responsible adult roles as family members, community members, and valued employees.

2510exec.sum
December 16, 1996

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO Policy 2510 DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Assuring the Quality of Education: Regulations for Education Programs FUND _____

SOURCE OF REVENUE: ☐ GENERAL FUND ☐ SPECIAL ☐ OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

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

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

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

*No specific additional costs can be projected at this time. Most of the changes required by the policy will cause changes in personnel relevant to certification but not necessarily numbers of teachers. Teacher pupil ratios remain the same.

DATE _____ AGENCY _____

September 4, 1996 West Virginia Department of Education

AUTHORIZED REPRESENTATIVE

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 42

Assuring the Quality of Education: Regulations for Education Programs (2510)

§126-42-1. General.

1.1. Scope - This legislative rule establishes the regulations for all education programs that are to improve the quality of teaching and learning in the public schools and ensure that equal education opportunities exist for all students, including, but not limited to: comparably high quality programs of study, effective instructional strategies, work-based experiences, support programs, personnel, instructional materials, supplies, equipment, technology integration, and facilities.

1.2. Authority - W.Va. Constitution, Article XII, §2; W. Va. Code §§18-1-1 and 4; 18-2-5 and 6; 18-2E-4, 5, 7, and 8; 18-5A-4; 18A-1-1; 18A-3-26; and 18A-3a-a.

1.3. Filing Date - December 16, 1996

1.4. Effective Date - July 1, 1997

1.4.1. Unless specified otherwise within the policy.

1.5. Amendments - This policy substantially revises the original policy adopted May 1984 and last amended June 1, 1987, and repeals Policies 2100 (126CSR11), 2444.2 (126CSR68), 2521 (126CSR62) and 2522 (126CSR61).

§126-42-2. Purpose.

2.1. The West Virginia Board of Education is committed to establishing high academic standards and providing high quality programs for every student in West Virginia's public schools. The Board will collaborate with parents, educators, communities, business and industry, and higher education to fulfill this commitment. It is important that local boards of education, the school, community, students and families of students cooperate to establish high expectations for student performance and become actively involved in the education process, thereby enabling students to succeed in the classroom and the workplace, lead rewarding and productive lives, and participate responsibly in society.

2.2. Each county education program shall provide the necessary resources, including technology, to ensure that students attain high standards of performance. At

early levels students will achieve basic skills in reading, writing, mathematics, and computer applications. Achievement in these skills will provide the foundation for later intellectual challenges in all programs of study. Students will explore their interests and abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The West Virginia Board of Education anticipates the provision of sufficient resources and support, including an adequate system of professional development, appropriate instructional materials, and reliable assessment measures, to realize the West Virginia Education Goals listed in Section 3.1.

2.3. Schools, in cooperation with county boards of education, will determine their individual approaches, pursuant to this policy, to assist students in mastering the adopted instructional goals and objectives. Appropriate accountability measures will ensure that students and educators achieve high levels of performance.

§126-42-3. Scope.

3.1. The major purposes of these regulations are to improve the quality of learning and teaching in the public schools and to ensure that equal education opportunities are provided to all public school students. Equal education opportunities to achieve one's potential include, but are not limited to, comparably high quality programs of study, including work-based experiences, student support programs, personnel, facilities, instructional materials, supplies, equipment, technology integration, and effective instructional practices.

3.1.1. Education Goals. (W. Va. Code §18-1-4)

a. Through the combined efforts of the government, the school system and the people, the following West Virginia Education Goals will be achieved:

- A. all children entering first grade will be ready for the first grade;
- B. all students will have equal education opportunity;
- C. student performance on national measures of student performance will equal or exceed national averages and the performance of students falling in the lowest quartile will improve by fifty percent;
- D. ninety percent of ninth graders will graduate from high school;
- E. high school graduates will be fully prepared for college, other post secondary education, or gainful employment. The number of high school graduates entering post secondary education will increase by fifty percent; and

F. all working age adults will be functionally literate.

b. These accomplishments will be pursued through strategies that focus on: early childhood development; involvement of parents; improving the quality of teaching; using technology in learning; helping at-risk students; preparing students for higher education and career opportunities; and restructuring and accountability in the education system.

3.2. Thorough and Efficient System - Ensuring a quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students. Providing such an education system must be the goal of the West Virginia Legislature; West Virginia Board of Education; West Virginia Department of Education; county boards of education, and the people of West Virginia. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education to be available to all students. The elements of a thorough and efficient system of education are:

3.2.1. high quality education programs, student support services, and work-based experiences;

3.2.2. high quality administrative and instructional practices, personnel, facilities, instructional materials, technology integration, supplies, and equipment;

3.2.3. a safe and caring environment that fosters supportive relationships and involves parents;

3.2.4. a demanding curriculum for all students, with emphasis on the core academic programs of study, coupled with high expectations communicated to students, parents, and communities, and

3.2.5. accountability measures to ensure the public that a thorough and efficient system of education is being provided to students enrolled in the public schools of West Virginia.

3.3. System Requirements - The system of education shall provide opportunity for every child to develop: literacy skills; the ability to perform mathematical functions; the ability to make informed choices among persons and issues that affect his or her governance; the ability to assess self and the total environment to know options and choose life work; the ability to perform in the world of work and post secondary education; the ability to live a healthy lifestyle; the ability to participate in recreational activities; an understanding of the creative arts; and a sense of responsibility to facilitate compatibility with others in society.

§126-42-4. General Responsibilities.

4.1. The responsibility for developing and implementing high quality education programs is shared as follows:

4.1.1. Responsibility of the West Virginia Board of Education - The West Virginia Board of Education has primary responsibility for defining and assuring the delivery of a thorough and efficient system of education through the state superintendent of schools and the West Virginia Department of Education. Given this responsibility, the West Virginia Board of Education shall:

- a. adopt high quality education standards pertaining to all education programs, education personnel development, and related services;
- b. adopt policies providing equal education opportunities for all students that equip them with the skills and knowledge to succeed, to learn throughout their lifetimes, and to attain economic self-sufficiency;
- c. serve as an advocate for a thorough and efficient system of public education;
- d. establish partnerships with higher education, business and industry, labor, and community agencies to assure preparation of graduates for college, other post secondary education, and gainful employment and to achieve the goals of this policy;
- e. assist county boards of education and other participating agencies in implementing and operating high quality education programs and related services;
- f. receive, disburse, and administer state and federal funds designated for the implementation and operation of education programs and related services;
- g. monitor the implementation and operation of education programs and related student support services to ensure compliance with state and federal laws and policies;
- h. provide an effective mechanism for citizens to register concerns if they believe that elements of a thorough and efficient education program are not being provided pursuant to constitutional provisions, statutes, and/or West Virginia Board of Education policy;
- i. provide exceptions and consideration for extenuating circumstances, when suitable alternatives are proposed that ensure the attainment of the same or higher standards through the waiver process outlined in W. Va. Code §18-5A-3, and

j. report progress toward attainment of state education goals to the public and the Legislature.

4.2. Responsibility of the West Virginia Department of Education - The West Virginia Department of Education has a primary leadership role in 1) defining and developing the framework for education programs and services, 2) assisting county boards of education to ensure delivery of these programs and student support services, and 3) assuring the Legislature, the West Virginia Board of Education, and the public that a thorough and efficient system of education is being provided. It is the further responsibility of the Department to:

4.2.1. work for and provide staff support to the state superintendent of schools and the West Virginia Board of Education;

4.2.2. provide technical assistance to county boards of education, institutions of higher education, and related agencies;

4.2.3. encourage the use of best practices based on research;

4.2.4. disseminate information concerning the content and implications of standards, policies, and state and federal laws to county boards of education, institutions of higher education, the business community, parents, professional organizations, educational agencies, and other individuals and groups;

4.2.5. develop procedures, guidelines, and technical assistance documents necessary to implement the West Virginia Board of Education policies and state laws;

4.2.6. develop, provide, and participate in programs for professional development;

4.2.7. monitor the implementation of education programs;

4.2.8. administer funds provided and/or authorized by the Legislature and other sources;

4.2.9. maintain appropriate records and reports on the status of education programs and approved education personnel development programs;

4.2.10. be accountable to the public and the Legislature through the "West Virginia Report Cards"; and

4.2.11. provide recommendations to the West Virginia Board of Education to update a plan for a thorough and efficient system of public education.

4.3. Responsibility of Regional Education Service Agencies (RESA) - In order to consolidate and effectively administer education programs and service delivery, Regional Education Service Agencies (RESA):

4.3.1. facilitate equality in the education offerings among counties;

4.3.2. seek to deliver high quality education programs at lower per student cost;

4.3.3. reduce administrative and/or operational costs;

4.3.4. implement a uniform, integrated regional computer information system West Virginia Education Information System (WVEIS);

4.3.5. develop and implement staff development programs, and

4.3.6. provide other education or support services as deemed appropriate by the West Virginia Board of Education, the RESA Board of Directors, or required by legislation or policy.

4.4. Responsibility of County Boards of Education - It is the responsibility of each county board of education to plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations must be made available to all students. In carrying out this responsibility, a county board of education may: 1) cooperate with one or more counties in establishing and maintaining joint programs, 2) use regional services or contract for services with public or private agencies having appropriate programs, and 3) coordinate and share programs, related services, and resources with other organizations, agencies, and local businesses. Regardless of the method chosen, each county board of education will: 1) collaborate with local business and community groups through establishment of partnerships and a county steering committee; 2) be responsible for conducting a technology needs assessment and establishing a county technology team that will develop a county technology plan for the use of technology to improve instruction (See Policy 2470); 3) be responsible for developing a Unified County Improvement Plan and distributing the county board's resources as determined by the plan; and 4) be accountable to the public through the annual "West Virginia Report Card."

§126-42-5. Glossary.

5.1. Administrative Practices - The strategies, procedures, methods, techniques, and behaviors used by administrators to implement, lead, manage, and

evaluate the education program in accordance with statutes, policies, rules, and regulations.

5.2. Adolescent Education - The education program that addresses the intellectual, physical, social/emotional, and career preparation needs of students across all programs and areas of study in grades 9-12.

5.3. Adult Education - The education program that addresses the intellectual, physical, social/emotional, and career development needs of persons 16 years of age and older who are not enrolled in school.

5.4. Area of Study - A logical subdivision of the subject matter contained within a program of study. For example, geometry and algebra are areas of study within the mathematics program of study.

5.5. The Arts - The programs of study for dance, music, theatre and visual arts.

5.6. Banked Time - Time added beyond the required instructional day which may be accumulated and used in larger blocks of time during the school year for instructional or non-instructional activities.

5.7. Career Awareness - The opportunity for students to learn about and develop an appreciation of the broad concepts related to work, careers, and educational preparation.

5.8. Career Development - The process through which a student comes to understand the world of work. Kindergarten through fourth grade focuses on career awareness; fifth grade through eighth grade focuses on career exploration; ninth and tenth grade focuses on career exploration and decision-making and eleventh grade through adult focuses on career preparation.

5.9. Career Clusters - Broad grouping of related occupations representative of the type of occupations available in the world of work.

5.10. Career Exploration - The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options, and initiate education planning based on a tentative career focus.

5.11. Career Majors - A grouping of occupations with significant commonalities within a career cluster.

5.12. Class Period - A block of time provided for instruction in a course within a program of study.

5.13. Classroom Management System - The organization of the activities and environment of a classroom that are essential to teaching and learning.

5.14. Co-curricular Activities - Activities that are closely related to identifiable academic programs and/or areas of study that serve to complement academic curricula.

5.15. Core Curriculum - The programs of study that, when delivered effectively, enable students to master the knowledge and skills needed to succeed in other programs of study, the workplace, college, and other post secondary education.

5.16. Core Academic Programs of Study - The English language arts, mathematics, science, and social studies programs of study.

5.17. County Steering Committee - A committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, K-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, K-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community.

5.18. Course - The organized delivery of predetermined instructional objectives that is designed to enable the student to master and to demonstrate the knowledge and/or skills required to meet those instructional objectives. The time required for mastery may vary.

5.19. Developmental Guidance - Planned activities and experiences designed to meet instructional goals and objectives derived from student needs assessments in the area of self-understanding, self-concept, interpersonal relationships, decision-making, career awareness, career exploration, and educational/career choices. (See Policy 2315)

5.20. Diploma - Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county school district. A Modified Diploma is awarded when a student, who has severe disabilities, satisfactorily completes modified graduation requirements. Students with severe disabilities are defined as those students with cognitive impairments so severe that instructional objectives for required and elective courses are not appropriate, even when delivered in altered form or through different strategies, i.e. changes in delivery, specially designed instructional objectives, teaching strategies, media/resources, and evaluation techniques. The Individualized Education Program (IEP) Committee determines if the student is unable to meet the graduation requirements for a regular diploma. The modified graduation requirements are recorded on the student's IEP and Individualized Student Transition Plan.

5.21. Early Childhood Education - The education program that addresses the intellectual, physical, social/emotional, and career awareness needs of learners across all programs and areas of study in grades Pre K-4.

5.22. Education Program - A structure for defining, delivering, and being accountable for a thorough and efficient system of education. This structure is applicable at the state, county, and school levels.

5.23. Elective Courses - Courses students may choose to study based on need and interest:

5.23.1. Required elective courses must be available to the student sometime during the appropriate programmatic level unless otherwise specified in an Individualized Education Program.

5.23.2 Optional elective courses may be made available by the county board of education, school or other entity based on student need and interest, but they are not required to be made available.

5.24. Extracurricular Time - Time that is not part of the required instructional day or curricular offerings but is under the supervision of the school. It may be used for athletics, non-instructional assemblies, social programs, entertainment and other similar activities. Extracurricular activities may not be scheduled during the instructional day.

5.25. Grade/Instructional Level - The class structure that is used to organize and deliver education within West Virginia public schools. The public school education experience is divided into 13 levels, K-12.

5.26. Graduation Requirements - Graduation requirements are the number of required and elective units of credit that must be earned by a student in order to be graduated from high school. A diploma is the document that is awarded to a student to verify completion of these graduation requirements.

5.27. Individualized Education Program (IEP) - A written plan, developed by educators, parents, related service personnel and the student describing the specially designed instruction needed for an eligible exceptional student to master the instructional goals and objectives and/or be prepared for the workplace. (See Policy 2419)

5.28. Instructional Day - Time allocated within the school day for the teaching and mastery of instructional goals and objectives. The minimum instructional day for K-4 is 315 minutes, 5-8 is 330 minutes, and 9-12 is 345 minutes.

5.29. Instructional Goal - A broad statement of the general direction of instruction in the programs of study.

5.30. Instructional Objective - The specific knowledge that students should know (content) and/or what students should be able to do (skills).

5.31. Instructional Term - The period of time from the opening of school to the closing of school. The specific dates for each county's instructional term are set by the county board of education and must include a minimum 180 days of instruction. (W. Va. Code §18-5-15)

5.32. Instructional Practices - The strategies, procedures, methods, techniques, and behaviors used by teachers to help students attain the instructional goals and objectives of a program of study.

5.33. Interdisciplinary Area of Study/Instruction - A delivery system integrating instructional goals and objectives from different programs and/or areas of study.

5.34. Local School Improvement Council - A local advisory group composed of three teachers, three parents, two service employees, the principal, and two at-large members appointed by the principal, and one student in schools with grade seven and higher. The Council: focuses on improving the education program and operation of the school; has authorization to request waivers of local or state rules, policies, and state superintendent interpretations; assists in the development of the Unified School Improvement Plan, and can apply for grants and awards.

5.35. Middle Childhood Education - The education program that addresses the intellectual, physical, social/emotional, and career exploration needs of students across all programs and areas of study in grades 5-8.

5.36. Partners in Education - Businesses or other community organizations formally linked with an individual school sharing human resources, expertise, and time in a collaborative manner to provide students with enhanced learning opportunities.

5.37. Pre-Kindergarten - The period of time from ages 3 to 5 that is allocated for planned education experiences to address the child's physical, social, emotional, perceptual, and intellectual growth and development. Emphasis is placed on early identification and remediation of physical and intellectual delays in order to enable children to make the most of education opportunities afforded them when they enter kindergarten.

5.38. Program of Study - A curriculum within levels K-adult that constitutes the subject matter to be offered. For example, English/language arts, mathematics, social studies, and business education are programs of study.

5.39. Required Basics - The knowledge and skills that are the fundamental to learning in all programs of study. Reading, writing, mathematics, and computer skills are the required basics.

5.40. Required Courses - Those courses that all students must complete.

5.41. Reteaching - Strategies teachers use to ensure mastery of concepts and instructional goals and objectives by all students. The individual school retains the option of selecting and implementing the strategies for the daily reteaching of the students.

5.42. School Day - The time, inclusive of homeroom, class changes, breaks/recess, lunch, and other non-instructional activities from the first designated assembling of the student body in groups (homeroom or first period) to the dismissal of the student body.

5.43. Semester - A block of instructional time that is equivalent to at least one-half of the school year. For example, 90 instructional days is equal to a semester in a traditional school term of 180 instructional days.

5.44. Subject - A synonym for an area of study. For example, subject may refer to algebra, economics, or literature.

5.45. Technology Integration - The use of programs of study to help students understand and use technology, and the use of technology to help students master the programs of study.

5.46. Unified County Improvement Plan - A plan developed through a strategic planning process that incorporates data from the individual Unified School Improvement Plans, or equivalent strategic school improvement plans, to provide for identified county-wide needs while unifying county level resources to deliver a strong education program.

5.47. Unified School Improvement Plan - A plan developed through a strategic planning process that utilizes and unifies all fiscal and other resources to deliver the education program based on identified student learning needs. This plan is intended to replace the multiple plans currently required for various programs.

5.48. Unit of Credit - Recognition given to a student for the successful demonstration of mastery of the instructional objectives at a level established for an approved course as determined by the county board of education. Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine or for successful completion of college credit.

5.49. Warranty - The formal recognition by the county board of education that the graduate has mastered the basic skills of reading, mathematics, and language at a level appropriate for an entry level position in the workplace (50th percentile) or for an advanced level position in the workplace and for post secondary education (70th percentile). This determination is made based on grade 11 test scores. If the student does not function successfully, the graduating school system will provide additional instruction in the basic skills at no cost to the student, employer, or post secondary institution.

5.50. West Virginia Report Card - Information provided to parents and the general public on the quality of education in the public schools that is uniform and comparable among schools within and among the various school districts as defined in W. Va. Code §18-2E-4.

5.51. Work Based Learning - Education activities that assist students to: gain an awareness of the workplace; develop an appreciation of the relevance of academic subject matter to workplace performance; and gain valuable work experience and skills while exploring career interests and abilities.

5.52. Work Day - Time allocated for the instructional day and other activities such as homeroom, class changes, lunch, planning periods, and staff development that may not exceed eight clock hours.

5.53. Process/Workplace Skills - Skills required for success in a career and the workplace including the ability to: organize, plan, reason, and use information to solve problems; communicate orally and in writing; work effectively with others; understand and use technology; develop personal skills and attributes; and plan and prepare for a career. (See the Process/Workplace Goals in Policy 2520)

§126-42-6. Program Definition.

6.1. The education program offered in West Virginia's schools is defined in broad terms as all of the education activities that take place during the school day and the school year. The education program provides education opportunities for students to master the basic skills, and to develop the broader knowledge and skills necessary to function effectively in responsible adult roles. The education program is based upon the best information available regarding effective practices and information that is provided through responsible research so that the program of education is efficient and effective. The education program is structured and based on four programmatic levels: early childhood education, middle childhood education, adolescent education, and adult education. Within those programmatic levels, the education program includes the programs of study that make up the curriculum, instructional practices, and student support services.

6.2 Each county board of education shall establish policies and implement written procedures to define its education program in accordance with the definitions and requirements that follow. In meeting this responsibility the county board shall:

6.3. Programmatic Levels - Base the definition and delivery of its education program on the following four stages of student development and maturity.

6.3.1. Early Childhood Education (Grades Pre K-4) - Early childhood education is the beginning of formal education in West Virginia public schools. Pre-kindergarten and kindergarten provide developmental activities designed to stimulate the intellectual, physical/motor and social/emotional development of the child and begin the process mastery of the required basics. The education program in grades 1 and 2 gives priority to the mastery of the required basics of reading, writing, mathematics, and computer skills and reinforces the developmental activities with emphasis on integration of career awareness and the use of other technology skills.

6.3.2. Middle Childhood Education (Grades 5-8) - Middle childhood education builds upon the results of early childhood education and provides education opportunities to help students extend competence in basic skills; develop self-understanding, self-knowledge, independence and interdependence; and engage in exploratory experiences in academic areas and careers. The middle childhood education program builds on and emphasizes extension of the basic skills, including technological skills, broadening of academic skills to assist students in making the transition from childhood to adolescence and experiencing career exploration to develop individual student transition plans for grades nine and ten.

6.3.3. Adolescent Education (Grades 9-12) - Adolescent education provides students the intellectual, social/emotional, physical, and technological capacities for successful entry into adulthood. The adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements, receive a warranty and be prepared to successfully enter and compete in the workplace and in post secondary education. Students in the adolescent education program will have the opportunity to examine a system of career clusters and to select and complete a career major.

6.3.4. Adult Education - Adult education is designed to meet the education, employment and training, economic, civic, cultural, social, and recreational needs of adults in the community served by public schools. These programs are offered by county boards of education or regional education service agencies and are described in Chart VII.

6.4. Programs of Study - Ensure that the programs of study establish the content and skills (what students should know and be able to do) around which the instructional program is organized and delivered. Programs of study are introduced, emphasized and delivered in different ways at the four programmatic levels. Some programs of study are required to be taken by all students and others are required to be offered to students. The following factors must be addressed as each county board of education defines its programs of study:

6.4.1. The programs of study identified in Charts I-IV must be available to and taken by all students as noted in the charts.

a. Transfer Students - Students who transfer into a West Virginia school that has additional requirements may not be able to complete these requirements. In such cases, the student's credits shall be evaluated to determine if one or more county and/or state requirements will be waived by the county or state superintendent.

b. Continuous Enrollment - If a student has been enrolled continuously in grades 9-12, the student shall be expected to meet the graduation requirements that were in effect when he/she entered ninth grade.

c. Reenrollment - If a student has enrolled after dropping out of school, the requirements that a student must meet depend upon the length of time he or she has been out of school. If the student has been out of school less than one year, he or she would be expected to complete the graduation requirements that were in effect when he or she entered grade nine. If the student has been out of school one year or more, he or she would be expected to complete the current graduation requirements.

6.4.2. The courses needed for graduation (Chart IV) require mastery of the West Virginia Board of Education and county board of education approved Instructional Goals and Objectives. Current graduation requirements, Policy 2444.01, will remain in effect for students entering grade nine through the 1998-99 school year.

6.4.3. Additional programs of study not identified in Charts V and VI are offered to afford students the opportunity to attain mastery of the instructional goals and objectives, to broaden and enrich their education, and to support academic and career development.

6.4.4. Any elective offering must be based on West Virginia Board of Education approved instructional goals and objectives or on written goals and objectives that are approved by the county board of education.

6.4.5. Chart VII identifies programs of study that provide lifelong learning opportunities for adults so that they may maintain, acquire, or enhance functional and/or technical literacy.

6.4.6. Technology must play a major role in the delivery of all programs of study. Technology will be used as part of the delivery process for instruction and providing information for students. The use of technology, particularly computers, will also be a part of the curriculum so that students develop skills and know how to use technology as an effective tool for learning, processing information, and communicating information to others.

6.4.7. County boards of education must make a variety of career cluster options available to students in order to ensure that students understand the breadth and scope of careers in the world of work. Required career major courses and required electives within the majors will be determined by county boards of education.

6.4.8. Linkages must be established that enable school personnel and businesses to provide work-based experiences to support and enhance the programs of study and career development of each student.

6.4.9. Authority for County Boards of Education to Increase Graduation Requirements - The state graduation requirements include 24 total units of credit. County boards of education have the authority to increase these requirements for schools in their counties. The county superintendent shall notify the West Virginia Department of Education of any changes in requirements beyond the state requirements.

6.4.10. Accepting Credits Earned Before Grade 9 - Any student who successfully completes a high school level course prior to grade nine shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any course taken prior to grade nine becomes part of the student's permanent record and is calculated in the student's GPA (grade point average).

6.4.11. County boards of education shall adopt policies that allow students to earn credits for completion of college work. These units of credit may be used to meet graduation requirements, based on the stipulations in Policy 2520.

Chart I

Early Childhood K-2

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Reteaching is to occur daily for those students needing more help.

English Language Arts

Mathematics

These required programs of study may be taught as separate or integrated programs but need not be taught daily.

Science

Social Studies

Art

Music

Physical Education

Health

Components of career awareness and the application of technology shall be included during instruction in all subjects.

Students demonstrating mastery of instructional grade level objectives in the programs of study are to be provided the opportunity to advance to the next grade level objectives.

Chart II

Early Childhood 3-4

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Science and Social Studies may be taught as separate or integrated programs. Reteaching is to occur daily for those students needing more help.

English Language Arts
Mathematics
Science
Social Studies

These required programs of study may be taught as separate or integrated programs but need not be taught daily.

Art
Music
Physical Education
Health

Components of career awareness and the application of technology shall be included during instruction in all subjects.

Students demonstrating mastery of instructional grade level objectives in the programs of study are to be provided the opportunity to advance to the next grade level objectives.

Chart III

Middle Childhood 5-8

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Schools implementing alternative schedules will provide equivalent instructional time for these programs of study.

English Language Arts
Mathematics
Science
Social Studies

These required programs of study shall be taught at each grade level each year as separate subjects.

Art
Music*
Physical Education
Health

These required programs of study shall be taught annually.

Career Exploration**
Developmental Guidance***
Foreign Language****

Career awareness and the application of technology shall be taught in all programs of study. Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives.

* Choral and instrumental music must be offered no later than grade six.

** These experiences based on instructional goals and objectives must be provided to students during grades seven or eight beginning the fall of 1998, and may be integrated or taught as a separate course. Where feasible, consideration should be given to using modular technology education labs to enhance career exploration.

*** This may be integrated or taught as a separate course.

**** Beginning the fall term of 1998, all counties are encouraged to offer two years of foreign language for students in grades seven and eight. Beginning the fall of 2002, all counties will be required to offer two years of foreign language for students in grades seven and eight.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart IV

Adolescent 9 - 12

These graduation requirements for grades 9 - 12 become effective for students entering grade 9 in the 1999 - 2000 school year.

Requirements for Graduation

English Language Arts

4 courses

English 9, 10, 11, 12

Mathematics*

3 courses

Two of the three credits will be Algebra I and above.

Science

3 courses

Coordinated and Thematic Science 9, Coordinated and Thematic Science 10, and one course above Coordinated Thematic Science 10 level.

Social Studies

3 courses

United States to 1900, World Studies to 1900, and Twentieth Century

Physical Education/Wellness

1 course

Health

1 course

The Arts

1 course

Career Majors**

4 courses (Career majors are to be determined at the local school or county level.)

Electives

4 courses (chosen from the school's offerings of electives)

Work-based Learning***

(Work-based Learning will be determined at the local level.)

Credits for these courses are to be awarded based upon demonstrated mastery of the instructional objectives.

Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives.

* Successful completion of the objectives for Applied Math I and II is equivalent to an Algebra I credit. Applied Geometry may be substituted for a formal course of geometry.

** Prior to students selecting career majors, opportunities for career decision making orientation must be provided.

*** The decision regarding credit for the experiences at grades 9 - 12 will also be made at the local level.

All students are strongly encouraged to complete two courses in a foreign language.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart V

Core Electives

Adolescent 9-12

ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES

English Language Arts

Drama
Theater
Journalism
Mass Media
Television
Film
Speech
Creative Writing
Technical Writing
Desk Top Publishing
AP English
English College Courses

Mathematics*

Applied Mathematics I*
Applied Mathematics II*
Geometry/Applied Geometry*
Algebra II*
Trigonometry
Probability and Statistics
Pre-Calculus
Discrete Mathematics
Algebra/Geometry Preparation
Algebra Support
AP Mathematics
Mathematics College Courses

Science**

Biology Eleven/Twelve
Chemistry Eleven/Twelve
Chemistry - Technical/Conceptual
Environmental Earth Science
Eleven/Twelve
Human Anatomy & Physiology
Physics Eleven/Twelve
Physics - Technical/Conceptual
AP Science
Science College Courses

Social Studies

Civics/Government***
Economics***
Geography
AP Social Studies
Social Studies College Courses

* Indicates math courses required to be offered. Schools must offer four courses in mathematics at a level above Algebra I.

** A minimum of one advanced course for each of the four fields of science (Biological Sciences, Chemistry, Environmental Earth Sciences, and Physics) must be offered.

*** Required to be offered.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart VI

Non-Core Electives 9-12

The instructional objectives for these electives will be submitted to the State Board for approval within the next six months.

The Arts

Electives must be offered to accommodate four sequential levels of student achievement in music (both instrumental and choral) and visual art (general art and/or studio art). Electives must be offered in at least one level of student achievement in dance and theatre beginning with the 1998-99 school year. Electives must be offered to accommodate four sequential levels of student achievement in dance and theatre beginning with the 2001-02 school year. Additional elective offerings may be made available based upon student need and interest.

Career Clusters and Majors

Career cluster options must be made available to students to ensure that students understand the breadth and scope of careers in the world of work. Required career major courses and required electives within the majors will be determined by county boards of education. Career majors must reflect, where appropriate, professional, skilled, and entry level components.

Driver Education

A minimum of one course must be offered.

Family and Consumer Science

Two elective offerings which include instructional goals and objectives that teach parenting skills to meet the stipulations of West Virginia Code §61-8-9A must be offered.

Foreign Language

A minimum of two levels of one foreign language will be required to be offered. Languages to be offered will be determined by county boards of education.

Health

Elective offerings may be made available based upon student need and interest.

Physical Education

Elective offerings may be made available based upon student need and interest.

Note: Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county boards of education.

CHART VII

Adult Education Programs*

Adult Basic Education (ABE)	Vocational and Technical Education Full- and Part-Time Classes	Job Specific Services to Business and Industry
• Basic Literacy • Basic Skills Assessment • General Educational Development (GED Preparation) • Workplace Readiness Skills • Televised ABE • External Diploma Program (EDP) • English as a Second Language (ESL) • Correctional Literacy Programs • Family Literacy Programs • Adult Education for the Homeless Programs • Test Preparation for employment, college, military • Career Exploration	Technical training is provided to assist adults seeking employment or enhancing their current employment. • Industrial and Technical • Computer Science • Business Education • Wood Products Technology • Aquaculture • Hospitality • Health Care	• Workplace Education Programs • Job/Task Analysis • Training Material Identification/Procurement • Training Material Development • Training Video Production • Technical Skill Training • Supervisory Training • Train-the-Trainer Program • Customized Skills Development Classes • Employee Assessment/Selection Service • Use of Vocational Facilities/Equipment • Referral to Other Agencies
Workforce Development Training for Special Populations	Public Service Training	Community Education and Service Learning
Academic skills and technical training are provided for unemployed and/or economically disadvantaged adults. • Job Training Partnership Act • Job Opportunities and Basic Skills Training • Trade Readjustment Act • Clean Air Act • North American Free Trade Agreement	• Emergency Medical Training • Wastewater and Water Training • Firefighting Training • Hazardous Material Training	The activities provide personal and professional benefits to the participants and strive to create a partnership between the school and the community. • Community Service Learning – Tutoring – Mentoring – Coaching • Community Schools Councils • School Improvement Councils • Recreational Activities • After School Child Care • Personal Development Courses

*To be delivered consistent with Policy 2420.

6.5. Instructional Goals and Objectives - Identify and sequence within each program of study, the specific instructional goals and objectives that are to be taught in the schools of the county in order to assist teachers in organizing and delivering instruction.

6.5.1. Ensure that curricula at the county and school levels are based upon the approved instructional goals and objectives.

6.5.2. Instruction at the county and school levels is modified when necessary to accommodate the educational needs of eligible exceptional students and other students with special needs.

6.5.3. A functional curriculum, focusing on the life skills necessary to make a successful transition to adult life, is provided as needed to individual students with disabilities.

6.6. Student Support Services - These services include, but are not limited to: guidance and counseling, health services, library/media services, school psychological services, social services and attendance, transportation services, and nutrition services. County boards of education must provide student support services to ensure that students are able to participate in and benefit from a high quality education program.

6.6.1. Guidance and Counseling - School counselors work with individual students and groups of students through developmental, preventive and remedial approaches at least 75 percent of their time to meet academic, social, emotional, and career development needs as required in W. Va. Code §18-5-18b. This includes identifying and addressing the problems of potential school dropouts. Developmental guidance programs focus on career development and preparing students to function more effectively in school, at work, at home, and in the community.

6.6.2. School Health Services - School health services provide early identification of health problems and follow-up activities to facilitate and assure appropriate health/medical care as required in W. Va. Code §18-5-22. Emphasis is placed on preventive services and health education to reduce absenteeism and academic failure and promote lifelong health-enhancing behaviors.

6.6.3. Library/Media Services - Today's technological society requires access to media and use of such skills as retrieving, receiving, and using information. Each county board of education will determine the library media services to be made available within its budget.

6.6.4. School Psychological Services - School psychological services facilitate the interpersonal and academic development of all students and foster the social and emotional health of students. School psychologists assist teachers and other school personnel to use assessment information for instruction.

6.6.5. Social Services and Attendance - W. Va. Code §18-8-3 requires compulsory school attendance to begin with the school year in which the sixth birthday is reached prior to September one of such year or upon enrolling in a publicly supported kindergarten program and to continue to the sixteenth birthday or for as long as the student continues to be enrolled in a school system after the sixteenth birthday. County boards of education must employ a full-time attendance director if the county has a net enrollment of more than four thousand pupils and at least a half-time director if net enrollment is less than four thousand.

6.6.6. Transportation Services - Each student who requires county board provided transportation shall have safe, efficient transportation to the extent necessary to assure the opportunity to participate in the county education program. (W. Va. Code §18-5-13)

6.6.7. Nutritional Services - W. Va. Code §18-5-37 requires county boards of education to provide a breakfast program. In addition to the breakfast program, school nutrition services provide balanced meals for all students who choose to participate in the program and help students develop sound nutritional habits. All schools must serve meals that are nutritionally adequate.

6.7. Co-curricular and Extracurricular Activities.

6.7.1. Implement, in an equitable manner, co-curricular and extracurricular programs, at the appropriate instructional levels, that contribute to the success of students.

6.7.2. Co-curricular activities may take place during the instructional day.

6.7.3. Extracurricular activities shall occur outside of the instructional day.

6.8. Student Assistance Teams - (In some instances, formerly called (SBAT) Student Based Assistance Teams) Establish in each public school a student assistance team that shall:

6.8.1. Consist of at least three (3) persons, including a school administrator, who shall serve as the chairperson, a current teacher(s), and other appropriate professional staff.

6.8.2. Review individual student problem area(s) when a student demonstrates poor academic performance and/or engages in disruptive behavior and recommend appropriate instructional and/or behavioral intervention strategies within the regular education program or refer immediately for multi-disciplinary evaluation.

6.8.3. Invite parents to review recommendations made by the team in regard to their child's program and provide feedback to the team about those recommendations.

6.8.4. Review, no later than one grading period after implementation (or as otherwise specified), the effectiveness of the instructional and/or behavioral intervention strategies to determine the need for continuation, modification, and/or termination of educational interventions or the need to refer for multi-disciplinary evaluation.

6.8.5. Be trained in appropriate instructional and behavioral intervention strategies, and referral procedures.

6.8.6. Collect and maintain data on the activities of the team, including the dates of meetings, the members in attendance, the recommendations of the team, the dates of review meetings, and the results of the interventions.

§126-42-7. Program Delivery.

7.1. The county board of education shall establish policies and implement written procedures to provide high quality delivery of its education program. In meeting this responsibility the county board shall address the components of a high quality program listed below:

7.2. Administrative Practices

7.2.1. Ensure that all students ages 6-16 are attending public schools or are exempted from compulsory school attendance under provisions of W. Va. Code §18-8-1a.

7.2.2. Provide a rigorous and relevant curriculum based on the West Virginia Board of Education approved Instructional Goals and Objectives in the required basics to ensure that all students have an opportunity to:

- a. Perform at grade level at the completion of the fourth grade; and
- b. Attain the basic academic skills as measured by the West Virginia Board of Education adopted, eleventh grade achievement test by no later than the end of the eleventh grade.

7.2.3. Ensure that all schools are safe and that the environment is conducive to learning.

7.2.4. Organize school calendars and schedules to maximize academic learning time and, where funds and resources are available, provide extended day and extended year learning opportunities for students.

7.2.5. Put procedures in place at the county and school level to ensure that test data are used to identify student learning needs and that those learning needs are appropriately addressed through reteaching and improving instruction.

7.2.6. Develop a Unified County Improvement Plan or an equivalent strategic plan based on information from the Unified School Improvement Plans. (Effective December 31, 1997)

7.2.7. Appoint and maintain a county steering committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, K-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, K-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community.

a. The county steering committee will act as a partner with the county board in developing and implementing high quality preparation of youth for college, other post secondary education, and gainful employment;

b. This committee shall also provide advice and assistance to the State Jobs Through Education Employer Panel;

c. The membership or designated representatives may serve, to the extent appropriate on the community technical college district consortia committee as established in W. Va. Code §18B-3-3a;

d. The committee may also advise the county board of education in developing the Unified County Improvement Plan; and

e. The committee may also act as the Council on Productive and Safe Schools if it meets the stipulations for membership outlined in W. Va. Code §18-5-42.

7.2.8. Provide work-based learning experiences for each student at some time in grade 9, 10, 11 or 12 (Effective with students entering grade nine in the 1999-2000 school year). In order to qualify as a work-based learning experience within the meaning of this section, the experience must have the demonstrated ability to help students attain

the process/workplace objectives as defined in Policy 2520. Counties with few employers must identify and utilize alternative strategies, such as simulated workplace situations, community service, and school-based enterprises to provide such opportunities. Each county board of education shall:

- a. establish a procedure for coordinating work-based learning experiences;
- b. establish criteria for selecting quality work-based learning experience and sites;
- c. establish criteria and standards that students must meet to be eligible for work-based learning experience;
- d. establish goals and objectives for the different types of work-based learning experiences;
- e. establish process and criteria for work-based experiences that merit the awarding of credit; and
- f. provide staff development for coordinators, mentors, and supervisors of work-based learning experiences.

7.2.9. Ensure that each school has established and is implementing:

- a. a process to maintain a safe climate conducive to learning that enhances the physical, social and emotional well being of students;
- b. a process to ensure that parents are involved in the school and their child's education;
- c. a process for flexible staff scheduling to ensure that maximum opportunity for re-teaching and remediation is available for students.
- d. a process and procedures for providing professional development to ensure implementation of methodologies and best practices for strengthening the rigor, content, and relevance of the learning process;
- e. instructional practices that are based on the best information from research and successful practices;

f. a "Code of Conduct" policy that addresses absences, tardiness, and misbehavior at the school and classroom levels and enhances student learning of responsible behavior;

g. a rigorous curriculum that is coordinated and sequenced so all teachers are aware of the instruction students receive prior to entering the grade level they teach and what the expectations are for students to be able to succeed at the next grade level;

h. a policy for student homework;

i. a policy for grading;

j. a system for monitoring and assessing pupil performance related to instructional goals and objectives of the school education program;

k. an adequate continuing record of student progress for student, parent, and teacher information; utilizing electronic portfolio, when available, at the appropriate levels for recording of student skills, competencies and readiness for employment;

l. a system to monitor dropout rates and, when appropriate, plans to reduce the student dropout rate.

m. accurate record keeping practices pertaining to withdrawals from education programs;

n. technology practices that facilitate student development in areas such as, but not limited to, computer skills, critical thinking and decision-making, application of academic knowledge in workplace programs, and making informed career decisions;

o. a School Technology Team to develop a comprehensive technology plan that includes instructional and academic goals and objectives as a component of the Unified School Improvement Plan. (September 30, 1997) (See Policy 2470);

p. a technology infrastructure that has multiple applications in enabling students to achieve at higher academic levels;

q. a local school improvement council that facilitates improvement of educational quality by encouraging the involvement of the school community in the operation of the school and by utilizing the waiver process when appropriate.

r. a faculty senate that facilitates school improvement through practices outlined in W. Va. Code §18-5A-5;

s. a school curriculum team that establishes the programs and methods for implementing a curriculum based on state approved instructional goals and objectives and based on the needs of the individual school with a focus on reading, writing, mathematics, and technology;

t. a continuous system of program assessment, accreditation, and program improvement;

u. a system to decrease the number of students performing in the lowest quartile by fifty percent within four years; and

v. a Unified School Improvement Plan (or equivalent strategic plan) that is based on the identified needs of the students and is developed collaboratively by the local school improvement council, the principal, faculty senate and school curriculum team. (Effective September 30, 1997)

7.2.10. Require, prior to the beginning of each school year, that the principal and teachers at every school determine time allocations within the regular and alternative school calendars for specific instructional programs based on the needs of students. A county board of education may specify time allocations for those schools that do not perform in accordance with the state/county board's expectations.

7.2.11. Provide, at a minimum, an instructional day of: 315 minutes for kindergarten and grades 1 through 4, 330 minutes for grades 5 through 8, and 345 minutes for grades 9 through 12.

7.3. Instructional Practices.

7.3.1. Ensure that each teacher and each school implements a system for delivering classroom instruction and work-based learning experiences that increase student achievement. The system must align instructional practices, instructional materials, assessment and staff development. In implementing an effective aligned system of instruction, the teachers:

a. set, maintain and communicate high expectations for all students;

b. base the instructional program on county or state approved Instructional Goals and Objectives;

- c. assess student performance and appropriately plan instruction for students;
- d. develop and utilize written lesson plans;
- e. provide reteach and expanded learning opportunities based on student performance data;
- f. use effective instructional materials correlated with instructional goals and objectives; and,
- g. continually monitor student progress and adjust instruction.

7.3.2. Ensure that teachers use multiple strategies and methods to provide students the opportunity to master the instructional goals and objectives. Strategies that are effective and have been identified through research and/or practice include:

- a. encouraging parents/guardians to stimulate their children's intellectual development and academic achievement;
- b. grading, commenting upon and discussing homework assignments in a timely fashion;
- c. using direct teaching that includes systematic sequencing of lessons, a presentation of content and skills in small steps, feedback, guided practice with close teacher monitoring, reteaching as necessary, independent practice and homework, weekly and monthly reviews;
- d. guiding students to see relationships of past and present learning;
- e. tutoring of students by teachers, peers and qualified volunteers;
- f. increasing student participation through cooperative learning;
- g. employing a variety of instructional techniques and technology utilization to adapt lessons for the needs and interests of individual students and small groups;
- h. providing practice in effective work habits as part of instruction to assist students in realizing that it is their job to learn;
- i. reviewing and reinforcing previously learned skills and, if necessary, reteaching skills before introducing new ones;

- j. providing individual feedback to students on their work and progress;
- k. providing reteaching and enrichment opportunities, including honors and advanced placement, for all students;
- l. using instructional strategies, methods, and techniques that require the student to be actively engaged in the learning process;
- m. linking classroom instruction to the student's future work and academic success;
- n. using strategies that require students to apply academic knowledge in practical situations and problem solving;
- o. using computers and other technologies to provide learning opportunities in all subjects for students individually and in groups;
- p. providing structured opportunities for each student to participate in work-based activities. These activities are integrated with and an extension of the school-based programs of study, at some time in grade 9, 10, 11, or 12 (Effective with students entering grade nine in the 1999-2000 school year).
- q. integrating and interrelating academic and technical content throughout the curriculum;
- r. providing a variety of opportunities for cross-disciplinary learning to emphasize the importance of writing in all programs of study, and
- s. planning and working together and exercising their professional judgement in the classrooms.

7.3.3. Implement a classroom management system that fosters an environment conducive to student success:

- a. teachers create an atmosphere that is safe, secure, caring, and orderly;
- b. teachers and administrators set high positive expectations for all students;
- c. teachers establish and communicate class rules and school rules;
- d. teachers engage students successfully in meaningful instructional activities;

e. teachers are prepared and initiate instruction as soon as students arrive in the room;

f. school administrators and teachers protect instructional time by allowing minimal interruptions of instruction and limiting out-of-class activities;

g. teachers exhibit professional behavior, as defined in the Teacher Code of Conduct, show consideration and respect for individual differences, and guard confidentiality of student information; and,

h. teachers teach, expect and acknowledge responsible behavior including students being prepared for class and having appropriate materials (books, paper and pencils) with them.

7.4. Personnel.

7.4.1. Provide necessary supervisory/administrative staff that meet the following criteria:

a. Certification

A. Employ professionally certified administrators.

B. Ensure that professional staff are working in the areas of endorsement specified on their certificates.

C. Ensure that principals have met the requirements of training through the principals' academy as identified in W. Va. Code §18A-3-2c.

b. Accountability

A. Ensure that the principal's primary responsibility is instructional management and support within the school. Such responsibilities shall include:

(a) developing flexible staff schedules to maximize opportunities to deliver instruction to groups of students or to individual students who may need additional assistance to master basic skills.

(b) scheduling time to work with staff, faculty senate, curriculum team and local school improvement council to plan, organize, implement, and evaluate the education programs;

(c) observing teacher and student performance in the classroom and providing feedback and recommendations for improvement;

(d) analyzing and using performance data to improve student achievement;

(e) monitoring activities during the instructional day and extracurricular and co-curricular time;

(f) assisting teachers in developing individual plans for instructional improvement;

(g) reviewing instructional plans on a regular basis with teachers;

(h) coordinating professional development activities identified in cooperation with the building staff, faculty senate, curriculum team, technology team and local school improvement council;

(i) involving the community, including local school improvement council, business partner, parents, teachers and other appropriate entities, in planning and reviewing the education program and providing leadership for the local school improvement council to develop and implement a Unified School Improvement Plan;

(j) distributing time and resources on the basis of the Unified School Improvement Plan; (Effective July 1, 1998)

(k) engaging educational and community leaders in a dialogue about the hopes, aspirations, vision, and future directions of local education;

(l) keeping parents informed about the education program through newsletters, parent-citizen groups, and reports on student achievement;

(m) encouraging meaningful parental involvement in student education;

(n) establishing school technology team and developing a technology plan; and

(o) coordinating jobs through education activities and other professional development activities as identified in cooperation with the county board of education, the county steering committee and the building staff.

c. Provide professional development opportunities through a variety of means such as the principals' academy, institutes, workshops, conferences, teacher and business exchange programs, and school site visitations.

7.4.2. Instructional Staffing

a. Certification

A. Employ professionally certified teachers to implement each program of study.

B. In Alternative Education Programs, as outlined in Policy 2418, provide for the participation of staff certified in the core subject areas in the development of the academic curriculum and the assessment measures to determine mastery of instructional goals and objectives.

C. Ensure that professional staff are working in the areas of endorsement specified on their certificates.

D. Ensure that professional staff are provided continuous professional development to increase their ability to deliver a high quality education program.

b. Accountability

A. Ensure that teachers and library/media professionals are provided a duty free planning period that is the length of the usual class period and is not less than thirty minutes.

B. Ensure that teachers implement their responsibilities within programs of study.

C. Ensure that teachers have a general knowledge of the instructional goals and objectives for all levels of their program of studies (K-12) to promote program articulation.

D. Ensure that teachers are able to help students attain the process/workplace objectives related to their program of study.

E. Ensure flexibility in the scheduling of teachers, when appropriate, to maximize learning opportunities.

F. Ensure that professional development opportunities are provided through a variety of means such as institutes, workshops, conferences, teacher and business exchange programs, and school site visitations.

G. Ensure that teachers understand how to integrate technology into the learning process.

7.4.3. Support Staffing

a. Employ aides to enhance the instructional environment and provide time to ensure educational quality in the classroom.

A. Aides assist teachers with non-instructional duties and in instructional related activities in appropriate programs. Duties may include, but are not limited to: a) clerical and technical assistance; b) in-class assistance; c) tutorial services; d) distribution of instructional materials e) supervision of students in the instructional environment and during specific assigned duties (W. Va. Code §18A-5-8); e) assistance with technology utilization; and, f) in some cases, performance of basic or specialized health care procedures.

B. Kindergarten teachers have one aide if the class enrollment exceeds 10 students.

C. Aides are available for students with disabilities as needed to implement the individualized education program and as set forth in the Regulations for the Education of Exceptional Students (Policy 2419).

D. Aides assigned to a school are scheduled by the principal.

b. Use community resources, when appropriate, in innovative ways on a volunteer, part-time, or contractual basis in order to complement, support, or extend the instructional program including the provision of work-based learning opportunities.

7.4.4. Personnel Development

a. Staff Evaluation - Implement an evaluation system based on Policies 5300, 5310, and 5314.

b. Staff Development - Implement a comprehensive system of staff development that includes the implementation of Policy 5500 and the Jobs Through Education Act (S.B. 300 1996 RS) as an integral part.

7.5. Facilities.

7.5.1 Ensure that facilities meet the standards set forth in Policy 6200.

7.6. Instructional Materials, Supplies, and Equipment.

7.6.1. Ensure that the instructional materials used as the primary resource for instruction in required programs of study are on the most recent list of state adopted instructional materials or have been exempted by the West Virginia Board of Education through an approved waiver.

7.6.2. Establish procedures to select instructional materials and supplemental resources that correlate with the instructional goals and objectives for each program of study.

7.6.3. Ensure that appropriate instructional materials and equipment are available for the full instructional term, in good operating condition, and are sufficient for the size of the group to be served.

7.6.4. Ensure that a copy of the appropriate instructional goals and objectives is provided each teacher and ensure that the public has been provided information about and access to materials for review upon request. (Effective Spring 1997)

7.6.5. To the extent practicable, and as funds and other resources are available, provide access to instructional technologies outside the normal school day for use by students (including those in adult education), teachers, parents and citizens.

§126-42-8. Program Accountability.

8.1 The county board of education shall establish policies and implement written procedures for assuring the public, the West Virginia Board of Education, and the legislature that a thorough and efficient system of education is being delivered to all students. Those policies and procedures shall address the assessment of students and the use of data to provide assistance to students and the use of student assessment data to develop plans that will improve the education program for individual students, individual schools, specific programs of study, and the county education program. In meeting the requirements of this regulation, the county board shall address the following components:

8.2. Student Assessment and Assistance.

8.2.1. The county board of education shall ensure that a school assessment program is in place that produces data that are used to improve instruction of students. The assessment program shall consist of both standardized and non-

standardized forms of assessment. All students in the school, except those whose IEPs specify otherwise, will participate in the state assessment program as defined in Policy 2340. For those special education students who do not participate in the statewide assessment program, an alternative form of assessment must be conducted. Assessments given in grades K-2 will not be used as a basis for accreditation or other high stakes purposes. Selected schools will participate in the National Assessment of Education Progress testing program (NAEP). The school assessment program includes non-standard assessment processes and procedures such as portfolios, observation data, performance and achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher.

8.2.2. Each county, school, and teacher has a system for analyzing, interpreting, and using student performance data prior to the beginning of the school year. The data are to be used to identify and assist students in school year 1997-98 and thereafter who are not at grade level in their achievement of state approved instructional goals and objectives and local goals and objectives.

8.2.3. Students may receive credit for courses based on tested or demonstrated mastery of the instructional goals and objectives associated with successful completion of a course.

8.2.4. Students who demonstrate mastery of instructional goals must be provided opportunities to progress to the next level of instruction. (Effective Fall 1998)

8.2.5. A diploma is provided to every student who has completed the standard graduation requirements. A student with disabilities who has been determined by an Individualized Education Program (IEP) Committee to be unable to meet state and county standard graduation requirements may receive a modified diploma. (See Section 5.20 and Policy 2419)

8.2.6. A Certificate of Proficiency containing specific information regarding the graduate's skills, competence, and readiness for employment and further education, is provided to every high school graduate. The following information is to be recorded on the certificate of proficiency given to every graduate:

- a. Standardized test results in the basic skills areas of reading, math, and language, including both total scores and subtest scores;
- b. Courses taken in grades 9-12 with grades and credits received;
- c. Computer instruction received;
- d. GPA (grade point average) for grades 9-12;
- e. Class rank out of total graduating class;
- f. Attendance per year for grades 9-12;
- g. Co-curricular and extracurricular activities;

- h. Grade scale including letter/numerical equivalent, use of weighted grades;
- i. Special competencies;
- j. Technical training.

8.2.7. A county warranty seal, stamp, or other appropriate symbol is awarded to every student who has achieved a proficiency levels of the 50th percentile at grade eleven on the West Virginia Board of Education approved standardized achievement tests in the areas of reading, mathematics, and language. This warranty indicates basic skills competencies for an entry level position in the workplace. If an employer determines a high school graduate who has received the warranty does not perform at the stated level of proficiency, that graduate may return to the graduating school system to receive additional schooling in the area(s) lacking proficiency. The warranty is in effect for five years after a student's graduation. The student may graduate without the warranty. (Effective Spring 1997)

8.2.8. Any student performing below the 50th percentile in the areas of reading, mathematics, and/or language at grade eight or above is placed in a skill improvement program. In addition, parents are advised that their child will be placed into a skills improvement program that addresses the deficiency(ies) and the parent must be invited to be involved in the placement conference. If the program is delivered as a class, the class is not to be substituted for a student's required course for graduation but may be used for elective credit. After involvement in the skills improvement program, students who perform at the appropriate level will qualify to receive the warranty. (Effective Spring 1997)

8.2.9. Every student who scores at or above the 70th percentile at grade eleven in reading, mathematics, and language on the West Virginia Board of Education approved standardized achievement test is awarded a warranty for post secondary education. This warranty indicates basic skill competencies for advanced workplace positions and entry into post secondary education. If an employer or institution of post secondary education determines that a high school graduate who has received this warranty does not perform at the stated level of proficiency, that graduate may return to the graduating school system to receive additional schooling in the area(s) lacking proficiency. The warranty is in effect for five years after a student's graduation. (Effective Spring 1997)

8.2.10. An Individualized Student Transition Plan covering grades nine through twelve and the first year beyond graduation from high school is developed for every student in consultation with her/his parents and school advisor.

a. Plan Development and Initial Implementation (Effective for entering eighth graders in the 1998-99 school year)

A. During the eighth grade year, each student's plan is developed for grades nine and ten. The plan is based upon previous career awareness, exploration activities, and a review of the student's ACT Explore results.

B. Each student, in consultation with her or his parents and school advisor, selects a broad career cluster for exploration in grades nine and ten and develops the plan based upon the choice of a career cluster. The student may amend his/her plan at the end of any semester.

C. The parent(s) and student each sign and receive a copy of the plan.

D. The plan for an eligible gifted student is developed during the eighth grade year by an IEP Committee and includes the honors and advanced placement classes that must be provided for the student in grades nine through twelve.

b. Selection and Implementation of Career Majors (for entering tenth graders beginning in the 2000-2001 school year)

A. During the tenth grade year, each student shall develop, in consultation with her or his parent(s) and school advisor, the second phase of the plan, and shall select a career major for the final years of high school and the first year after high school that will prepare the student for college, other post secondary education, and gainful employment. The plan may be amended and/or the career major changed at the end of any semester.

B. The parent(s) and student each sign and receive a copy of the plan.

c. Other Plan Components May Include

A. Co-curricular Activities

B. Extracurricular activities

d. Assessment of Plan - Each graduate will be provided an assessment form, and will be requested to complete and return the form at the end of the first year following graduation to the high school from which she/he graduated. (Effective 2003-2004)

8.2.11. An electronic portfolio, documenting the student's preparation and accomplishments, is provided each high school graduate. It includes all the data specified on the certificate of proficiency (See Section 8.2.6.) It may also

include, but is not limited to, the graduate's skills, competence, and readiness for college, other post secondary education and gainful employment. (Effective when available)

8.3. Program Improvement.

8.3.1. Each county shall establish a Unified County Improvement Plan that must contain at least the following: (Effective December 31, 1997)

a. (1) performance assessment and an agreed upon vision/mission/goals statement(s), 2) designated improvement objectives and activities, 3) available funds, 4) resources available to the county board, 5) a system for monitoring the implementation and effectiveness of activities, 6) an evaluation process, and 7) a budget.

b. Procedures for gathering and processing specific performance data regarding student achievement, attendance and dropout.

c. Procedures for reviewing the programs of study on a regular basis to determine the need for program improvement. That review must include information about student achievement within the program(s) of study, enrollment information, and information about the performance of students who have graduated.

d. Procedures for evaluating the methods, techniques, technology and materials used to deliver the programs of study.

e. A mechanism to ensure that staff development and informational services are available for teachers and others who are responsible for developing and delivering the programs of study.

8.3.2. Each county shall establish and involve a county steering committee as defined in Section 7.2.7. to assist in the evaluation and improvement of county education programs and support services.

8.4. School Improvement.

8.4.1. Every school must have a Unified School Improvement Plan designed to improve the academic achievement of the students in the school that adheres to the following criteria: (Effective September 30, 1997)

a. Prepared by the local school improvement council (LSIC) under the leadership of the school principal and in cooperation with the faculty senate, school technology team and school curriculum team.

b. Based upon: 1) performance assessment and an agreed upon vision/mission/goals statement(s), 2) designated improvement objectives and activities, 3) available funds, 4) all resources available to the school, 5) a system for monitoring the implementation and effectiveness of activities, 6) an evaluation process, and 7) a budget.

c. Be predicated on the establishment of high expectations for performance of all students in the school.

d. Be presented to the county board of education as part of the annual meeting between the LSIC and the county board of education.

8.5. Education Information System.

8.5.1. Every county and school shall participate in the West Virginia Education Information System (WVEIS).

§126-42-9. Alternative Delivery Systems.

9.1. The county board of education shall establish policies and implement written procedures when providing for alternative delivery of education and service programs for students and community members. In addition, these policies and procedures should address community linkages and partnerships to foster student achievement.

9.2. Administrative Practices.

9.2.1. Ensure that a thorough and efficient education is available to all students in either a regular or alternative program.

9.2.2. Provide a rigorous and relevant curriculum based on academic requirements.

9.3. Program Delivery.

9.3.1. Extended Student Learning - Extended student learning may be offered based on student needs and as funds and other resources become available.

a. Extended student learning may include but is not limited to: extended day or year; mini-courses; summer school or an alternative calendar that allows for year-round schooling; and work-based learning that may take place outside of the regular school calendar. (See, e.g. Policy 3234 that provides for year-round schooling).

b. Extended student learning may be provided by the school system, community agencies, institutions of higher education, businesses or other entities under agreements authorized by the county board or West Virginia Board of Education. These agreements may include payment specifications for those parties using the facilities.

c. Students may elect to participate in extended learning opportunities and may receive elective credit when approved by a committee appointed by the county board or West Virginia Board of Education.

9.3.2 Summer School - All summer school programs shall be submitted to the West Virginia Board of Education, Office of Accreditation, for approval. Schools may award credits earned from approved summer schools provided the instructional program is equivalent to that required in the regular school term.

9.3.3. Community Education.

a. County Boards of Education should maximize opportunities to provide adult basic education or adult enrichment opportunities;

b. Opportunities to provide continuing education and staff development for local businesses should be maximized. This includes training on appropriate placement and supervision of students receiving work-based learning experiences.

9.3.4. Home/Hospital Instruction.

a. Students who, due to injury or for any other reason as certified by a licensed physician, are homebound for a period of two weeks or more shall receive home/hospital instruction.

A. Eligibility Criteria - Documentation that a student meets one of the following criteria:

(a) Has an injury, communicable illness, or health condition that prevents her or him from attending school for a time that will interfere with the student's ability to master necessary skills and that is diagnosed and confirmed by a licensed physician; or

(b) Has an injury or health problem/condition that requires her or him to be homebound or hospitalized for a period that has lasted or will last more than two weeks as diagnosed and confirmed by a licensed physician.

b. Special Considerations for Eligibility

A. A licensed physician must provide a written statement to the county school district that the student must remain at home or in the hospital for a period of two weeks or more. The written statement must include:

(a) The specific reasons why the student must remain at home or in the hospital; and

(b) The criteria or conditions under which the student can return to school, and the expected date of such return.

B. Students placed on extended home instruction shall submit a physician's statement of need for continued home instruction when the term of home instruction reaches six months in length.

C. The county board may require that the parents obtain a second physician's opinion at the expense of the county board.

c. Instruction

A. Home/hospital instruction, provided for those regular education students who are unable to attend school for a period of time, is an extension of the regular school programs of study.

B. Home/hospital instruction, provided for an exceptional student who is unable to attend school temporarily because of an injury, illness, or health condition, is an extension of the Individualized Education Program (IEP) and the regular school programs of study in which that student participated.

C. Home/hospital teachers are responsible for providing instruction on instructional goals determined by the student's classroom teacher(s) and therefore, must be in regular contact with the classroom teacher(s).

d. Schedule

A. Home/hospital instruction may be provided at any time. Instruction is to start as soon as possible following determination of the students eligibility for instruction.

B. The instructional schedule per week must be based upon the student's physical ability to attend/participate as specified by the physician who confirmed/diagnosed the injury or health problem/condition.

C. The time that instruction will be provided in the home is established by the teacher, the parent(s), and when appropriate, county school district administrator.

D. Home instruction is provided at a time when a responsible adult is in the home.

E. The student's school shall provide the home instruction teacher the opportunity to meet with the student's teacher(s) and shall provide the county adopted instructional materials, teacher's editions, materials, equipment and supplies the student requires to complete the student's programs of study.

F. The student's teacher(s) shall provide the home instruction teacher with copies of daily lesson plans, including homework assignments, when requested.

9.3.5. Alternative Settings for Disruptive Students.

a. Students whose disruptive behavior places them at risk of not succeeding in the traditional school structure may be eligible for placement in an alternative education program as authorized by Policy 2418.

9.3.6. Schools as Service Centers.

a. School facilities should be made available for service delivery to community members. These services may include, but are not limited to, school-based health centers, and day care centers.

b. Service centers may be operated by the school system or the services may be provided by external agencies such as a primary care center or the Department of Health and Human Services.

9.3.7. Teacher Assignments.

a. In order to effectively provide for optional delivery systems, consideration should be given to flexible scheduling of educational personnel within the daily and/or yearly schedule.

9.4. Accountability.

9.4.1. All programs for elementary and secondary schools must meet the standards and safeguards set forth in West Virginia Board of Education policies related to curriculum, instruction, and student support services.

9.4.2. Letters of agreement and/or contracts shall be used with external agencies, businesses, and individuals to clarify responsibilities in areas such as: student supervision, public access to school facilities, finance and program accountability.

poi2510.fnl
December 16, 1996

ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

POLICY 2510 COMMENT LOG

September 25, 1996 - October 31, 1996

ACTION **TYPE**

N = No Response - = Negative
 NA = Not Accepted + = Positive
 A = Accepted 0 = Neutral

Date Received	Individual/Organization	Comment	Action/Type	Rationale
Section I - General				
10/16/96	Elaine Wine School Counselor Braxton County Schools 411 North Hill Road Sutton, WV 26601	I feel that many components of the bill, though possibly geared toward development of technological skills, detract from creating wholesome individuals. Art, music, science and social studies, are important facets of education that they create a more holistic awareness. If anything, I think more "arts" oriented programs should be emphasized. Simultaneously, with poor health and fitness record of West Virginia's population, I think it would be a travesty to eliminate our physical education teachers and a daily phys-ed schedule. Proposals in this bill seem to emphasize quantity of education, rather than quality. Children don't need more time in the classroom, just better instruction. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
10/16/96	Elaine Wine School Counselor Braxton County Schools 411 North Hill Road Sutton, WV 26601	What really frightens me about this bill is an undertone that what education should be about are creating technological drones to run the new high tech factories. While I agree that technology is important, I think we have to keep our prospective: We have to be well-rounded individuals. On a more personal level, I do not wish to give up my right to an eight-hour work day. Again, balance is what makes for fulfillment if life and work is only one component in my life: family, friends and community involvement are also important and demanding of my time. To sum up my objections: 1. I feel that it would be a mistake to take away our right to have co-curricular activities during school time. 2. We make good use of our banked time at Sutton Elementary School by offering interesting and fun activities to our children. Yes, fun! And what's wrong with that! 3. I have no desire to work more than an 8-hour day, not do I agree with year round school. I feel creativity blossoms during leisure time. Yes, I believe everyone should have lots of opportunities to "do nothing". Read: <u>Deepock Chopra</u>. 4. A curriculum of basic skills only, will create one thing, fodder for future business corporations to further exploit our already over exploited population.		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date Received	Individual/Organization	Comment	Action/Type	Rationale
10/30/96	Tina Q. Tuft Tolsia High School #1 Rebel Drive Fort Gay, WV 25514	Fine Art Definition - Fine Arts should specifically include Theatre and Speech not "performing arts".		
10/30/96	Carroll L. Staats, Superintendent Jackson County Schools P. O. Box 770 Ripley, WV 25271	This appears to conflict with an athlete's contest scheduled after school at a time that will require the visiting team to leave before the end of the instructional day -- example--baseball.		
10/31/96	Janice Crane Kingwood Elementary School 207 S. Price Street Kingwood, WV 26537	5.5. - The National Standards defines the Arts as programs of study in dance, music, theatre, and visual art. Please consider making our policy conform with the national legislation. 5.14. - The Core Academic Programs of Study is not conforming with national legislation. Please consider including the arts among the core academic programs of study.		
Section VI - Program Definition				
10/1/96	Jeanne Moore Coordinator, Fine Arts WV Department of Education	6.4.2. and 6.4.4. - The intent of these two items is unclear: - Since a number of electives are required for graduation, how can <u>any</u> substitution be made? - For <u>which</u> elective programs of study are the counties given permission to substitute something "less rigorous" than what the State Board has adopted? 6.4.4. appears to grant the option for counties to ignore State Board approved instructional goals and objectives.		

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10/1/96	Jeanne Moore Coordinator, Fine Arts WV Department of Education	These two items together nullify the entire purpose of WV Board of Education approval of instructional goals and objectives for all elective courses (including Algebra II, Physics, Creative Writing). Do you really mean that a county can give elective credit for a "watered-down" physics course? 6.4.9. - There is a discrepancy between this and Chart IV on page 18. After completion of the 22 required units plus 4 electives, the student will have completed <u>26</u> to <u>28</u> total units of credit. The number of elective courses will be <u>2</u> to <u>6</u> if the total is to remain 24 to 28 units. 6.4.10. - Line four of this item should be corrected as follows: "permanent record for grades 9-12 shall indicate completion of the level of the area of study." Page 17, Chart III - First footnote should read: "Choral and instrumental music <u>electives</u> must be offered beginning no later than grade six. Electives do not take the place of the required general music objectives provided for all students in grade five and six. In grades seven and eight the student may select general music or an elective in choral or instrumental music."		

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

Date Received	Individual/Organization	Comment	Action/Type	Rationale
10/2/96	Karen K. Larry WV Department of Education	6.4.11. "County boards of education may adopt policies that allow students to earn credits for completion of college work. These units of credit may be used to meet graduation requirements." The use of "may" in this section conflicts with the wording of 5.45 which says, "Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine or for successful completion of college credit." Either the credit "may" be given, as determined by the county board, or it "shall" be given. I believe students should receive credit for college course work; this is one way for schools to provide acceleration. Whether the credit may substitute for the school's required course work may be left up to the local. Whatever, the two sections cannot be in conflict. Chart I, II, III all use the same introductory sentence, "...mastery of the instructional objectives." I believe each sentence needs an addition for clarity -- "...mastery of the instructional objectives as outlined in State Policy 2520." Chart III "***This course must be taken during grade seven or eight." "Career Exploration" is not a course so cannot be referred to as such. Perhaps, "Career Exploration shall take place during grade seven or eight."		

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

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

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

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

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

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

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

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

Date Received	Individual/Organization	Comment	Action/Type	Rationale
10/29/96	Robert Knotts FFA Advisor Mineral Co. Voc. Tech. Ctr. 600 Harley O. Staggers Sr. Drive Keyser, WV 26726	I wish to address Section 6.7 Co-curricular and Extracurricular Activities, item 6.7.2. states, "These activities shall occur outside the instructional day." I recommend the wording of item 6.7.2. be changed so all students may have the opportunity to be successful in youth organizations which provide leadership and educational skills. Item 6.7.2. should state, "These activities may occur inside the instructional day." Reasons be inclusion of co-curricular and extracurricular activities during the instructional day are: 1. Requiring the activities to occur outside the instructional day limits the number of students who may participate. 2. FFA chapter meetings provide instructional learning by applied use of parliamentary procedure, public speaking skills and disciplined learning activities. 3. Many co-curricular and extracurricular activities are a direct extension of classroom learning. 4. Across the state the consolidation of schools, increased travel time on buses, block scheduling, etc., have already limited student participation in many co-curricular and extracurricular activities. 5. To be equitable for all students, these activities such as youth organization meetings during the instructional day is needed to insure the success of students. The consideration of these recommendations is strongly encouraged.		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date Received	Individual/Organization	Comment	Action/Type	Rationale
10/25/96	Mary A. Blackshire George Washington Middle School Eleanor, WV 25070	Core Programs -Chart III Middle Childhood 5-8 - Add: (taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (taught daily) *Social Studies *Science		
10/25/96	Mark Carl Fawcett Counselor - Magnolia H. S. 601 Maple Avenue New Martinsville, WV 26155	8.2.1. - What are "high stakes purposes"? 8.2.6. - All of this information should be printed out by WVEIS system but is not currently.		
10/29/96	Carol E. Fultz, Coordinator of Vocational/Adult Education Hampshire County Brd. of Ed. 46 South High Street Romney, WV 26757	8.2.6. - Revise the contents of the Certificate of Proficiency to reflect the results expected of schooling including various forms of credentials and mastery of content. Completion of a program of study needs to be tied to receiving a Certificate of Proficiency. 8.2.8. - State students below 50th percentile are to be placed in skill improvement program. Counties need to have flexibility in the delivery model for skill improvement sessions. 8.2.7. & 8.2.9. - Same warranty issues addressed earlier. 8.2.10. - Change effective date to the year 2000. 8.31(A) - Change effective date to the year 2000. 8.3.1. - Needs to reflect working with partnerships and information obtained. 8.3.2. - Change section designation from 8.1.C. to 7.2.7.		

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

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

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

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

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

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

ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

POLICY 2510 COMMENT LOG

November 1, 1996 - November 12, 1996

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

TYPE
 - = Negative
 + = Positive
 0 = Neutral

Section I - General				
Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Midland Trail High School Faculty Senate Midland Trail Hico, WV 25854	At our most recent October Faculty Senate Meeting the staff at Midland Trail High School unanimously voted to request the following: That the guarantee that limits a school employee's work day to an eight hour clock day be reinstated into Policy 2510.		
11/12/96	Teachers and Staff of Huff Consolidated School Box E Hanover, WV 24869	Who performs extra-curricular and co-curricular duties? Are these duties with or without pay? These could be extending and altering a job description after being hired. Teachers or any other person should not be subjected to an unlimited work day. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Teachers and Staff of Huff Consolidated School Box E Hanover, WV 24869 Phyllis D. Repass, Macie N. Morgan, Stephen Walls, Judy Thacker, Rosemary Stone, Sarah Patrick, Cindy Staton, Merry Browning, Reva Smith, Lisa Ellis, Jackie Rife, Eva Jean Crider, Palma Foster, Steven Bailey, Betsy A. Queen, Jima Dunigan, Alberta C. Stacy, Kathie Bailey, Elaine West, Barb Perez, Judy McGraw, Connie, Walls, and Teresa Maynard	Use of technology outside school hours is a concern for us. Who will man the new equipment? Will we be required to perform under extra-curricular and co-curricular duty requirements and stay for the community or students an unlimited number of hours? Responsibility for students at 90% to be in post secondary education or fully employed 1 year after graduation. This is responsibility without control. We have no control over the lives of students who leave in school system. This number is high and arbitrary in an uncertain economy. By saying this we set ourselves up for liability for something we cannot control. A group action lawsuit against a school system or state board come to mind. People required to teach and monitor computer skills do not have to be educators is a concern. We believe that training, not only to educate, but to deal with children, is and always will be necessary. Being an excellent technician with computers or other technology does not make one qualified to deal with children. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Teachers and Staff of Huff Consolidated School Box E Hanover, WV 24869 Phyllis D. Repass, Macie N. Morgan, Stephen Walls, Judy Thacker, Rosemary Stone, Sarah Patrick, Cindy Staton, Merry Browning, Reva Smith, Lisa Ellis, Jackie Rife, Eva Jean Crider, Palma Foster, Steven Bailey, Betsy A. Queen, Jima Dunigan, Alberta C. Stacy, Kathie Bailey, Elaine West, Barb Perez, Judy McGraw, Connie, Walls, and Teresa Maynard	What about interpersonal relationships between the mentor adult and child? What about learning style? What about role modeling? What about the problem solving a trained teacher is equipped to do with the child on a day to day basis. We want caring, trained, professional educators to do these jobs. Foresight and foreplanning are the keys. Aides-Kindergarten aides used outside of K is a concern. We have a concern about where aides will be used. We feel that very young children need the eyes, hands, and guidance of two people in the classroom for safety and academic reasons. We have a concern about the accelerated learning provisions: 1. We agree that students who can perform at a higher level should be allowed to proceed. Appropriate, timely entrance assessment should be provided. 2. We are concerned about the logistics, cost, and staffing to the services. 3. We are concerned about social and adjustment problems that arise with accelerated learning. We are concerned that we are boxing ourselves in with standards and setting ourselves up for lawsuits. Standards are great! They should be high. But, sometimes we must watch what we do. Example: These may pose a problem together. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Teachers and Staff of Huff Consolidated School Box E Hanover, WV 24869 Phyllis D. Repass, Macie N. Morgan, Stephen Walls, Judy Thacker, Rosemary Stone, Sarah Patrick, Cindy Staton, Merry Browning, Reva Smith, Lisa Ellis, Jackie Rife, Eva Jean Crider, Palma Foster, Steven Bailey, Betsy A. Queen, Jima Dunigan, Alberta C. Stacy, Kathie Bailey, Elaine West, Barb Perez, Judy McGraw, Connie, Walls, and Teresa Maynard	- Every child must be at grade level and be making passing grades. and - Promotion rate will be at 95%. Consider this. We believe all children can learn. We believe all children can do advanced skills. But all children do not learn or perform at the same rate. Each individual is created equal in rights, according to our belief and our constitution. But we stick our heads in the sand when we think that all people have the same ability, learning rate, and performance rate. There will be times we cannot achieve the above standards. Other factors interplay. Fluke years produce low achieving groups. These groups are often populated by high numbers of students from broken homes. Broken homes are often a direct result of poor economy. We could go on.		
11/12/96	Suzanne Swartz Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	Currently, the way this policy is written, it is open to tons of interpretations, the most severe being that no activities, other than class course work, will be allowed during the school day. (Con't)		1

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Suzanne Swartz Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	If this policy goes into effect as it is written, our school system is in major trouble. Jefferson High School in Jefferson County already has an attendance and dropout problem. If we remove clubs, activities, intramurals, pep rallies, etc., from the school day, our attendance problem will skyrocket. It is extremely difficult to educate students who are not in school. Although we all would like to think our teaching is motivation enough, we are deluding ourselves if we believe we need no other incentives for kids to want to come to school. In fact, I know many students whose only reason for attending school at all is to participate in sports, clubs, activities -- anything to feel a part of something. If this option is removed or limited only to after school participation, those students will seek acceptance elsewhere. Unfortunately, "elsewhere" is often a negative atmosphere with tragic results. I am also concerned about the removal of FACS (Home Ec.) classes. Right now, those classes provide our students with at least eight electives to enrich their growth as young adults. Where will they receive this training if these classes are removed? (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Suzanne Swartz Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	Not all students are college bound. Some will need to learn how to survive on their own, to cook, to take care of a family, to sew, to make educated decisions about the purchases they make, and to live independently. These values aren't always taught at home anymore, and these skills are just as vital to life as Trigonometry, Chemistry, Computer Applications, and English. In some cases, they are more vital. For us to be successful as educators, we must not only educate the students academically. They need to learn how to function during activities, within clubs, at pep assemblies, and as mini-groups acting inside the larger group. To deprive them of this option would not only be a detriment to their education, it would be a tragedy as well. Right now, we live in a world of individualism. I think everyone would agree we tend to function and survive better when people work together. If our kids don't learn this concept or get to experiment with it in school, then how will we ever run an efficient work oriented country? I heard that one of the reasons this policy was being implemented was to keep sports from being practiced during the school day. If that's the case, then spell that out specifically, but don't punish the masses. Don't leave any room in this policy for interpretation. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Suzanne Swartz Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	Say what it means, but in doing so, please don't take away all the "positives" we've as educators have worked so hard to implement into our school systems. And please don't take away from the students the ability to learn more than what is taught in the classroom. The world doesn't function purely on academic; why should we expect our schools to educate in only that manner? For the sake of the children, please rethink and revise this policy. We want to keep the students in school, in a positive atmosphere, and working together. Taking away all the activities during the school day will not accomplish this. It will only serve to destroy everything we've managed to build. Thank you for your attention and consideration to this matter.		
11/12/96	Debbie Thomas Social Studies Teacher Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	I do not understand how anyone expects a school to operate without clubs, activities, sports, assemblies, etc. These things need to be a part of our daily routines. Maybe you don't understand that many of our children only get to participate in things like this because they are <u>offered</u> during school hours. A lot of our students must work after school hours, either to pay for what they want or to help their families pay for what they need. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Debbie Thomas Social Studies Teacher Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	Extra-curricular activities are also a learning tool. It helps our children to learn to compete in a positive way, it teaches leadership roles and skills. School is not just about FACTS, it is also about learning life and socialization skills. Policy 2510 will take that away from our students. I am urging you not to vote for this policy.		
11/12/96	Staff Development Man Jr. High School Science Department 600 Main Street Man, WV 25635	Sections 2.2, 3.1, 5.21.2, 5.35, 5.48 - General Comment - Is this an unfunded mandate from the State Board of Education or is the state going to give counties the money to implement these policies?		
11/12/96	Faculty Senate Point Pleasant Middle School	In review these proposals, we feel that the new objectives cannot realistically meet the goals. - Our immediate concern is the deletion of reading as a core subject (K-12). - Forty-four percent (44%) of Point Pleasant Middle Schools' five hundred students began this year below the fiftieth percentile in reading. - If we are required to give students a proficiency warranty upon graduation, reading is essential. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Faculty Senate Point Pleasant Middle School	- Along with our reading program, Mason County has implemented the "Schools to Work" program in the high schools and as a pilot program at PPMS. This program alone, without reading as a core subject, cannot ensure students' readiness for the workplace. - Basic skills, especially reading, must be taught at the middle school level. - Our content teachers say they are not prepared to teach reading skills; therefore, reading simply will not be taught. - English and reading are not the same subject. English focuses on grammar and literature, while reading focuses on reading, vocabulary, and comprehension skills. - If reading continues to be listed as a separate core subject, administrators will schedule it separate; otherwise, it will become obsolete. - Current curriculum at PPMS is a double block of English and reading which covers all areas specified by the State of WV (Grammar, writing, vocabulary, study skills, literature, reading skills, speaking, listening and viewing, research and writing, and spelling). Several of these areas would be sacrificed if the proposed cut is made. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Faculty Senate Point Pleasant Middle School	- Our test scores (CTBS) have shown gains from 1993-1996, since the reading program became a year long, double block of study. - Research shows that a prolonged reading program helps students improve their skills. Also, those students who have fallen below the fiftieth percentile make slower gains than those above the fiftieth. Therefore, remedial and development reading are crucial. - Considering test scores, Appalachian ethnicity, socioeconomic status, and lack of language development in Mason County, we need to continue the current reading and developmental reading programs if we want to improve the quality of graduates and the literacy rate in WV. - Reinstate reading and developmental reading as a mandatory core subject so we can ensure success for our students. We feel that is necessary to refocus our goals on teaching basic skills. While proposals are discussed to include classes, such as foreign languages at the seventh and eighth grade levels, this does not allow teachers the opportunity to teach basic skills, which a large portion of our students need. At the middle school level, the teaching of the seven essential competencies - (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Faculty Senate Point Pleasant Middle School	reading, writing, speaking, listening, spelling, handwriting, and viewing - can in no way be ensured in a forty-five minute per day time frame. In most cases, in grades 5-8, the same amount of time will be allocated for teaching English/ Language Arts as math, science, social studies, and all other subjects. Yet, the language arts teachers will be required to reach to mastery level seven areas and provide reteach for those who are deficient. While the idea of reteaching basic skills within the content areas is an admirable concept, we as educators know that this idea is unrealistic. Teachers may not be able to access deficiencies, and the majority of our core subject teachers are not trained to teach reading. Our content teachers say they are not prepared to teach reading skills; therefore, reading simply will not be taught. If reading is listed as a core subject to be taught daily, administrators will schedule it as a separate class or incorporate a double block of time for language arts. Otherwise, it will be assumed that reading skills are being taught as part of literature units or in the content areas. This is not usually the case. Most often, secondary teachers focus on content and not reading skills. Through our current double block of reading and English at PPMS, our students are taught basic skills daily. Our curriculum is designed to meet the objectives for English Language Arts set by the State of WV. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Faculty Senate Point Pleasant Middle School	At this time our English department covers essentials, such as grammar, writing, vocabulary, study skills, and literature, while our reading department focuses on reading skills, speaking, listening and viewing, research and writing, and spelling. Each of these steps have lead to increased test scores (CTBS) from 1993-1996. Research has shown that without formal instructional reading programs, students do not maintain a steady rate of improvement, nor are they able to remediate areas in which they are deficient. Students who fall below the fiftieth percentile may make some progress, but it is usually at a markedly slower rate. In order for any program of skills improvement or remediation to actualize the ability of students, the instructional programs need to be long term. Therefore, it is our contention that formalized reading programs continue to be mandated as a core area of study. In conclusion, while positive changes for the betterment of our students are taking place through the combined efforts of the English and reading programs, your proposed policy changes will not allow this to continue. As WV educators, we feel the need to support reading through grade eight because of Appalachian ethnicity, socioeconomic status, and lack of language achievements.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Faculty Senate Point Pleasant Middle School	Looking at the functional illiteracy rate of our state currently, Policy 2510's goal that all adults will be functionally literate will never happen without a mandated reading program.		
11/12/96	Carol S. Miller Director of Title I Special Education Mason County Board of Education	Concerns are as follows: - The deletion of the word "reading" is a great concern of mine. I realize that reading is included in "English Language Art" and in the "English Language Arts Instructional Goals" but it appears to lessen the importance of reading instruction as a separate curriculum offering. Reading is part of an integrated art's program but many times it loses its identity when coupled with spelling, writing, study skills, etc. It is imperative that students have direct instruction in the basic reading skills beginning in kindergarten and continuing through middle school. By eliminating the term "reading", I feel students will not receive the intense instruction needed for students to become independent readers. - When developmental reading was required in grades 7 and 8, WV made a giant step forward. Prior to this requirement, formal reading instruction ceased after the sixth grade. This requirement did two things: 1) it continued formal reading instruction to grades 7 and 8, and 2) it brought an awareness to secondary teachers of the importance of basic reading and reading in the content areas. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Carol S. Miller Director of Title I Special Education Mason County Board of Education	- The Stanford Achievement Test (SAT) tests reading separately. The state curriculum guide utilizes an integrated curriculum.		
11/12/96	Tonya Martin Point Pleasant Middle School Point Pleasant, WV 25550	According to the Senate Bill 300, reading as a core subject will be cut by the year 2002. However, we at Point Pleasant Middle School feel this is a mistake. The goal of Senate Bill 300 is to work towards a language arts block. This will be virtually impossible as there are seven essential competencies that need to be taught during this block. In the Fall of 1996, approximately five hundred seventh and eighth graders walked through the doors of Point Pleasant Middle School, and forty-four percent (44%) of these students were reading below the fiftieth percentile. If we think these statistics are going to improve by cutting the reading program, we are sorely mistaken. We are asking that you reconsider your position on the deletion of reading and developmental reading as a separate subject, according to Policy 2510.		
11/12/96	Jan Stanley Title I Reading Teacher Point Pleasant Middle School	According to Policy 2340, we will be testing four areas of language arts (reading, language, spelling and study skills). However, these four areas are grouped into one core subject in grades K-8, English language arts.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Jan Stanley Title I Reading Teacher Point Pleasant Middle School	It is essential that reading be specified as a core program that is taught daily and includes a reteach component. Justification for the above statement follows: 1. If we are to ensure that as many students as possible receive a warranty for proficiency in the workplace or in post secondary education upon graduation, developmental reading should be mandatory at least through the 8th grade. 2. If reading is listed as a core subject to be taught daily, administrators will schedule it as a separate class or incorporate a double block of time for language arts. Otherwise, it will be assumed that reading skills are being taught as part of literature units or in the content areas. This is not the case. Most often, secondary teacher focus on content and not reading skills. 3. In most cases, in grades 5-8, the same amount of time will be allocated for teaching English/Language Arts as math, science, social studies and all other subjects. Yet, the language arts teachers will be required to teach four areas of language arts to mastery level and provide reteach for those who are deficient. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Jan Stanley Title I Reading Teacher Point Pleasant Middle School	4. Pt. Pleasant Middle School, composed of approximately 500 students in grades 7 and 8, receives students from seven elementary feeder schools. During the 1996-97 school year, many of our students entered below the 50th percentile in the following areas: Total Reading 43.5% - Total Language 35.5% - Spelling 47.9% - These facts certainly show a need for reading and English Language Arts to be a separate core program of study. In conclusion, research has shown that without formal instructional reading programs, students do not maintain a steady rate of improvement, nor are they able to remediate areas in which they are deficient. Students who fall below the 50th percentile may make some progress, but it is usually at a markedly slower rate and many find that they have once again fallen behind their peers. In order for any program of skills improvement or remediation to actualize the ability of students to sustain and continue reading progress, the instructional programs need to be long-term. Therefore, it is my contention that formalized reading programs be mandated for as long as possible in the core program of studies.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Connie M. McCarty Point Pleasant Middle School Point Pleasant, WV 25550	When the proposed deletion of developmental reading at PPMS was announced in Faculty Senate, a moan of disapproval was sounded, and one English teacher spoke up and said that we cannot "do it" (the English requirements) "without the reading people." Her statement is absolutely true! There are too many objectives in the language arts curriculum for four English teachers to adequately cover the essential materials. Our school has had the current reading program for the past four years, along with Title I assistance, and there have been improved reading scores each year. Through the reading program, Title I teachers have been able to give added help to at-risk students; therefore, more students are enjoying success. We desperately need to keep the reading program without making cuts that will derail our improvements. Please revise the proposed policy and reinstate developmental reading as a subject that is required to be taught daily.		
11/12/96	Kelly Harper Point Pleasant Middle Schools Point Pleasant, WV 25550	Career education is now a required subject for all eighth graders. Career awareness, therefore, is very important to the students as they prepare for the workplace. While meeting with the business to schedule job shadowing, we have learned that business people want students who are truly ready for the workplace. Since basic skills are an essential part of these requirements, it is necessary to keep the reading program as a core area of study. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Kelly Harper Point Pleasant Middle Schools Point Pleasant, WV 25550	Deleting reading as a separate subject would further increase the number of students who fall below the fiftieth percentile on the standardized tests. At PPMS, the test scores have improved over the past few years due to the collaborative efforts of the English, reading, and Title I teachers. Please reconsider the proposed changes dictated by Policy 2510.		
11/12/96	Kerri Lewis Developmental Reading Teacher Point Pleasant Middle School 2312 Jackson Avenue Point Pleasant, WV 25550	While there are many positive changes occurring in West Virginia's education system. I am concerned as a parent and educator that programs which are currently successful and vital for our students are being eliminated or changed through policy proposals such as Policy 2510. My biggest concern is the deletion of reading and developmental reading as a separate core subject through Policy 2510. I am a firm believer that a person's ability to prevail in almost every aspect of life is directly related to their reading capabilities. While we may be graduating a select group of students with abilities in areas such as computer skills, advancement in the arts, career plans, and fluencies in foreign languages, a large number of our students are graduating without the basic skills needed to succeed in today's world. The teaching of basic skills, especially reading, should be mandated subject in at least grades K-8. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Kerri Lewis Developmental Reading Teacher Point Pleasant Middle School 2312 Jackson Avenue Point Pleasant, WV 25550	We cannot afford to risk the future of our students by cheating them out of quality education which begins with the mastery of basic skills. Let us not assume that reading skills will be taught in an English Language Arts block or in other core subjects. Instead, we can guarantee reading be taught through a policy which mandates reading as a separate core subject in grades K-8.		
11/12/96	Elizabeth Hughes President Mason County Reading Council	As president of the Mason County Reading Council, I wish to express my concern over the action that will remove reading as a subject to be taught in intermediate grades. Standardized test scores reflect a need for reading to be taught not only through sixth grade, but throughout middle and junior high schools. Many high school teachers express the need for reading instruction to continue in high school. Reading instruction ending at the fourth grade may be appropriate for the advanced reader in the classroom. The classrooms of WV still have average and below average students in them. They deserve appropriate instruction. Some of the high comprehension skills may be introduced at fourth grade, but, students are not yet sophisticated enough to really understand and apply them until later. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Elizabeth Hughes President Mason County Reading Council	As is often the case, many decisions are made without consideration for adequate time and expense for teacher training. If reading in the content fields is to be proposed as an alternative for reading instruction, time for teacher skill development, and money for training, must also be provided.		
11/12/96	J. T. Chicchiricki, Senate Chair Harpers Ferry Junior High Faculty Senate Route 3, Box 93 Harpers Ferry, WV 25425	As educators, we agree that our State Educational System must revise and update current policies and requirements in order to prepare students for the 2000 school year and thereafter. However, the proposed policies and regulations in S.B. 300 are rigorous and unreasonable. There are too many expectations and standards required to be implemented in an unrealistic amount of time. Drastic changes in curriculums and assessment procedures should not be made without more local level input from individual county school systems. All disciplines should be represented before educational programs, co-curricular, and extra-curricular activities are eliminated. Teacher input and recommendations must be considered before changing educational objectives. We feel S.B. 300 should not be approved because more time is required for discussion and implementation.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	D. Mitchell Fincham Ag Ed Department, Chair Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	In reference to Sections 5.12, 5.22, 6.7.1, and 6.7.2. - These sections concern me and others on the faculty at Jefferson High School. It is not clear to us if this means that no student organizations would be able to attend their state conferences, judging activities related to curricular areas, national conferences, band events, choral activities, athletic competition, activity period activities, club meetings, etc., would be permissible during the school day. We continue to urge student involvement and these policies appear to be taking away their opportunity to be a part of these programs. Students learn so much from their involvement in these extra activities and colleges look for such involvement for the basis of some scholarships. Please carefully consider wording of these policies before they are presented for implementation.		
11/13/96	Michelle Snyder Wheeling Park High 142 Westgate Drive Wheeling, WV 26003	As a veteran teacher and current employee of Ohio County Schools at Wheeling Park High School, I feel that there are certain areas of the policy which may need to be analyzed further and possibly adjusted. My concerns are in the following areas: math curriculum, the length of the school day, the flexible teaching scheduled, the work-based experience, and the no-cost factor of implementing the plan. (Con't)		I

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Michelle Snyder Wheeling Park High 142 Westgate Drive Wheeling, WV 26003	On utmost concern to me is the math curriculum. We have a wonderful course of study at Wheeling Park and the students benefit from all class offerings. I feel there is a strong need for Pre-Algebra at the high school level. From the list of classes in the policy, I assume that this would fall under Algebra/Geo. Preparation. Many worthwhile classes are offered at WPHS that are not included on the list of classes in the policy. Can these classes still be offered for elective and/or unit credit under 6.4.3 and 6.4.4. of the policy? I hope they can. I would also like to address the issue of receiving high school credit for classes taken in the middle school. Students who are excelling at this rate should still be required to take three classes in math at the high school level. I would hate to see a student who is gifted in math, get into the high school and possibly take only one more math class because that's all he/she has to take. I also feel that some time parameters are needed at the elementary level in the areas of English and Math. I have a son at this level, and I feel that something should be established. To continue, I feel a better definition is needed for the instructional day. From the policy, I am concluding that homeroom and lunch at the high school level are not to be included in the instructional day, and an additional 15 minutes is to be added to give a total of 360 minutes instructional time. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Michelle Snyder Wheeling Park High 142 Westgate Drive Wheeling, WV 26003	I feel that our current time allocations are sufficient at Wheeling Park. I would also miss the pep assemblies and special presentations that we have during the year. According to the policy, these are to be eliminated during the school day. There is much emphasis put on flexible teaching schedules in this policy. In 7.2.4., the school calendar is to be established to allow for maximum learning time and extended learning time opportunities. This is also addressed in 7.2.9.(d), 7.4.2.(bE) and 9.3.1.(a). I am not in favor of year-round schooling. It takes me a good 4-5 weeks to feel the pressures from work ease. On the issue of work-based experience, I believe this is a great idea, but I really don't see how every student can be placed into a work situation. Many of my students are so involved in extra-curricular activities now, that their time is very limited. By the middle of the year, some of them are so fatigued just from what they are expected to do now. Also, extra teachers or personnel would be needed to oversee this experience for the 1000+ students at WPHS. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Michelle Snyder Wheeling Park High 142 Westgate Drive Wheeling, WV 26003	Lastly, let me express my views on the no-cost factor of this policy. I feel that somewhere a cost factor will have to come into play. The need for foreign language teachers in the middle schools, a pre-kindergarten program, work-based placement, and skill improvement programs at grade 8 and above will have to be addressed. How can this be at no cost? I realize a lot of time, energy, and effort went into this policy, but certain aspects need to be re-evaluated. I commend you for this effort, and I hope that the feedback you receive will help to facilitate the passage of Policy 2510.		
11/13/96	Donna Adams, Supervisor Cabell County Schools P. O. Box 446 Huntington, WV 25709	if indeed the curriculum is refocused at K-4, why are we testing Social Studies and Science in grades three and four? Also why are they to be taught daily instead of yearly as we presently are doing in grades 3-4? Music and Art and Physical Education are important in the whole scheme of learning. Howard Gardeners' ideas on multiple intelligences shows us that all children are not visual or mathematical, but can understand concepts and ideas through other avenues, such as spatial, musical and kinesthetic intelligences. It does not seem to me that we should close these avenues in order to find "reteach" times. In some instances, the understanding happens in those classes. Kindergarten Classes need the services of aides all the time.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
Section II - Purpose				
11/6/96	Kristi Lovett Director of Music James Monroe High School Rt. 1, Box 97-1-A Lindside, WV 24951	2.2. - This statement implies that these are the only skills that will be achieved in grades K-4. It should be expanded to include skills in other required programs of study - e.g. the Arts.		
11/6/96	Mary O'Malley P. O. Box 181 Capon Bridge, WV 26711	2.2. pg. 2 - second sentence - skills in the arts should be mentioned after computer applications.		
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	2.2. Purpose - . . . At early levels students will achieve basic skills in reading, writing, mathematics, and computer applications. - This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics - reading, writing, mathematics, and computer applications - as well as in other required programs of study (See Charts I and II, pp. 15-16).		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	Shall provide necessary resources . . . - with what funds?		
11/7/96	Jason P. Baker Elkins Middle School Elkins, WV 26241	Page 2 - 2.2.- also skills in others areas (i.e. fine arts awareness)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Ranson Elementary School 600 North Preston Street Ranson, WV 25438	2.2. - Question sufficient resources. How are they going to provide for these resources.		
11/7/96	Ann Jones 106 Conaway Drive Elkins, WV 26241	Page 2 - 2.2.- also skills in others areas (i.e. fine arts awareness)		
11/7/96	Tim Channell 108 Hanley Street Elkins, WV 26241	Page 2, 2.2 - At early levels . . . and also skills in other areas (i.e. fine arts awareness)		
11/7/96	Linda Wagner Route 1, Box 328-23 Elkins, WV 26241	Page 2, 2.2. - . . . and computer applications - add: also skills in other areas, "especially music skills".		
11/7/96	Richard A. Evans P. O. Box 311 Beverly, WV 26253	Page 2, 2.2. - Skills in the arts.		
11/7/96	Paul G. Zickefoose P. O. Box 8 Mill Creek, WV 26280	Page 2, 2.2. - . . . Also skills in other areas (i.e. fine arts)		
11/7/96	Bob Dunklenleg Randolph County 125 Earle Street Elkins, WV 26241	Page 2, 2.2. - " . . . Fine Arts, reading, writing, mathematics, and computer applications."		
11/8/96	Roane County Schools P. O. Box 609 108 Chapman Avenue Spencer, WV 25276	2.2. . . . At early levels students will achieve basic skills in reading, writing, math and computer. . . develop skills in required basics - reading, writing, math, and computer, as well as in other required program of study - (see charts I & II, page 16-17).		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/8/96	Pamela Lehr P. O. Box 224 Shepherdstown, WV 25443	Art, music, and PE are vital to an educational system which is progressive and has standards of excellence. This policy neglects those subjects and if instituted as written, it will cause neglect to all students. Research has proven that the study of music helps to develop spatial skills and higher level thinking skills. The wording of this policy leaves too much ambiguity where these subjects are concerned. Our society cannot neglect the education of our students in any of these subjects. Students should not be pulled from art, music, or P.E. for reteaching purposes. These subjects must not be interrupted. Consider that in most cases at the elementary level, each student attends these classes only one a week. Also at the upper levels a continuous, daily program of study is necessary for fluent mastery of the subject matter. If we neglect art, music and P.E., we will neglect our future. I site the studies done at UC Irvine by Gordon Shaw and Frances Rauscher. They gave a group of preschoolers music lessons and found that after eight months they "dramatically improved in spatial reasoning" compared with children given no music lessons.		
11/13/96	Marianne Cordle Elementary Music Specialists 110 Forest Drive Ona, WV 25545	2.2. - Basic skills in grades K-4 should also include P.E. and the arts. Studying the arts increases a child's ability to read and accept a system of symbols, i.e. letters, numbers, notes, etc.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Helen Morris 116 Jackson Avenue Ripley, WV 25271	2.1. - Appropriate goal and well stated. 2.2. and 2.3. - Some aspects will require extended effort.		
11/13/96	Faye Milhoan 100 Cedar Ridge Drive Ripley, WV 25271	2.1, 2.2, 2.3 - Well written and appropriate for today's society.		
11/13/96	Patricia K. Pate P. O. Box 95 Ripley, WV 25271	2.1. - You can't mandate involvement of parents. 2.2. - Agree/realistic 2.3. - Agree		
Section III - Scope				
11/4/96	Julia Shoffner 220 Forest Road Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/4/96	Julia Clark Marshall Arms Apartments 1560 Fourth Avenue Huntington, WV	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/4/96	Lewis Clark Woodridge Farm 253 Sovine Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Mary O'Malley P. O. Box 181 Capon Bridge, WV 26711	3.1.1.b. - Please include accomplishments pursued through strategies that focus on the Arts. 3.3. - System Requirements - It's great you included the Arts.		
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	3.3.4. Scope - This statement leaves out the creative arts and physical well being of our students. Suggested statement: a demanding and well rounded curriculum for all students, with emphasis on the core academic programs of study, an understanding of life skills, coupled with high expectations communicated to students, parents, and communities.		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	Student performance based on national assessment . . . - We test so much - When do we teach? Percents mentioned . . . Where did these numbers come from? They're unrealistic.		
11/7/96	Jason P. Baker Elkins Middle School Elkins, WV 26241	Page 3, 3.1.1.b. - Arts do all this and are acquainted with these areas.		
11/7/96	Janice Shoffner 220 Forest Road Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/7/96	Grant Shoffner 220 Forest Road Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Ranson Elementary School 600 North Preston Street Ranson, WV 25438	3.1.1.a.A. - Does not address at-risk children. 3.1.1.b. - How do you suggest getting parents involved - we have tried for years - parents are apathetic.		
11/7/96	Ann Jones 106 Conaway Drive Elkins, WV 26241	Page 3, 3.1.1.b. - Arts do all this and are acquainted with these areas.		
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	3.1.1.B. - All students do not have equal education opportunity due to unequal funding county to county!		
11/7/96	Michael W. Kessinger, Principal Tucker Valley Elem. Middle 100 Crest Avenue Hambleton, WV 26269	3.1.1.a.B. - All students will have equal education opportunity. - A lofty goal, but there is extreme inequity in county funding, facilities and equipment. This inequity affects staffing, instruction, curriculum and many other aspects of education.		
11/7/96	Tim Channell 108 Hanley Street Elkins, WV 26241	Page 3, 3.1.1.b. - The area of the Arts have incorporated all of the tenants of this philosophy.		I
11/7/96	Linda Wagner Route 1, Box 328-23 Elkins, WV 26241	Page 3, 3.1.1.b. - The arts are very acquainted with this area. Arts do all these things!		
11/7/96	Paul G. Zickefoose P. O. Box 8 Mill Creek, WV 26280	Page 3, 3.1.1.b. - The arts are very acquainted with these areas. The fine arts are involved in each of these areas.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Bob Dunkenleg Randolph County 125 Earle Street Elkins, WV 26241	Page 3, 3.1.1.b. - Fine Arts greatly enhance self esteem which make our children confident problem solvers.		
11/12/96	Steve Davis Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/12/96	Linda Wimer Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	3.1.1. F. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/12/96	Judith O'Neal Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/12/96	Melissa Thorne Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/12/96	Brenda Midkiff Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		
11/12/96	Mike Barber Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	3.1.1. E. Students will be ready for college or employment - Impossible if science is decreased in middle school and technology is not taught as a separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Gerald A. Mathias 46 South High Street Romney, WV 26757	3.1.1.C. - Unclear as to what goal means, i.e., ... "performance of students falling in the lowest quartile will improve by 50%." 3.1.1.E. - Needs definition: How will increase by 50%? 3.3. - Does not address healthy lifestyles.		
11/12/96	Janet Goodhand Director of Elementary Education 903 S. Washington Street Berkeley Springs, WV 25411	3.1.1.C. - Unclear as to what goal means, i.e., ... "performance of students falling in the lowest quartile will improve by 50%." 3.1.1.E. - Needs definition: How will increase by 50%? 3.3. - Does not address healthy lifestyles.		
11/12/96	Charles Duffy RESA VIII 109 South College Street Martinsburg, WV 25401	3.3. - Does not address healthy lifestyles!		
11/12/96	Danese Elementary School Faculty Senate P. O. Box 69 Danese, WV 25831	Goals are worthy and desirable but we feel unattainable. You can't make all kids the same.		
11/13/96	Craig S. Harmon 235K Walters Street Ripley, WV 25271	3.1.1.D. - Be better for students if they weren't able to drop out of school until they're 18 - Age between 16-18 is very important part of their life. What kind of job a drop-out could find at this age - was too part of their life.		
11/13/96	Kim Cunningham Ripley Middle School Rt. 2, Box 75A Ripley, WV	3.1.A. - How can you determine this? 3.1.C. - Once they are so far behind, this is really hard. What is the plan? 3.1.F. - This is not possible.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Bonnie Durst P. O. Box 277 Cottageville, WV 25239	Goals are unattainable and unrealistic. a. - dependent on developmental maturity. d. - no mastery variable in deciding. f. - No tool of measurement.		
11/13/96	Bernita Epling 122 Highlawn Hts. Drive Ripley, WV 25271	3.1.1.D. - There would be a better chance of achieving goal if students were unable to drop out until age 18.		
11/13/96	Tracy LeMasters 712 Fleming Avenue Ravenswood, WV 26164	3.1.1.D. - Education Goals - There would be a better change of achieving this goal when students are unable to dropout until age 18.		
11/13/96	Helen Morris 116 Jackson Avenue Ripley, WV 25271	3.1. - 3.3. - A. How will this be accomplished? C. - Is there a plan for teaching for this improvement? F. - Goal well stated. Can we accomplish this?		
11/13/96	Elizabeth A. Casto Ripley Middle School Rt. 2, Box 75A Ripley, WV 25271	3.1.1.A. - To have all children entering first grade ready, aide time cannot be taken away from K teachers.		
11/13/96	Debbie Click Ripley Middle 290 Patterson Road Cottageville, WV 25239	3.1.1.F. - The term <u>all</u> is too ambiguous. It excludes some exceptionalities from the work force that could be contributing citizens to society.		
11/13/96	Faye Milhoan 100 Cedar Ridge Drive Ripley, WV 25271	A-C - These are unrealistic. F. - Not attainable under any circumstances.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Patricia K. Pate P. O. Box 95 Ripley, WV 25271	3.1.1. - 3.3. - A. This is not a realistic goal. How is this to be determined? C. Time frame? Not realistic. F. This is not obtainable.		
11/13/96	Sheila Hammel Rt. 2, Box 649 Pt. Pleasant, WV 25550	3.1.1.A. - Who will determine if a child is ready for first grade? What competency test will the child have to take? Children at this age mature at different rates and levels, one at the beginning may be behind, but given the opportunity and access of a classroom soon catches up and moves ahead.		
Section IV - General Responsibilities				
11/4/96	Frances A. Case Homebound Instructor 428 New York Street Huntington, WV 25704	P. 40 Instruction Part C - Home/Hospital Teachers are responsible for providing instructional goals determined by the student's classroom teacher . . . Insert . . . , the curriculum guide, and the homebound teacher.		
11/4/96	Faculty Senate Boone County Kindergarten Academy P. O. Box 730 Unceda, WV 25205	4.4. - A county technology team that will develop a county technology plan for the use of technology to improve instruction. Will monies be available from WVDE to upgrade basic skills computers that are currently used by children in the classroom?		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	All . . . Too vague. No mention of where the funds will come from. As usual, the work will be done at the local level.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	4.1.1.c. - WV Board of Education needs to be aware of problems of rural counties as they are to be advocate for all public education systems in the state. 4.1.1.h. - How?		
11/7/96	Michael W. Kessinger, Principal Tucker Valley Elem. Middle 100 Crest Avenue Hambleton, WV 26269	4.1.1.a. - Serve as an advocate for a thorough and efficient system of public education - I hope the State Board of Education will accept this responsibility to aid small, rural counties. 4.1.1.h. - method for citizens to register concerns - Excellent 4.3.1. - facilitate equality in the educational offerings among counties - Can RESA provide staffing to provide these offerings, I think not.		
11/8/96	Jane Chandler Kindergarten Teacher 3810 Liberty Street Parkersburg, WV 26104	There were no current Early Childhood educators on the committee.		
11/12/96	Gerald A. Mathias 46 South High Street Romney, WV 26757	This section is well written.		1
11/12/96	Janet Goodhand Director of Elementary Education 903 S. Washington Street Berkeley Springs, WV 25411	This section is well written.		
11/12/96	Jane R. McCabe McKinley School Parkersburg, WV 26101	There were no current Early Childhood educators on the committee.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Shelia Edwards Route 3, Box 108B Washington, WV 26181	4.2.3. - Research of how young children develop and learn, and of their needs, is being totally disregarded.		
Section V - Glossary				
11/1/96	Delores Ranson Assistant Superintendent P. O. Box 770 Ripley, WV 25271	5.5. - Extracurricular-co curricular time . . . may <u>not</u> be scheduled during the instructional day. - Many students who ride buses and live a far distance from school will be unable to participate in co-curricular activities such as Art Club, etc. 5.26. - Instructional Day - No bank time to give opportunities for co-curricular activities, pep rallies, staff development for teachers on Faculty Senate days, etc. 5.36. - Program of Study - Reading listed as Program of Study, not an area of study under English/Language Arts. This is inconsistent throughout the policy.		
11/1/96	Gary W. Bays George Washington Middle 1009 E Street So. Charleston, WV 25303	5.26. - Instructional Day (Grade 5-8, 345 minutes) - Should be kept the same unless reasoning can be given.		1
11/4/96	Julia Shoffner 220 Forest Road Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Julia Clark Marshalls Arms Apartments 1560 Fourth Avenue Huntington, WV	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do not increase the length of the student day 15 minutes.		
11/4/96	Lewis Clark Woodridge Farm 253 Sovine Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do not increase the length of the student day 15 minutes.		
11/4/96	Phyllis Clark 253 Sovine Road Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.12. - Separate and define co-curricular and extra-curricular activities		
11/6/96	Kristi Lovett Director of Music James Monroe High School Rt. 1, Box 97-1-A Lindside, WV 24951	This definition of the core academic programs of study does not conform to the definition that is used in national legislation and national education reports. For WV to become a viable participant in national reform efforts, Policy 2510 should include the arts among the core academic programs of study.		
11/6/96	Crum Middle School Box 9 School Street Crum, WV 25669	Music, Art and Dance need to be offered at the high school level as separate classes. Music, Art and Physical Education should be taught by a certified professional in grades K-8 as a separate class. These courses should be required for students in these grade levels.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Mary O'Malley P. O. Box 181 Capon Bridge, WV 26711	5.5. Page 6, - The Arts - the definition should match up with the National Standards. 5.14. - Page 7, - The arts should be on the list of core academic program of study. See "Prisoners of Time"; the Arts are included.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	5.2. Adolescent Education - This definition leaves out the creative aspect that we all need to develop to become more responsible, productive citizens. Suggested statement: The educational program that addresses the intellectual, physical, social/emotional, creative, and career preparation needs of students across all programs and areas of study in grades 9-12. 5.3. - Adult Education - This definition again leaves out the creative aspect mentioned earlier. Suggested statement: Adult Education- The education program that addresses the intellectual, physical social/emotional, creative and career development needs of persons 16 years of age and older who are not enrolled in school. 5.14. - Core Academic Programs of Study - This definition of the core academic programs of study should also include the arts and physical education among the core academy programs of study. Our students deserve a well rounded education both mentally and physically. Suggested statement: Core Academic Programs of Study - The English Language Arts, mathematics, science, social studies, the arts, and physical education programs of study. 5.19. - Early Childhood Education - This definition again leaves out the creative aspect mentioned earlier.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	Suggested statement: Early Childhood Education - The education program that addresses the intellectual, physical, social/emotional, creative, and career awareness needs of learners across all programs and areas of study in grades Pre K-4. 5.33. - Middle Childhood Education - This definition again leaves out the creative aspect mentioned earlier. Suggested statement: Middle Childhood Education - The education program that addresses the intellectual, physical, social/emotional, creative, and career exploration needs of students across all programs and areas of study in grades 5-8.		
11/6/96	Nancy Underwood 202 West 8th Avenue Huntington, WV 25701	5.12. Co-Curricular Activities - Need definition for extra curriculum. 5.22. - Extracurricular and Co-curricular time - Some of these co-curricular activities should be done during instructional day. FHA chapters teach valuable skills to students in the context of a co-curricular youth organization.		
11/6/96	Phyllis Harman FHA Advisor Tucker County High School Box 153, Route 1 Hambleton, WV 26269	5.12. - Co-curricular Activities - Agree, but want a definition for extra-curricular. 5.22. - Extracurricular and Co-curricular Time - Some of these co-curricular activities should be done during the instructional day. FHA chapters can teach valuable skills for students in the context of a youth organization and reinforce many basic skills.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Jennifer Wood P. O. Box 943 Shepherdstown, WV 25443	5.12. - Curricular Activities - Agree with this definition. What is the definition for extracurricular? 5.22. - Co-curricular activities should be allowed during the instructional day. FHIA can teach valuable skills to students in the context of a youth organization and reinforce many basic skills. 5.21. - Elective Courses - Agree with definition. Students need to have Consumer and Homemaking courses to selective elective from (left out of Senate Bill 2320).		
11/7/96	Jason P. Baker Elkins Middle School Elkins, WV 26241	Page 6, 5.5. - Definition of arts should line up with dance, theater, music and visual arts. Page 7 - Add Fine Arts Education		
11/7/96	Janice Shoffner 220 Forest Road Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		
11/7/96	Grant Shoffner 220 Forest Road Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		
11/7/96	Robert Miller Special Education Director Mineral County Schools One Baker Place Keyser, WV 26726	5.18.2. - Drop the words "who ha severe disabilities" There is too big a gap between the Standard Diploma and the Modified Diploma. 5.25. - I.E.P. - Why create a new definition here? Why not be consistent and use the one from 2419.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Ann Jones 106 Conaway Drive Elkins, WV 26241	Page 6, 5.5. - Definition of arts should line up with dance, theater, music and visual arts. Page 7 - Add Fine Arts Education		
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	5.26. - Increase instructional day is a nightmare for transportation in rural counties. Add days, not minutes! 5.29. - Instructional day needs to be defined. All counties should be allowed to set their own calendar without beginning and ending dates to obtain the required number of instructional days. 5.46. - Why 2 standards for warranty? 5.48. - Work based learning activities requires a coordinator for this purpose.		
11/7/96	Michael W. Kessinger, Principal Tucker Valley Elem. Middle 100 Crest Avenue Hambleton, WV 26269	5.26. - Instructional Day - Not practical for small rural counties. Add more instructional days.		
11/7/96	Tim Channell 108 Hanley Street Elkins, WV 26241	Page 6, 5.5. - Include the wording of dance, theater, music, and visual arts. Page 7, 5.14. - Add wording "Fine Arts Education"		I
11/7/96	Linda Wagner Route 1, Box 328-23 Elkins, WV 26241	Page 6, 5.5. - Definition of Arts should line up with dance, theater, music and visual arts. Add: Fine Arts Education		
11/7/96	Richard A. Evans P. O. Box 311 Beverly, WV 26253	Page 7, 5.14. - Add Fine Arts Education		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Ann Thornburg 101 Blackberry Hill Barboursville, WV 25504	5.12. - Co-curricular Activities - Agree but a definition for extra curricular must be more clear 5.22. - Extra curricular and co-curricular time - Some of these co-curricular activities should be done during the instruction day. FHIA chapters can teach many valuable skills to students in the context at youth organizations which also reinforce many basic skills.		
11/7/96	Paul G. Zickeloose P. O. Box 8 Mill Creek, WV 26280	Page 6, 5.5. - The definition of "The Arts" should line up with dance, theater, music and visual arts. Page 7, 5.14. - "Fine Arts Education" needs to be added to the definition.		
11/7/96	Bob Dunklenleg Randolph County 125 Earle Street Elkins, WV 26241	Page 6, 5.5. - The Fine Arts - the programs of study in music, visual art, dance, theater Page 7, 5.14. - Add: Fine Arts Education		
11/7/96	Patricia Blake Box 301 Burnsville, WV 26335	5.26. - Instructional Day ... K-4 is 330 minutes, 5-8 is 345 minutes, 9-12 360 minutes ... Rural counties have long bus routes as it is. Lengthening the day will put a burden on young children who already have long days.		
11/7/96	Karen Alexander Wayne County Art Teacher 216 Bartow Drive Barboursville, WV 25504	5.5. The Arts - Should state: dance, music, theater and the visual arts. 5.14. Core Academic Programs of Study - Arts should be included because in Goals 2000 - Educate American Act - Art is named as a core academic subject.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Ann Grimes Wayne County Art Teacher 4634 Route 152 Lavalette, WV 25535	5.5. The Arts - Should state dance, music, theater, and the visual arts. 5.14. Core Academic Program of Study - The arts should be added because in Goals 2000 they are considered a core subject.		
11/7/96	Freddie J. Daniels Wayne County Art Teacher Tolsia High School Route 1 Fort Gay, WV 25514	5.5. The Arts - Should state dance, music, theater, and the visual arts. 5.14. Core Academic Program of Study - The arts should be added because in Goals 2000 they are considered a core subject.		
11/7/96	Cheryl Alley Howetien Wayne County Art Teacher C-K High School 4 South Queen Ct. Huntington, WV 25705	5.5. The Arts - Should state dance, music, theater, and the visual arts. 5.14. Core Academic Program of Study - Correct the program of study - needs include the Arts Goals 2000 include the Arts as a core (program of study) class.		
11/7/96	Ellen Cheek Wayne County Art Teacher 406 Forest Road Huntington, WV 25705-3710	5.5. The Arts - Should state dance, music, theater, and the visual arts. 5.14. Core Academic Program of Study - The arts should be added because in Goals 2000 they are considered a core subject.		
11/7/96	Pamela S. Stevens Wayne County Art Teacher 711 Terrace Drive, Apt. 24 Wayne, WV 25570	5.5. The Arts - Should state dance, music, theater, and the visual arts. 5.14. Core Academic Program of Study - The arts should be added because in Goals 2000 they are considered a core subject.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Beverly S. Prince - Teacher Wirt High P. O. Box 219 Elizabeth, WV 26143	5.12. - Co-curricular activities - the definition for extracurricular needs to be added. 5.22. Extracurricular or co-curricular activities - Some of these co-curricular activities should be done during the instructional day. FHA chapters can teach valuable skills and reinforce basic skills.		
11/8/96	Roane County Schools P. O. Box 609 108 Chapman Avenue Spencer, WV 25276	5.5. . . The Arts - The program of study in music, visual and performing arts and drama. . . needs language used in national legislation. 5.14. . . Core Academic Program of Study - The English, Language Arts, Math, Science, and Social Studies programs of study. . . the Arts- The program of study in dance, music, theater, and visual art. To conform with the national definition. Policy 2510 must include the arts among the core academic programs of study.		
11/12/96	Elizabeth Willis 32 Hillisdale Circle Scott Depot, WV 25560	5.26. - Adding to the school day - some kids get on the bus before 6:00 a.m. already.		
11/12/96	Phyllis Willis 32 Hillisdale Circle Scott Depot, WV 25560	5.26. - We are banking time now.		
11/8/96	Tamara A. King P. O. Box 436 Winfield, WV 25213	5.18.2. - Modified Diploma - Who decides what the diploma requirements will be? 5.45. - Unit of Credit - How will mastery of a high school be determined?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/8/96	Marlyn S. Bisher 12 Heritage Drive Shepherdstown, WV 25443	5.12. - Co-curricular Activities - Agree, but we want a definition for extra curricular. 5.22. - Extra-curricular and Co-curricular Time - Some of these co-curricular activities should be done during the instructional day. FIIA chapters can teach valuable skills to students in the context of a youth organization and reinforce many basic skills.		
11/12/96	Steve Davis Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		
11/12/96	Linda Wimer Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		
11/12/96	Judith O'Neal Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		I
11/12/96	Melissa Thomer Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		
11/12/96	Brenda Midkiff Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Mike Barber Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homenaking as a choice. 5.26. - Instructional Day - Do not increase the length of the student day 15 minutes.		
11/12/96	Randall S. Lemon Winfield High School 152 Scott Acres Scott Depot, WV 25560	5.45. - Unit of Credit - What is mastery? 70%? 90%? I think teachers should have some say in what courses students can attempt mastery and what constitutes mastery.		
11/12/96	Carol Lucas 1750 Martha Road Barboursville, WV 25504	5.12. - Co-curricular Activities - FHA offers leadership skills, trend experiences and meeting others, competition. 5.22. - Extracurricular and Co-curricular Time - Many are bus students and can only be involved if there are activities within the school day.		
11/12/96	Stephen Duckworth 205 Maple Avenue New Martinsville, WV 26155	5.22. - Do not combine extracurricular and co-curricular. They need to be viewed as to their educational benefit. Co-curricular activities should be allowed during regular class time.		
11/12/96	Essie McCann 160 Kirk Street Ferrellsburg, WV 25513	5.12. Co-curricular Activities - Enables students to experience life beyond the classroom. 5.22. Extracurricular and Co-curricular Time - Bus students can participate.		
11/12/96	Connie Dakan Short Line School P. O. Box 328 Reader, WV 26167	If you use integrated curriculum it is impossible to teach science and social studies separately every day. There isn't enough time in the day.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Marilyn Cunningham Clendenin Middle Box 480 Clendenin, WV 25045	5.2. - Self esteem, self concept, managerial skills, co-op learning skills, relationship should be all be included in FACS course which should be required elective. 5.5. - Applied Arts - Should include Unified Arts to include FACS courses which would give a more rounded education in dealing with adulthood and careers.		
11/12/96	Gerald A. Mathias 46 South High Street Romney, WV 26757	5.18.2. - Delete "who has severe disabilities". 5.22 - Co-circular time should be considered instructional time. Delete co-circular. 5.23. - Delete last sentence. 5.26. - Exemptions for counties with long travel times needs to be considered. A waiver option should be available. 5.46. - On warranty level should be required. Remove post-secondary levels.		
11/12/96	Staff Development Man Jr. High School Science Department 600 Main Street Man, WV 25635	Extracurricular activities shall occur outside of the instructional day - What effect would this have on field trips during the school day? What effect would this have on sporting events? Ex: state basketball tournaments.		I

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Janet Goodhand Director of Elementary Education 903 S. Washington Street Berkeley Springs, WV 25411	5.18.2. - Delete "who has severe disabilities". 5.22 - Co-circular time should be considered instructional time. Delete co-circular. 5.23. - Delete last sentence. 5.26. - Exemptions for counties with long travel times needs to be considered. A waiver option should be available. 5.46. - On warranty level should be required. Remove post-secondary levels.		
11/12/96	Charles Duffy RESA VIII 109 South College Street Martinsburg, WV 25401	5.18.2. - Delete "who has severe disabilities". 5.23. - Delete last sentence. 5.26. - Exemptions for counties with long travel times needs to be considered. A waiver option should be available.		
11/13/96	Marianne Cordle Elementary Music Specialists 110 Forest Drive Ona, WV 25545	5.14. - Fine arts should be included in core academic programs. Children need this balance in their lives.		
11/13/96	Craig S. Harmon 235K Walters Street Ripley, WV 25271	5.22. - Please provide a program definition.		I
11/13/96	Kim Cunningham Ripley Middle School Rt. 2, Box 75A Ripley, WV	5.37. - Where is Science and Social Studies? I feel that in grades 6-8 these subjects should be taught.		
11/13/96	Bonnie Durst P. O. Box 277 Cottageville, WV 25239	5.22. - All students will not receive equal opportunities. The rural area children would be left out.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Helen Morris 116 Jackson Avenue Ripley, WV 25271	5.22. - Co-curricular needs to be within the school time framework.		
11/13/96	Debbie Click Ripley Middle 290 Patterson Road Cottageville, WV 25239	5.22. - Some students will be excluded due to transportation difficulties. These activities are an important factor in a child's education.		
11/13/96	Faye Milhoan 100 Cedar Ridge Drive Ripley, WV 25271	5.22. - In rural counties many students will be deprived of participating in extracurricular activities. 5.37. - Why Social Studies and Science not listed?		
11/13/96	Patricia K. Pate P. O. Box 95 Ripley, WV 25271	5.22. - In rural counties, students are unable to participate in after school activities. This problem will cause unequal education for all. 5.37. - Science and Social Studies should be included as required basics.		
Section VI - Program Definition				
11/1/96	Delores Ranson Assistant Superintendent P. O. Box 770 Ripley, WV 25271	Chart I, II and III - The areas of study under English/Language Arts need to be identified in the policy. Chart II, III - Social Studies and Science should NOT be re-required daily. We need more time to teach students to READ in grades three and four. We need flexibility in scheduling in Grades 3-8.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96 11/4/96	Diana Armstrong Computer Science Shady Spring High School P. O. Box 2001 Rt. 3, Hinton Road Shady Springs, WV 25918	I feel that requiring students to take the AP exam will hurt the AP courses. Students may not sign up for the class if they know the exam is required. Also, as in AP Computer Science, students may not know their capabilities until they take the course. I feel you will be penalizing those good students by requiring <u>all</u> to take the exam. In AP Computer Science, I usually end up with 2 groups with different abilities - one slower and one faster.		
11/4/96	Julia Shoffner 220 Forest Road Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		
11/4/96	Julia Clark Marshalls Arms Apartments 1560 Fourth Avenue Huntington, WV	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		I

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Lewis Clark Woodridge Farm 253 Sovine Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		
11/4/96	Phyllis Clark 253 Sovine Road Hurricane, WV 25526	6.6.7. - Nutritional Services - Include course in Nutrition taught by Home Ec. Teachers. - Health Teachers do not take classes in nutrition. 6.7.2. - Co-curricular activity should be allowed to take place on school time. Organizations like FHA produce leaders for tomorrow. Core Programs - Chart III - Add Consumer/Homemaking and Technology to be taught yearly. Go hand in hand with Schools to Work.		
11/4/96	Faculty Senate Boone County Kindergarten Academy P. O. Box 730 Unedda, WV 25205	6.6.1. Guidance and Counseling - School counselors work with individual students and groups of students . . . At present elementary schools do not have counselors. School counselors are needed for all levels.		
11/4/96	Bonnie Ritz, Ed. D. Ohio County Schools 2203 National Road Wheeling, WV 26003	6.4.1. b. - The evaluation of transferring students should be the responsibility of the County Superintendent or designee rather than the County Board of Education. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Bonnie Ritz, Ed. D. Ohio County Schools 2203 National Road Wheeling, WV 26003	6.4.11. - The opportunity to receive dual (high school and college) credits for college level courses promotes student academic achievement while increasing the likelihood of post secondary school attendance. Participation in college level courses should be reported on the West Virginia State Report Card and equated with Advanced Placement classes.		
11/6/96	Dr. Denise K. McNeel Pocahontas County Schools 810 2nd Avenue Marlinton, WV 24954	Page 17 - Foreign Language Middle Childhood all counties to be required to offer 2 years of Foreign Language in grades 7 & 8. Pocahontas County has offered 2 years of Foreign Language in grades 7 & 8 for 19 years. This is long overdue statewide. <u>SUPPORT THIS</u> . Now we need to look at offering Foreign Languages when children learn them most easily - in early grades. <u>Fund this!!</u> Page 18 - 2 credits in as Foreign Language of all college bound students - <u>Support enthusiastically</u> but 2 years is <u>minimal</u> . Encourages 3-6! And as many different Foreign Languages as possible.		
11/6/96	Linda Clalluti, Principal Morgantown High School 109 Wilson Ave. Morgantown, WV 26505	Requirements for Graduation - 1. All students cannot master Algebra I and above courses. 2. A student may be taking the second year of Foreign Language in senior year and fail and not graduate! Please delete this requirement.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Kristi Lovett Director of Music James Monroe High School Rt. 1, Box 97-1-A Lindside, WV 24951	6.3.1. - It is unclear what is meant by "woven into the schedule as students demonstrate mastery of the required basics." I believe that students must achieve skills in English Language Arts and Mathematics, but the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student. Charts I and II: Teachers may not be able to schedule students on some days for instruction in the following programs of study if they require reteaching or extended instructional time in English Language Arts or Mathematics. - I strongly believe that this statement should be stricken from the document for two reasons: (1) the statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English Language Arts and Mathematics. As stated above, non-achievement of goals and objectives in any required program of study is not acceptable. (2) Certain administrators may be tempted to use this statement as a justification for limiting (or essentially eliminating) instruction in programs of study other than English Language Arts or Mathematics. Non-Core Electives 9-12 - Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Kristi Lovett Director of Music James Monroe High School Rt. 1, Box 97-1-A Lindside, WV 24951	Also, the chart should indicate that there are four levels of Instrumental Music (Band), Instrumental Music (Strings), and Choral Music.		
11/6/96	William Dawson 3580 Benedict Culloden, WV 25510	I don't want to see various "shop" classes and Home Economics classes cut. These are important connections between knowledge and the use of that knowledge. I do not see any Media Literacy courses mandated. We are daily bombarded with half-truths in the various media and it is important that our citizens be able to understand what they see/hear/read. The deceptions are so professional now that a bonafide media literacy class is the most efficient way to insure that our citizens are acting with full information. I believe that we need more counselors per capita to truly fulfill the objectives of 6.6.1.		
11/6/96	Mary O'Malley P. O. Box 181 Capon Bridge, WV 26711	Page 12, 6.3.1. - All the Arts should be mentioned after Science. Change the word "woven"; it is not an academic term. Page 15 & 16 - Visual Arts, Dance and Theater should be added. These should be taught in a sequential manner. Page 17 - Glad to see choral and instrumental music <u>must</u> be offered in 6th grade, although 5th is better. Page 18 - Glad to see 1 course credit in Music is required for graduation.		1

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	6.3.1. Early Childhood Education (Grades Pre K-4) - It is unclear what is meant by "woven into the schedule as students demonstrate mastery of the required basics." I believe that students must achieve skills in English language arts and mathematics, but the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student. Suggested statement: Early Childhood Education (Grades Pre k-4) - Early Childhood Education is the beginning of formal education in West Virginia public schools. Pre-kindergarten and kindergarten provide developmental activities designed to stimulate the intellectual, physical/motor, social/emotional, and creative development of the child and begin the process mastery of the required basics. The education program in grades 1 and 2 gives priority to the mastery of the required basics of reading, writing, mathematics and computer skills and reinforces the developmental activities with emphasis on integration of career awareness and the use of other technology skills. Science, health, social studies, art, music, and physical education are incorporated into the schedule as students develop mastery of the required basics. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	6.3.3. - Adolescent Education (Grades 9-12) This statement again leaves out the creative aspect that we all need to develop to become more responsible, productive citizens, as mentioned earlier. Suggested statement: <u>iii</u> <u>ii</u> Adolescent Education (Grades 9-12) - Adolescent education provides students the intellectual, social/emotional, physical, creative and technological capacities for successful entry into adulthood . . . Chart I and II: Teachers may not be able to schedule students on some days for instruction in the following programs of study if they require re-teaching or extended instructional time in English language arts or mathematics. This statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. As stated earlier, non-achievement of goals and objectives in any required program of study is not acceptable. Certain administrators may be tempted to use this statement as a justification for limiting (or essentially eliminating) instruction in programs of study other than English Language Arts or mathematics. Suggested Statement: These required programs of study shall be taught at each grade level each year as separate programs but need not be taught daily. Music and Physical Education		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	These required programs of study may be taught as separate or integrated programs but need not be taught daily. Teachers may not be able to schedule students on some days for instruction in the following programs of study if they require re-teaching or extended instructional Art Health - Time in English language arts or mathematics.		
11/6/96	Patricia P. Pockl Ohio County Schools 2203 National Road Wheeling, WV 26003	Additional staff in Foreign Language will be needed in order to implement Foreign Language in seventh and eighth grades. Will there be funding for these positions?		
11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	6.3.1. - Early Childhood Education . . . arts are woven into schedule as students demonstrate mastery of the required basics. Though the arts need not be the most important focus of early education, the certainly have a place before mastery of the basics is demonstrated. It is through the interviewing of the arts with the basics that mastery will occur. We must be careful not to neglect the arts as a channel to the reading, writing, math, and thinking. 6.3.2. - Middle Childhood Education . . . developing individual transition plans. Eighth grade is very early to be limiting the options of any child in any way which this must do whether or not that is the intent. (Con't)		1

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	6.3.3. - Adolescent Education . . . select and complete a career major. This is far too limiting. One only has to look at the number of college students who change majors to know that 16 year olds are not ready to make such limiting decisions. Chart I (p.15) . . . Reteaching is to occur daily. This limits the ability of the teacher to make professional decisions about the achievement of students and how best to meet the needs of the students. Reteaching is but on method of ensuring that all students learn. There are others that are as acceptable but approach mastery as a child making closer and closer approximations of the desired outcome. This is a long process, not a linear teach/reteach set of behaviors. Additionally, the record keeping that would surely result from this provision will take important time away from teachers teaching students. Chart III . . . Reteaching that occurs daily (see above) at the expense of the arts limits the arts to those students who in all likelihood already come from enriched backgrounds. Making participation in the arts dependent on mastery of the basics eliminates areas of potential success for many otherwise at-risk students. The arts are often the avenue through which students learn the basics. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	6.7.2. - Co-curricular activities shall occur outside of the instructional day. Does this mean that plays, museums, concerts, and other field trips must take place after school? That is the way it sounds.		
11/6/96	Phyllis Harman FLIA Advisor Tucker County High School Box 153, Route 1 Hambleton, WV 26269	Chart IV - Graduation requirements should not include the arts. I believe in the arts, but I feel this should be an individual decision. Work-based experience should be an educationally supervised activity based on career interest aptitude; should offer Life Skills offering at middle level. Chart V - Some activities should be allowed within the school day. Co-curricular activities are extension of the classroom and should occur. Students should not be expected to do everything after school. They will not or can not participate. Eliminating these opportunities for youth means that they miss quality workplace skill, such as team work, interpersonal relationships, critical thinking, problem solving and leadership development.		
11/6/96	Jennifer Wood P. O. Box 943 Shepherdstown, WV 25443	Chart IV - Graduation requirements should not include the arts. There should be classes in the Arts offered, but selection should be an individual decision. Work-based experience should be an educationally supervised activity based on career interest aptitude; should offer Life Skills offering at middle level.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Jennifer Wood P. O. Box 943 Shepherdstown, WV 25443	Chart V - Activities should be offered within the school day. Co-curricular activities are extensions of the classroom and should occur. Students should not be expected to do everything after school. They will not or can not participate. Eliminating these opportunities for youth means that they miss quality workplace skill, such as team work, interpersonal relationships, critical thinking, problem solving and leadership development.		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	6.3.1. Early Childhood . . . Do you know how to weave science, math, etc. into the curriculum? Middle Childhood Foreign Language . . . Who's funding this? Charts I, II, & III . . . Scheduling will be horrible. Chart V . . . - Some students need these to succeed. When is this to be done?		
11/7/96	Jason P. Baker Elkins Middle School Elkins, WV 26241	Page 12, 6.3.1. - See 2.2. on page 2 for definition.		I
11/7/96	Janice Shoffner 220 Forest Road Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Grant Shoffner 220 Forest Road Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		
11/7/96	Robert Miller Special Education Director Mineral County Schools One Baker Place Keyser, WV 26726	6.5.3. - GOOD!		
11/7/96	Ranson Elementary School 600 North Preston Street Ranson, WV 25438	6.3.1. - An integrated curriculum (using music, art, p.e., library, etc.) provides support to the basic requirements.		
11/7/96	Ann Jones 106 Conaway Drive Elkins, WV 26241	Page 12, 6.3.1. - What does "woven" mean - may need new wording.		1
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	6.4.1.d. - Students who drop out should return under the current graduation requirements. 6.4.10. - Define high school level course (do we include band, chorus, PE?) If we teach computer and keyboard in 5th grade, do they get credit?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Michael W. Kessinger, Principal Tucker Valley Elem. Middle 100 Crest Avenue Hambleton, WV 26269	6.4.I.d. Re-enrollment - When a student drops out, regardless of the time out of school, they should come under the requirements in effect at the time they re-enroll. 6.4.10. Credits before grade 9- Many of these courses are not taught by teachers with full certification, but rather with K-8 certification - Is this high expectations? Chart III - Middle Childhood 5-8 - Foreign Language - Unfunded mandate to add teachers. Our county can't afford this without a change in the formula! Chart IV-A - Required AP Exam - Who will pay for students who can't afford the exam fee? So much of this policy puts the financial burden on the county? WE CAN'T AFFORD IT WITHOUT HELP! 6.8.4. - This will overburden principals of small schools, who already have too many committees, teams, councils to effectively deal with.		
11/7/96	Tim Channell 108 Hanley Street Elkins, WV 26241	Page 12, 6.3.1. - See 2.2. for definitions of Basic "Woven" - need better wording.		
11/7/96	Linda Wagner Route 1, Box 328-23 Elkins, WV 26241	Page 12, 6.3.1. - May need new word here - What does "woven" mean? Integrated, a better word - see 2.2. for definition of basics.		
11/7/96	Richard A. Evans P. O. Box 311 Beverly, WV 26253	Page 12, 6.3.1. - Change the word "woven" to integrated.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Paul G. Zickefoose P. O. Box 8 Mill Creek, WV 26280	Page 12, 6.3.1. - See 2.2. on page 2 for definition of basic skills. What does the word "woven" mean? Possibly use "integrated".		
11/7/96	Bob Dunkenleg Randolph County 125 Earle Street Elkins, WV 26241	Page 12, 6.3.1. - (A) see page 2, 2.2. for "basics" definition (including fine art) (B) Substitute integrated for "woven".		
11/7/96	Patricia Blake Box 301 Burnsville, WV 26335	6.7.1., 6.7.2. . . . co-curricular and extracurricular programs . . . scheduled outside of instructional day. - Many students will not have a chance to participate and will be at a loss if activities of this are removed from the day.		
11/8/96	Roane County Schools P. O. Box 609 108 Chapman Avenue Spencer, WV 25276	6.3.1. . . . Science, Health, Social Studies, Art, Music, and PE are woven into the schedule as students demonstrate mastery of the required basics. . . . What is meant by "woven into the schedule as students demonstrate mastery of the required basics?" Does this imply that unachievement of core subjects in any area of study is acceptable for any student?		
11/8/96	Elizabeth Riggell Faculty Senate President Sissonville High School 6100 Sissonville Drive Sissonville, WV 25312	Chart - Core Electives - Drivers Education was deleted according to current state Policy 18.6.3 - it is mandated. Please add this to the core electives list. It is a "true" life skill for School to Work!		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/8/96	Tamara A. King P. O. Box 436 Winfield, WV 25213	6.4.6. Technology - How will this be implemented state-wide? 6.4.10. Credit Before Grade 9 - This could overload high school classes. 6.4.11. College Work - English 12 + College English 101 are not the same course; students will not receive the same curriculum. 6.5.2. Modifications - How will this be done? Through inclusion?		
11/8/96	Marlyn S. Bisher 12 Heritage Drive Shepherdstown, WV 25443	Chart IV - Graduation requirements should not include the arts, I believe in the arts but I feel this should be an individual decision. Work-based experience should be an educationally supervised activity based on career interest aptitude. Chart III - Should include Life Skills offerings at the Middle School level. 6.7.2. - Some activities should be allowed within the school day. Co-curricular activities are extension at the classroom and should occur. Students should not be expected to do everything after school. They will not participate. Eliminating these opportunities for youth means that they miss quality workplace skills, such as team work, interpersonal relationships, critical thinking, problem solving and leadership development.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/8/96	Norma Miller Carver Career Center 4799 Midland Drive Charleston, WV 25306	6.7.1. and 2. - Vocational Student Organizations are defined as co-curricular activities but, in reality, are the instructional method used to reach many State Learning Objectives. Additionally, vocational career students have no transportation to be present for activities outside the school day. VICA and other Vocational Student Organizations <u>must</u> be allowed during the school day.		
11/12/96	Steve Davis Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		
11/12/96	Linda Wimer Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Judith O'Neal Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		
11/12/96	Melissa Thorne Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		
11/12/96	Brenda Midkiff Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Mike Barber Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	6.3.2. - Include Consumer/Homemaking and Technology Skills 6.6.7. - Nutritional Services - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2. - Extra Curricular Act - Schools allowed to bank time for activities on school time.		
11/12/96	Randall S. Lemon Winfield High School 152 Scott Acres Scott Depot, WV 25560	6.4.10. - Accepting credits earned before grade 9 - Does the word "successfully" mean that any course attempted, but not passed does not become a part of the students permanent record? It should count towards GPA, also. 6.4.11. - It should be stipulated that these college courses should be in Core Curriculum areas, not electives. Chart IV-A Core Electives 9-12, page 19. - the notation at the bottom concerning no credit for AP classes unless they take the exam is wrong! If a school is not really teaching AP, make the administrators do their job and fix it. Don't penalize the student!		
11/12/96	Connie Dakan Short Line School P. O. Box 328 Reader, WV 26167	6.8.4. - When? More time! If we are dropping reading, why pick up a foreign language. Which is more important! Get real and in tune with the classroom and student needs.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Marilyn Cunningham Clendenin Middle Box 480 Clendenin, WV 25045	Chart III - FACS courses could and do include career exploration and those areas such as management, self esteem, relationships which are included in developmental guidance. 6.3.2. - Transition is made easier with a positive self concept and self understanding - taught in F.A.C.S. courses - Teachers should be middle school trained through courses at graduate level.		
11/12/96	Gerald A. Mathias 46 South High Street Romney, WV 26757	6.4.1.a. and b. - (a) Address does not meet state requirements (other states or private schools) rather than title used. (b) Address does not meet county requirements rather than title used. 6.4.4. - Good idea to have county board approve electives. Chart I - Spelling - components/components Chart III - Remove <u>taught daily</u> and put equivalent to taught daily at top of chart. Need additional funding for foreign language teachers. Chart IV - Concerns for requirement of arts. Do not use grade level number but English 1, 2, etc. Chart IV-A - Designate 1, 2, etc. not 11/12 (Science). Chart I and II - Remove last paragraphs on pages 15-16. Charts III/IV - Remove paragraphs related to mastery of objectives. 6.7., page 22 - Strike word co-curricular (also 6.7.1. Page 26, q. - School technology team duties are assumed by school curriculum team.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Janet Goodhand Director of Elementary Education 903 S. Washington Street Berkeley Springs, WV 25411	6.4.1.a. and b. - (a) Address does not meet state requirements (other states or private schools) rather than title used. (b) Address does not meet county requirements rather than title used. 6.4.4. - Good idea to have county board approve electives. Chart I - Spelling - components/components Chart III - Remove taught <u>daily</u> and put equivalent to taught daily at top of chart. Need additional funding for foreign language teachers. Chart IV - Concerns for requirement of arts. Do not use grade level number but English 1, 2, etc. Chart IV-A - Designate 1, 2, etc. not 11/12 (Science). Chart I and II - Remove last paragraphs on pages 15-16. Charts III/IV - Remove paragraphs related to mastery of objectives. 6.7., page 22 - Strike word co-curricular (also 6.7.1. Page 26, q. - School technology team duties are assumed by school curriculum team.		
11/12/96	Brenda Nolan Short Line School Box 328 Reader, WV 26167	Why would we pick up foreign language and drop reading in grades 7-8? 6.8.4. - Time needs to be provided to meet and discuss students.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Charles Duffy RESA VIII 109 South College Street Martinsburg, WV 25401	6.4.1.a. and b. - (a) Address does not meet state requirements (other states or private schools) rather than title used. (b) Address does not meet county requirements rather than title used. 6.4.4. - Good idea to have county board approve electives. Chart I - Spelling - components/components Chart III - Remove taught daily and put equivalent to taught daily at top of chart. Need additional funding for foreign language teachers. Chart IV - Concerns for requirement of arts. Do not use grade level number but English 1, 2, etc. Chart IV-A - Designate 1, 2, etc. not 11/12 (Science). Chart I and II - Remove last paragraphs on pages 15-16. Charts III/IV - Remove paragraphs related to mastery of objectives. 6.7., page 22 - Strike word co-curricular (also 6.7.1. Page 26, q. - School technology team duties are assumed by school curriculum team.		
11/12/96	Waverly Elementary Faculty Senate Waverly, WV 26184	Foreign Language - *** - Will this be an additional class? 6.5.3. - Where is the curriculum? I would like to see what is considered functional!		
11/12/96	Charlotte Norford Short Line School P. O. Box 328 Reader, WV 26167	Why if we are dropping reading are we picking up foreign language? Which is more important? Reading		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Dr. Layle D. Lawrence Professor Agricultural Education 2056 A. S., WVU Morgantown, WV 26506-6108	6.7.2. - This policy would eliminate FFA meetings and other student organization meetings during the school day. These activities are extremely important in developing leadership, citizenship and cooperation. Students who ride the bus would be deprived of the opportunity to participate.		
11/12/96	Dianne Boggess Coordinator, Student Services Wood County Schools 1210 - 13th Street Parkersburg, WV 26101	6.6.1. - Guidance and Counseling: Consider some sort of a requirement to limit and/or decrease the counselor/student ratio - especially at the junior/middle school level. With the additional requirements (career clusters, career majors, testing, etc.) assigned to this level, school counselors are feeling the frustration and are stretched to the limit. Staff development and/or updated training in "careers" is vital at all levels. With a refocusing of the curriculum at K-4, I'm afraid that administrators will lose sight of the vital role of the school counselor in the social, emotional, and psychological well-being of the child. "The U.S. Office of Education discovered 47% fewer dropouts and 50% fewer failures in schools that have adequate counselor/student ratios (American School Counselor Association, 1979, 1981)."		
11/12/96	Shelia Edwards Route 3, Box 108B Washington, WV 26181	6.3.1. - This paragraph is not totally representative of a sound early childhood program.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Maricanne Cordle Elementary Music Specialists 110 Forest Drive Ona, WV 25545	6.3.1. - It has been my experience in 25 years that "woven" usually means singing a song (usually w/records) related to a unit or season. This usually places no emphasis on pitch, matching, reading of notation, understanding, and playing instruments and analysis of music for form or style. Chart I and II - I don't see how I can be responsible for state goals and objectives in music if children are pulled at will. The child who misses 2 or more of the 10 music classes per six weeks will most assuredly start to do poorly on music tests and written work. Also, pity on the underachiever who has a beautiful voice and exceptional rhythm and looks forward to music as the highlight of their day. There are many studies available that conclude that the child who studies music is more developed for language study and has a better grasp of culture and geography. The child who studies music outscores those who do not on standard tests. Finally, music performance develops a child's sense of worth, promotes working toward a goal, and is a practice in working together.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Catherine Leatherman 2539 David Lee Drive Parkersburg, WV 26101	Chart IV - The foreign language requirement for all college bound students and students in designated majors will cause many students to avoid these majors to avoid the requirement. Also at this time, no WV colleges require foreign language for entrance so this requirement is not necessary for those choosing a WV college. 6.7.2. - WV curriculum for vocational classes include instructional objectives for co-curricular student organizations. If 6.7.2. is implemented, it will not be possible for all students in class to complete these objectives.		
11/13/96	Kim Cunningham Ripley Middle School Rt. 2, Box 75A Ripley, WV	6.7.2. - The majority of our students could not attend if field trip occurred outside school time. Their parents could not bring them back to school.		
11/13/96	Paul L. Taylor Rt. 1, Box 154D Spencer, WV 25276	6.7 - Co-curricular - Are field trips included as co-curricular? 6.4.b. - Technology - Will funds be provided for Technology on the local or state level?		I
11/13/96	Bernita Epling 122 Highlawn Hts. Drive Ripley, WV 25271	6.7.2. - Clarify		
11/13/96	Tracy LeMasters 712 Fleming Avenue Ravenswood, WV 26164	6.4.6. - What constitutes technology? 6.7.2. - This seems to be assuming that co-curricular and extra-curricular activities serve no instructional value. Why does it have to be an all or nothing situation?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Helen Morris 116 Jackson Avenue Ripley, WV 25271	6.1 - 6.8.6. - I like pre-kindergarten concept if done with proper approach.		
11/13/96	Katti Haught 364 Third Avenue Ripley, WV 25271	Elimination of 8 hr. day - This would interfere with student/parent time in the evening(s) i.e., reduction in family time. Why should teachers take away from their family time to make up for families otherwise occupied?		
11/13/96	Elizabeth A. Casto Ripley Middle School Rt. 2, Box 75A Ripley, WV 25271	6.4.6. - Need more computers. Need more training. FUNDS???		
11/13/96	Debbie Click Ripley Middle 290 Patterson Road Cottageville, WV 25239	6.7.2. - This would be a financial burden as well as a hardship on the students. Co-curricular and extracurricular activities will coincide limiting student participation.		
11/13/96	Patricia K. Pate P. O. Box 95 Ripley, WV 25271	Pre-kindergarten can't take place of parents.		
11/13/96	Sheila Hammel Rt. 2, Box 649 Pt. Pleasant, WV 25550	6.7.2. - By inflicting this policy, you will be removing the opportunity for most students to be involved in activities that are unlikely otherwise to occur. Some students never experience the learning opportunities, social interaction that the school provides.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
Section VII - Program Delivery				
11/1/96	Paulette Trimble Rt. 2, Box 46 Fairmont, WV 26554	7.4.3. Support Staffing B - Removing aides from the kindergarten classroom for 50% of the time would be detrimental to the program as well as dangerous to the welfare and safety of the children. Instruction would be less effective because children would not get the individual attention required by a 5 or 6 year old. If children do not get a good start by laying a solid foundation they have nothing on which to build future skills.		
11/1/96	Vonda Mowrey Rt. 6, Box 58 Fairmont, WV 26554	7.4.3. Support Staffing B - This is not a good idea for kindergarten students. I need my aide to do the activities I do. The students will suffer. I need my aide in my classroom all day. If I have to give up my aide for half day the children will suffer. First grade teachers need aides but they need their own. I will not be able to teach the things I need to teach if I do not have my aide all the time.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Delores Ranson Assistant Superintendent P. O. Box 770 Ripley, WV 25271	Support Staff: 7.43.B . . . fifty percent of aides time may be allocated . . . in grades one and two. EXCELLENT! This is in support of the policy as it is written. We need assistance in Grades one and two, and there are often times when the kindergarten aide could be made available for such assistance. Example: When kindergarten student are napping, having outside play, in a computer lab where a computer aide or teacher is available in addition to the kindergarten teacher, etc.		
11/4/96	Frances A. Case Homebound Instructor 428 New York Street Huntington, WV 25704	P. 40 - Part D Schedule (A) Home/hospital instruction may be provided at any time. Home/Hospital Instruction may be provided at any time <u>within the confines of the school day and within the school calendar year.</u>		
11/4/96	Gerald and Patty Raikes 130 Lakeview Drive Fairmont, WV 26554	7.4.3. Support Staffing B - Kindergarten needs <u>full-time</u> aides.		
11/4/96	Sara Blood 122 Willard Circle Hurricane, WV 25526	7.4.2.b.A. Instructional Staffing - Change to: ensure that <u>all teaching</u> professionals are provided a duty free . . . Omit: library media.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Paula Humen 4th grade teacher Lewisburg Elementary School Lewisburg, WV 24901	7.4.3. B. - SB 300 states that all students will leave kindergarten prepared for first grade. Taking the K aides out of the room 50% of the time could sabotage this effort. Many K children need help with basics, such as bathroom. The teacher could not leave the class to help a child in trouble if the aide was not in the room.		
11/4/96	Tammy Dill 103 Summerset Drive Scott Depot, WV 25560 Tammy Dill, Kindergarten Teacher; Deborah L. Yeigh, Kindergarten Aide; Mary Brown, Kindergarten Aide; Stephanie Johnson, 1st grade teacher	7.4.3. Support Staffing B - Principals should <u>not</u> be <u>allowed</u> to remove a kindergarten aide from duties in a kindergarten classroom. Aides are necessary full-time to assist and prepare students for first grade. We the undersigned strongly feel that kindergarten aides should remain in the kindergarten classroom where they are much needed on a full-time basis for aiding with instruction and other duties as fits their job description. Your Education Goals, as stated in 126-42-3, Scope and 3.1.1. Education Goals. A. All children entering first grade will be ready for first grade. (Page 2). We do feel this goal is possible without the full-time aide in the kindergarten classroom. We do not feel that kindergarten aides should have any additional duties other than their assigned classroom. (Con't)		

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11/4/96	Tammy Dill 103 Summerset Drive Scott Depot, WV 25560 Tammy Dill, Kindergarten Teacher; Deborah L. Yeigh, Kindergarten Aide; Mary Brown, Kindergarten Aide; Stephanie Johnson, 1st grade teacher	We realize that aides in grade one would be very beneficial but not at the expense of the kindergarten children who cannot do many things without assistance and demand more one to one instruction than a teacher alone can supply. We also feel that these aides would be used to give teachers planning time and they are not trained teachers and P. E. And Music teachers are. They should not be required to teach a class of students in any grade without the required training. We ask that this policy be reviewed and the second sentence deleted from Policy 2510 and Senate Bill 300. Your consideration in this policy is greatly appreciated.		
11/4/96	Stephanie Johnson 1st Grade Teacher	1st grade teachers need an aide, but should not take from the kindergarten program. First grade needs their own aide.		
11/4/96	Patty Herlan Watson Elementary School Mary Lou Retton Drive Fairmont, WV 26554	7.4.3. Support Staffing B - Please continue to allow the aides to be in kindergarten. The help is much needed. The quality of education will definitely fall without someone else helping.		I
11/4/96	Mary Beth Angeline 912 Eighth Street Fairmont, WV 26554	7.4.3. Support Staffing B - I am against reducing the support staff for kindergarten. An aide is needed all day long for additional educational reinforcement.		
11/4/96	Patty Hernosille 8 Sunset Drive Fairmont, WV 26554	7.4.3. Support Staffing B - The kindergarten support staff should remain for the entire school day to promote effective instructional time.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Pam Nolan 704 Mt. Vernon Avenue Fairmont, WV 26554	7.4.3. Support Staffing B - The kindergarten support staff should remain in place to aide and promote instruction of the student. Elimination of this staff would half the amount of one-on-one time the kindergarten students receive.		
11/4/96	Rebecca Kettaring 729 Coleman Avenue Fairmont, WV 26554	7.4.3. Support Staffing B - The kindergarten support staff should remain for the entire day of school to promote effective instructional time.		
11/4/96	Alana Tiano Watson Elementary School 123 Kramer Drive Clarksburg, WV 26301	7.4.3. Support Staffing B - Kindergarten children need the extra help all day. Taking aides away from them would be defeating the education process.		
11/4/96	Linda Feltz 148 Circle Drive Fairmont, WV 26554	7.4.3. Support Staffing B - Kindergarten/1st grade children need full-time aides. I would not support removal of kindergarten aides to utilize them in first grade classrooms.		
11/4/96	Mary Shaffer East Park 1025 Fairfax Street Fairmont, WV 26554	7.4.3. Support Staffing B - Kindergarten is preparation for 1st grade. For lower teacher-student ratio, aides are a must at this level. If more aides are needed on 1st grade level, supply monies for addition aides.		
11/4/96	Marie Brunett East Park 1025 Fairfax Street Fairmont, WV 26554	Chart II - If classroom teachers lose specialists such as Art, Music, and P. E. Does that mean classroom teachers, will lose their planning.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Carol H. Moore Kindergarten Teacher Divide Elementary School P. O. Box 180 Lookout, WV 25868	7.4.3. Support Staffing B - The quality of education in kindergarten will be greatly diminished if kindergarten aides are pulled from the kindergarten classroom.		
11/4/96	Faculty Senate Boone County Kindergarten Academy P. O. Box 730 Unecda, WV 25205	7.2.2.a - Perform at grade level at the completion of the fourth grade - What happens to the children who have not completed this goal? 7.2.4. - Organize school calendars and schedules to maximize academic learning time and provide extended day and extended year learning opportunities for students. - Will teachers be paid for this extra time. 7.2.10. - Will teachers be paid for this extra time? 7.2.11. - Provide a minimum, an instructional day of: 330 minutes for kindergarten and grade 1 through 4 . . . Kindergarten time should not be increased. 7.4.3. B. - Additional aides should be hired for grades 1 & 2.		
11/6/96	Linda Kaczynski Gary Elementary ECE Teacher 60 Summers Street Welch, WV 24801	7.4.3. B. - A kindergarten aide is necessary in a kindergarten classroom <u>100%</u> of the time.		
11/6/96	Ann E. Dawson RR 1, Box 405 Farmington, WV 26571	7.4.3. Support Staffing B. - Unless you want adverse results, it would be best not to spread K-Aides too thinly.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Gary V. Williams County Vocational Director 102 Smithfield Street Buckhannon, WV 26201	7.2.8. - Provide work-based learning experiences for each student at some time in grade 9, 10, 11, or 12. - Currently, we provide such experiences for marketing education and cooperative office education students. In order to expand this work to include every student at some time in grade 9, 10, 11, or 12, a full-time coordinator for such work should be provided beyond position which are now provided to counties by formula.		
11/6/96	Linda Clalliti, Principal Morgantown High School 109 Wilson Ave. Morgantown, WV 26505	Requiring basic and remedial skills with existing personnel takes away from teaching important electives for ALL students. "Scheduling time to work w/staff, . . . and evaluate education programs." Do away wit the "hourly wage mentality" so that this goal can be accomplished!!		
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	7.2.9.c. - a process for flexible staff scheduling to ensure that opportunity for re-teaching and remediation is available for students. - Certain administrators may be tempted to use this statement as a justification for exceeding and or extending the current working day. Suggested statement: a process for flexible staff scheduling to ensure that maximum opportunity for re-teaching and remediation is available for students during the school day.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	7.2.9.d. - opportunities for extended learning time before, after, or during non-instructional time or on Saturday. - In order to implement this statement as currently written it would require additional funding. Suggested statement: opportunities for extended learning time before, after or during non-instructional time during the school day. 7.2.10. - Require, prior to the beginning of each school year, that the principal and teachers at every school determine time allocations within the regular . . . - Requiring this time allocation and instructional program based on the needs of the students prior to the beginning of each school year would require more time than is currently available during a very busy part of the school year. A lot of teaching professionals already donate some of their own time in preparation for the opening of a new school year. Suggested statement: As soon as possible at the beginning of each school year, the principal and teachers at every school should determine time allocations within the regular. . . 7.4.1.b.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	7.4.1.b.A.(a). - developing flexible staff schedules to maximize opportunities . . . - As mentioned above, certain administrators may be tempted to use this statement as a justification for exceeding and or extending the current working day. Suggested statement: developing flexible staff schedules during the school day to maximize opportunities . . . 7.4.2.b.E. - ensure flexibility in the scheduling of teachers, when appropriate, to maximize learning opportunities . . . - As mentioned above, some administrators may be tempted to use this statement as a justification for exceeding and or extending the current working day. Suggested statement: ensure flexibility in the scheduling of teachers, when appropriate, to maximize learning opportunities during the school day. 7.6.5. - To the extent practicable, provide access to instructional technologies outside the normal school day for use by students (including adult education), teachers, parents and citizens. - It will be very hard to make this practical without additional funding. Assuming that this statement is referring mostly to the use of school computers, someone knowledgeable about the system and software would need to be on duty to supervise and assist as needed when problems do occur.		

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11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	7.2.4. Organize school calendars and schedules . . . This endorses extended year and extended day. This should be endorsed by the LSIC as part of site-based management not by the State Department. 7.2.8. Work based learning . . . who is supervising work-based learning? Who is insuring kids are physically and emotionally impact given for this policy, I must assume that either little time is being given to this or that time is being taken away from the teaching of students to accomplish this. Neither is acceptable. 7.2.9.c. and d. - Flexible staff scheduling. Again this should be at the endorsement of the LSIC not the State Department. 7.2.10. - Set time allocations. Is there a built in respect for the fact that additional time worked should compensated? This is vague enough so that it is difficult to know the exact impact. 7.2.11. - Minimum instructional day. This effectively eliminates the bank time which is now used for faculty senate, LSIC, and curriculum meetings. Given the push toward site-based management it seems short sighted. Additionally, any employee whose work day is expanded should be compensated. There is no mention of such a financial liability on the Fiscal Note Worksheet. 7.3.1.e. - Reteach . . . could easily be eliminated since.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	7.3.1.g. - Continually monitor progress and adjust instruction, accomplishes the same thing but allows the teacher to use professional judgement to determine the best way to adjust instruction.		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	7.2.4. . . . Who will pay for this? 7.2.7. . . . Size and proportion not stated. 7.2.8. . . . Get reall 7.4.2.b.F. . . . Who will pay for this? 7.4.3.B. . . . This won't work!!! 7.6.5. . . . Will I donate this time?		
11/7/96	Jason P. Baker Elkins Middle School Elkins, WV 26241	Page 15 - Need to add visual art, dance and theater.		
11/7/96	Anne Baldwin Kindergarten Teacher Lewisburg Elementary 206 N. Lee Street Lewisburg, WV 24901	7.4.3. B. - As a kindergarten teacher, I would not like to have my aide pulled out of my room. At this age, children need lots of help and it takes 2 of us to constantly be with them. If one child gets sick or has a problem without an aide, I would have to stop the whole class to deal with it. Then it is difficult to get the class focused again on learning. At this age children need help doing most anything and 1 person cannot handle 20-23 children alone. Please reconsider this part of the bill and leave our aides in the classroom of kindergarten.		1

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Robert Miller Special Education Director Mineral County Schools One Baker Place Keyser, WV 26726	7.4.2.B. - This won't work, delete it and leave out. Education alone. If the core subject area teachers want to design the curriculum then they can teach it (and we won't have an Alternative Education program). 7.4.2.b. - If we can ensure "knowledge of the work process and understanding of integrating technology into this learning process", then why don't we add: F. <u>Ensure that teachers understand the fundamental rights of students of students with disabilities and special education procedures.</u>		
11/7/96	Ranson Elementary School 600 North Preston Street Ranson, WV 25438	7.2.2.a. - What do you do with the children that are not on grade level by 4th grade? We're creating very low self esteem. 7.4.3.a.B. - Kindergarten should have a full-time aide (not going anywhere).		
11/7/96	Ann Jones 106 Conaway Drive Elkins, WV 26241	Page 15 - Add dance and theater to the list.		1
11/7/96	Marguerite Stottlemire ECE Aide 1231 Bell Run Road Fairmont, WV 26554	7.4.3. Support Staffing B - Being an early childhood aide, I realize how important my position is to all students. This first year is vital, for many of the children have had minimal contact in a classroom situation. Therefore they need help adjusting socially and emotionally. Conducting a class of twenty students leaves inadequate time for the teacher to devote to those students who do not have the necessary foundation to grasp quickly. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Marguerite Stottlemire ECE Aide 1231 Bell Run Road Fairmont, WV 26554	For example, once a lesson has been taught, I work with those students that the teacher realizes is not ready to progress to the next level. If the aide were not available there is a possibility that the classroom would cultivate a feeling of insecurity and low self-esteem is the students with whom I work, thereby hindering the children's academic achievement.		
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	7.2.4. - Requires funding! 7.2.8. - Coordinator is required to establish and follow through on all this criteria. 7.2.9.d. - Requires money 7.2.11. - Eliminate 15 minute increases		
11/7/96	Michael W. Kessinger, Principal Tucker Valley Elem. Middle 100 Crest Avenue Hambleton, WV 26269	7.3.2. - Communicating the objective to the student should be included here.		
11/7/96	Tim Channell 108 Hanley Street Elkins, WV 26241	Page 15, Add dance and theater to the list.		1
11/7/96	Linda Wagner Route 1, Box 328-23 Elkins, WV 26241	Page 15 - Great music is under programs of study but should also have: visual art, dance and theater.		
11/7/96	Richard A. Evans P. O. Box 311 Beverly, WV 26253	Page 15 - Fine Arts Page 17 - Instrumental music should be offered in elementary school.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Paul G. Zickeloose P. O. Box 8 Mill Creek, WV 26280	Page 15 - It is great that art and music were included but dance and theater need to be added.		
11/7/96	Bob Dunklenleg Randolph County 125 Earle Street Elkins, WV 26241	Page 15 - Substitute Fine/Lively Art for Art Music.		
11/8/96	Daniel Shore Teacher, Berkeley County Musselman High School Route 2, Box 122 Bunker Hill, WV 25413	3 credits of social studies - 3 credits is not enough, a 4th credit dealing with democracy is necessary. The sequence should be World History - 9th, US to 1900 - 10th, 20th Century - 11th (makes a better continuous pattern) Psychology and Sociology should be approved electives because many jobs today require people skills. Also, the time period in early US history is almost unreasonable to cover from exploration to 1900 is almost impossible if you want student retention of any of the material.		
11/8/96	Elizabeth Riggell Faculty Senate President Sissonville High School 6100 Sissonville Drive Sissonville, WV 25312	7.2.8. Work Based Learning - Funding? Where? 7.2.11. - Increase work day - For what reason? This could increase the high school day by an hour due to bus transportation. Deletion of 8 hour work day - DO NOT try to leave this open for us to work a 15 hour day without compensation.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/8/96	Cris Boyd, WVSSPA State Aide Rep. Berkeley Co. Aide Rep 2002 Beacon Drive Martinsburg, WV 25401	Page 32, Section B - In Berkeley County, our Kindergarten aides work with groups and individual students all day. Last June, many of us attended the Tri-County Institute where we took a class on implementing full-day Kindergarten. What we realized from this class was that most of us already cover more in our ½ day program than is expected of us with a full-day program. Right now in my kindergarten class, our students have been introduced to 21 sight words and most have mastered them. Should Kindergarten aides be pulled 50% of their time for 1st and 2nd grades, this success rate would not be probable and the success of the students would be jeopardized. Most of our students come to us without pre-school experience. So we start from scratch, many can't hold a pencil let alone write or identify their names. It takes the teacher and the aide working as a team weeks of constant work with each child to teach them these basics. Without a full-time aide in Kindergarten, our present curriculum program will not succeed, which means these children will not be ready for 1st grade. Goal 1 addressed in Policy 2320 page 2, section 13-3A states "All children entering the 1st grade will be ready for 1st grade." How will this be achieved if you pull the Kindergarten aides 50% of their time from the Kindergarten classroom. Another goal on page 3 section 4.5 states that "the promotion rate is at or above 95% in K-8." (Con't)		

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11/8/96	Cris Boyd, WVSSPA State Aide Rep. Berkeley Co. Aide Rep 2002 Beacon Drive Martinsburg, WV 25401	Again, how can this goal be reached without a full-time aide in Kindergarten. The result of this policy will be a watered down program which will not provide the foundation needed for the students to succeed in later years. Let me cite an example. Berkeley County schools get a number of kindergarten transfer students from Maryland daily. Many of these students are 4 years old, immature, and not ready socially for kindergarten. In most all cases, these transfer students are below the curriculum level of our slowest students. We feel that part of the reason these students are behind our students in curriculum level is because Maryland does not currently have Kindergarten aides and are unable to match the type of curriculum we currently have in Berkeley County. We have students from Maryland that come to us as late as December that still can't write their names. It takes a diligent effort of both the teacher and the aide to bring these students to our curriculum level. By December, our students are bringing up computers on their own and working in the IBM "writing to read program." We strongly feel that Berkeley County's outstanding Kindergarten program will suffer greatly without full-time Kindergarten aides. I have worked in the Special Education, Title I program, as a bus aide, and presently as a Kindergarten aide. I know from experience that the need for aides is there at every level. (Con't)		

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11/8/96	Cris Boyd, WVSSPA State Aide Rep. Berkeley Co. Aide Rep 2002 Beacon Drive Martinsburg, WV 25401	I feel that without an full-time aide, our successful Kindergarten program will suffer greatly which means that the students suffer. This policy will result in higher retention rates in Kindergarten, 1st graders will be less prepared, and students will have less one-on-one attention. True, our goal should be to provide the most cost effective program available, but this should not come at the cost of our student's educational success or the ability to achieve their goals later in life. The inability to successfully teach our Kindergarten students jeopardizes their education success in later years. Students that drop out of school in most cases become an additional cost to society later. As a concerned educator and a tax payer, I am asking that you rethink this policy. I invite you to visit one of our Kindergarten classrooms and observe the process in action. We thank you for your time and consideration.		
11/8/96	Elizabeth Johnson 309 Leona Court Fairmont, WV 26554	7.4.3. Support Staffing B. - We believe that children need all the extra help that they can receive at such a critical time in their lives.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/8/96	Dorothy Rodgers Welch Elementary Drawer A-1 Welch, WV 24801	7.4.3. Support Staffing B. - I feel this part of this policy is very unfair to kindergarten classes. We have aides to help us provide better instruction, more individualized help for this age of children and to better facilitate learning by providing smaller group instruction and more hands on experiences which is the core of kindergarten program. This is very hard to do if when our aides are taken out of our classroom. Our aides are now frequently taken out of our room by the principal to help cover duties for absent personnel, help out the office and secretary, etc. then we are left without our aides and great deal of the time now. This policy will really hurt our kindergarten classes and effectiveness of our instruction.		
11/8/96	Jane Chandler Kindergarten Teacher 3810 Liberty Street Parkersburg, WV 26104	7.4.3. Support Staffing B. - This is unsuitable in providing a developmentally appropriate program as required by law. It would be detrimental to the learning process by limiting the types of instruction that normally occur.		1
11/8/96	Tamara A. King P. O. Box 436 Winfield, WV 25213	7.2.9.d. Extended Learning - Where will money come from to fund this? 7.2.9.j. Homework - This takes away the Autonomy of the teacher. You can't arbitrarily decide when to have or how much homework to have. 7.3.2.r. Writing - Good!		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Kathy Reifsteck 600 55th Street Vienna, WV 26105	Removal of the kindergarten aide for 50% of the day is unsuitable for providing developmentally appropriate programs, as REQUIRED BY LAW. 7.4.3. Support Staff Letter B page 32 - It would be detrimental to the learning process by limiting the types of instructions that normally occur.		
11/12/96	Mollie Boso Route 1, Box 182B Belleville, WV 26133	Removal of the kindergarten aide for 50% of the day is unsuitable for providing developmentally appropriate programs, as REQUIRED BY LAW. 7.4.3. Support Staff Letter B page 32 - It would be detrimental to the learning process by limiting the types of instructions that normally occur.		
11/12/96	Camilla Murray - Pugh #3 Murray Drive Parkersburg, WV 26101	Removal of the kindergarten aide for 50% of the day is unsuitable for providing developmentally appropriate programs, as REQUIRED BY LAW. 7.4.3. Support Staff Letter B page 32 - It would be detrimental to the learning process by limiting the types of instructions that normally occur.		1
11/12/96	Amy Murray Rt. 5, #1 Murray Drive Parkersburg, WV 26101	Removal of the kindergarten aide for 50% of the day is unsuitable for providing developmentally appropriate programs, as REQUIRED BY LAW. 7.4.3. Support Staff Letter B page 32 - It would be detrimental to the learning process by limiting the types of instructions that normally occur.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Gloria Shrewsbury 407 McNutt Avenue Princeton, WV 24740	7.4.3. B. - Kindergarten Aides taken out of the classroom up to 50% of the time <u>will</u> be very detrimental to the Education of kindergarten students.		
11/12/96	Debra A. Sowards Kindergarten Teacher 4308 Teays Valley Road Scott Depot, WV 25560 Undersigned Teachers and Aides: Linda Morgan Krista Raines Kathy Erwin Sue Scott Lura Cable Frances L. Johnson Peggy L. Silvester	7.4.3. Support Staffing B - Principals should <u>not</u> be allowed to remove a kindergarten aide from duties in a kindergarten classroom. Aides are necessary full-time to assist and prepare students for first grade. We the undersigned strongly feel that kindergarten aides should remain in the kindergarten classroom where they are much needed on a full-time basis for aiding with instruction and other duties as fits their job description. Your Education Goals, as stated in 126-42-3, Scope and 3.1.1, Education Goals. A. All children entering first grade will be ready for first grade. (Page 2). We do feel this goal is possible without the full-time aide in the kindergarten classroom. We do not feel that kindergarten aides should have any additional duties other than their assigned classroom. We realize that aides in grade one would be very beneficial but not at the expense of the kindergarten children who cannot do many things without assistance and demand more one to one instruction than a teacher alone can supply. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Debra A. Sowards Kindergarten Teacher 4308 Teays Valley Road Scott Depot, WV 25560 Undersigned Teachers and Aides: Linda Morgan Krista Raines Kathy Erwin Sue Scott Lura Cable Frances L. Johnson Peggy L. Silvester	We also feel that these aides would be used to give teachers planning time and they are not trained teachers and P. E. And Music teachers are. They should not be required to teach a class of students in any grade without the required training. We ask that this policy be reviewed and the second sentence deleted from Policy 2510 and Senate Bill 300. Your consideration in this policy is greatly appreciated.		
11/12/96	Kathy Erwin Kindergarten Aide 4308 Teays Valley Road Scott Depot, WV 25560	7.4.3.B. - I am writing this letter in reference to Senate Bill 300. I strongly object to being pulled out of my kindergarten class, and think this would be a great injustice to our children.		
11/12/96	Melody Allison Box 1484 Welch, WV 24801	7.4.3.B. - Please, my aide doesn't get to stay with us as it is now - If you take her out for other things you might as well not call her a K-aide. She does breakfast, then counts money, then maybe she comes to us if no one is absent on the staff. She covers for PAC meetings. She watches classes when PE or music teacher is absent. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96 	Melody Allison Box 1484 Welch, WV 24801 + + + + + + + + + +	She watches classes if teachers are missing ½ days. Then she has ½ hr. lunch duty, then she counts lunch money. If the secretary is out she has to cover office duty. They want her to start putting absences in the computer. I really could use her in my room longer and more regular, not less time. Especially now we are getting the computer lab.		
11/12/96 .	Shirley Flanagan Divide Elementary School P. O. Box 180 Lookout, WV 25868	7.4.3.B. - The quality of education in kindergarten will be greatly diminished if kindergarten aides are pulled from their classrooms. I feel that kindergarten aides are needed for emotional support of the children during their transition from home to school. This is important for children in rural areas where day care and preschool programs are limited. Some children have never been away from parents and family members until they start school. Aides can benefit the children in tutorial services, such as reviewing materials before testing. The children can gain mastery of skills with extra one-on-one help which a teacher cannot do if she is instructing twenty to twenty-three students alone. The self-esteem of children is greatly enhanced when they reach mastery because they had someone to give a little extra help. (Con't)		I

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Shirley Flanagan Divide Elementary School P. O. Box 180 Lookout, WV 25868	Independence of children can be achieved with encouragement of learning to solve their own problems. However, the teacher cannot do this alone and leave the rest of the class unsupervised. Aides take care of many problems that arise, such as crying, sick, or misbehaving children. This allows the teacher to continue instruction with the rest of the class without being interrupted. (Con't)		
11/12/96	Shirley Flanagan Divide Elementary School P. O. Box 180 Lookout, WV 25868	By working with and supporting the teacher, I feel that the children learn valuable life skills of cooperation, concern and work from example. If the first and second grades need the support of aides, hire new ones but please don't deprive the kindergarten children of theirs.		
11/12/96	Randall S. Lemon Winfield High School 152 Scott Acres Scott Depot, WV 25560	7.2.2.a. & b. - There is too much of a gap between 4th and 11th grade. Should be assessed at 7th or 8th grade also. Should not be allowed to progress unless standards are achieved.		
11/12/96	Connie Dakan Short Line School P. O. Box 328 Reader, WV 26167	Where is the money for extended day or year programs? (7.2.4.) Where will the job opportunities to come from in a rural area? (7.2.8.F.) (7.2.9.M.) Students choose work to go into file. Our days are already based on the high school level due to busing. K-3 students are already exhausted at the end of the day. 7.4.3.B. - All K teachers need aides, regardless of class size. Go back to the classrooms!		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Gerald A. Mathias 46 South High Street Romney, WV 26757	Page 33, 7.6.5. - Unfunded mandate to open schools after hours.		
11/12/96	Janet Goodhand Director of Elementary Education 903 S. Washington Street Berkeley Springs, WV 25411	Page 33, 7.6.5. - Unfunded mandate to open schools after hours.		
11/12/96	Dixie Elementary School P. O. Box 288 Dixie, WV 25059 Penny Nunley Sandra White Brenda Willis Diana Barnett Drema Barnett Drema Elswick Monica Belmont Angela Smith Patty Elswick Julie Statts Marjorie Coleman Jo Ann Gainer Brenda Blankenship Patricia Hambrick Dollie Elliott	We understand that this policy could use the kindergarten aide up to 50% of the time in the first and second grades. While an aide in the first and second grades would be beneficial, the staff at Dixie Elementary School feels kindergarten should keep their aide full-time and would like to state their opposition to this policy for the following reasons: - Kindergarten is the first academically structured classroom for most children, which means they require more individual attention in conforming to the structured environment of a classroom. - The law now states that a full-time aide is required when the enrollment of a kindergarten class is ten or more students. - The average enrollment of our kindergarten class of 20. - If the aide is pulled out 50% of the time, the students cannot receive the individual attention that they need at this early age of their life. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Dixie Elementary School P. O. Box 288 Dixie, WV 25059	- We are in a Chapter I Schoolwide Project with 89% of our students identified as at-risk learners. To help these at-risk students, we have place emphasis on early intervention by using Chapter I teachers in the primary grades, forming a modified reading recovery program, and providing a supplemental snack/tutorial program. In the past, we have used Chapter I teachers to reduce the student/teacher ratio. We agreed with the law requiring a full-time aide in kindergarten. - The teacher and aide have many interruptions during the day to handle, such as phone calls, visitors, and messages. Without an aide in the classroom, students would be off task because of the lack of attention from the teacher. Students at this age are easily distracted. - Instruction in kindergarten is very active and hands-on. The curriculum is designed as a team-teaching environment with both teacher and aide working together to provide the children with a nurturing environment that stresses reading, writing, and math. There is a lot of individualized reading, language experience activities, and hands-on math activities which require two people circulating the room. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Dixie Elementary School P. O. Box 288 Dixie, WV 25059	- Without the aide in the room, the activities would take twice the time, therefore cutting the amount of instruction. The more instruction and practice in kindergarten, the better the student is prepared for first grade. Please consider the negative effect Senate Bill 300 Policy 2510 would have on kindergarten and the school as a whole.		
11/12/96	Brenda Nolan Short Line School Box 328 Reader, WV 26167	7.2.2.a. - What do we do if they are not at grade level? 7.2.4. - Money for extended time? 7.2.8. - How can this be provided in a rural area? 7.2.9.m. - Is the work force prepared for this? 7.2.11. - The school day is long enough. 7.4.3.B. - Kindergartners need aides! Keep them in their rooms as much as possible.		
11/12/96	Charlene Canterbury Short Line School P. O. Box 328 Reader, WV 26167	7.2.2. - What do we do with those who do not meet criteria? 7.2.4. - Where does money come from. 7.2.8. - In rural areas, how can every student be transported to every career area? 7.2.11. - Day is long enough when elementary students go as long as high school. 7.4.3.B. - Kindergarten needs aides more than 50% of time.		
11/12/96	Charles Duffy RESA VIII 109 South College Street Martinsburg, WV 25401	7.6.5. - Unfunded mandate to open school after hours.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Waverly Elementary Faculty Senate Waverly, WV 26184	7.2.2.a. and b. - Does this include Special Education students? It need to be stated one way or the other. Profound students will never perform and 4th grade level. 7.2.8. - Administrator or Teachers to provide work-based learning. We have enough administrators. 7.2.9.d. - Who will fund Saturday School - State Department? You're mandating it as a choice. 7.4.2.B. - Watch Alternative Education - Some aren't qualified for what they're teaching because no one else wants to do it! 7.4.3.B. - This will no be effective. If you want to help out 1st and 2nd teachers, please keep the aide with kindergarten and add an additional aide to be split between 1st and 2nd. No one will benefit from this as written.		
11/12/96	Angela L. Joel 1005 Tamsen Court Martinsburg, WV 25401	7.4.3.B. - I have been teaching kindergarten in the public schools of WV for more than twenty years. Working with five year olds is a complete joy! The children's enthusiasm for learning and great need for nurturing, direction and understanding is truly enhance by my working assistant/aide in the classroom. The Kindergarten program is stronger and better meets individual needs because my aide works hand-in-hand with me. The strength of our program depends greatly on the work and presence of full-time aides in all kindergarten classrooms. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Angela L. Joel 1005 Tamsen Court Martinsburg, WV 25401	At a time when we are greatly concerned about children being ready and prepared for first grade, it seems to be inconsistent to say that "at the principal's discretion" my aide would be sent to another grade just when I need her assistance to work our kindergarten children. Please know that by allowing principals to take our aides out of kindergarten at all undermines the program we are trying to promote. I am asking that Kindergarten aides remain as they are; an integral and important part of the Kindergarten program on a full-time basis. Our aides work closely with us to help the children grow socially, emotionally and academically. They assist teachers to help meet individual needs in learning. It is critical, that, if we want to go forward we must make the foundation for children strong. Building a strong foundation in Kindergarten includes working closely with an aide. My experience speaks for itself and my students reflect the importance of a Teacher/Aide team working together to help all children gain the skills and readiness necessary for First Grade.		
11/12/96	Charlotte Norford Short Line School P. O. Box 328 Reader, WV 26167	7.2.4. - Where is the money for extended day/year activities?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Jane R. McCabe McKinley School Parkersburg, WV 26101	7.4.3.B. - This is unsuitable in providing a developmentally appropriate program as required by law. It would be detrimental to the learning process by limiting the types of instruction that normally occur.		
11/12/96	Danese Elementary School Faculty Senate P. O. Box 69 Danese, WV 25831	7.4.3.B. - We recommend the percent of time that aides help 1st and 2nd be lowered to 25%. In many schools including ours, the Chapter I person assists those grades.		
11/12/96	Shelia Edwards Route 3, Box 108B Washington, WV 26181	7.4.3.B. - The younger the children, the more adult supervision/interaction that is needed in order to provide an appropriate educational program. If the aide is removed from the K room, the student-to-teacher ratio in the room instantly doubles. The types of activities which can be successfully carried out become very limited and less appropriate for 5-year-olds. The needs of five-year-old children, and the way they develop and learn, have not changed in the past 20 years since kindergarten aides were made a vital part of the K program. Why, then, is this drastic change in programming for 5-year-olds even being considered? How many kindergarten teachers were on the committee that drafted this policy?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Linda Morgan #1 White Rock Drive Scott Depot, WV 25526	7.4.3.B. - I feel that kindergarten aides are hired to give assistance in the kindergarten classroom, not to be pulled out to cover classes, give teachers planning time (grades 1 & 2), or any other assigned duties outside K classes. A teacher without an aide full-time cannot help the immature children on a one-to-one basis either in large group instruction or in rotating learning centers. Half Time - Won't Work! A Kindergarten Aide's responsibilities are great enough in the K classroom where he/she is needed to prepare hands-on activities, help children, supervise and assist children. To ask the K Aides to be responsible for K classroom and grades one and two is totally too much to ask of any person. A Kindergarten Aide is defined as a person who assists in a kindergarten classroom, not anywhere else! This proposal is not fair for the aide, the children, or to a teacher, doing their best to be ready for first grade. Our program involves much planning and preparation of materials (not text books and worksheets) but hands-on activities to promote development and readiness for first grade, reading, math, social skills, language development, exploration, etc. We cannot deliver out curriculum program without an aide full-time in the classroom. Just because we now have them 5 full days doesn't mean that they are older or more mature. They are still 5 year olds. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Linda Morgan #1 White Rock Drive Scott Depot, WV 25526	How can you say that all children will be ready for first grade and take away the help of an aide half-time? Full-time kindergarten is not the answer to all developmental problems but does help get children ready for first grade (with a full-time aide). Hire additional aides for classroom assistance in grades 1 and 2 if you feel a need for them. Giving principals the freedom of using Kindergarten Aides as he/she needs them is not what they were hired for and would lead to substituting in classrooms, helping in the office, or any other duties. A kindergarten teacher cannot plan around these pull-outs. Aides are needed full-time in the kindergarten classroom.		
11/13/96	Jackee Long WV School Service Personnel Association Route #2, 2105 Northwoods Dr. Martinsburg, WV 25401	7.4.4.b. - Staff Development (a) Implement a process for staff development activities which include the implementation of Policy 5500.02. This staff development program provides jobs related training for service personnel. Such a system includes: (1) Assuring that all service staff participate in at least 18 hours of staff development each year. Job enhancement means educational training options designed to meet the needs of service personnel in all 6 employment categories. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Jackee Long WV School Service Personnel Association Route #2, 2105 Northwoods Dr. Martinsburg, WV 25401	(2) These training options should consist of sessions developed to enhance job performance and/or present informative trends and techniques that have been established by County Staff Development Councils. (3) Staff development should be a continuous, developmental process ultimately based on staff needs to meet county and state goals. (4) The developmental process must be strictly done by service personnel. The County Staff Development Council shall consist of two employees from each category of employment. Such councils shall have final authority to propose staff development programs for their peers based upon rules established by statute and the council on service personnel education. Administration is to serve in an advisory capacity only. (5) Unused funds must be carried over to the preceding year.		
11/13/96	Craig S. Harmon 235K Walters Street Ripley, WV 25271	7.2.4. - Ripley Middle provides an after school program to provide remediation. 7.4.2. - Duty free planning as applies to Jackson County does not include travel time.		1

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Kim Cunningham Ripley Middle School Rt. 2, Box 75A Ripley, WV	7.2.4. - Extended time will not make the students who don't care any better off. The student needs to take some responsibility to use the class time available. 7.29.c. - Our after school tutoring program works well. 7.29.d. - Teachers should be paid for this extra duty and they should get to volunteer if they would like to do it. 7.32.o. - Computers need to be in every room. 7.4.3.B. - Students should have much individual instruction at this time. This is not enough. More aides are needed. 7.6.5. - Misuse of the computers would probably occur. If students would take full use of their time; this would not be needed.		
11/13/96	Bonnie Durst P. O. Box 277 Cottageville, WV 25239	7.2.4. - The children are usually tired by afternoon. I cannot see a benefit to an extended day.		
11/13/96	Paul L. Taylor Rt. 1, Box 154D Spencer, WV 25276	7.2.4.C. - Flexible staff schedules - Will teachers be permitted to accept or refuse if hours fall outside of regular school day? 7.4.2.E. - Flexibility of scheduling - Will teachers have input? 7.4.2.G. - Will staff training be provided? Paid for training?		I
11/13/96	Bernita Epling 122 Highlawn Hts. Drive Ripley, WV 25271	7.4.2. - Travel time for itinerate teachers should not be included in planning time. 7.6.5. - Trained, qualified personnel with specific rules.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Tracy LeMasters 712 Fleming Avenue Ravenswood, WV 26164	7.4.2.A. - I would like to see it specified that travel time is not to be included in the duty free planning period. 7.4.3.B. - Support Staffing - I feel there should be additional staffing of aides to elementary teachers, not time taken away from kindergarten teachers. Maybe full-time aides that divides their time between 1st and 2nd grade teachers. 7.6.5. - There need to be monitoring of these activities.		
11/13/96	Helen Morris 116 Jackson Avenue Ripley, WV 25271	7.1. - 7.6.5. - How is this going to be accomplished? Is there a plan? j. & k. - Each teacher's policy needs to fit within school's policy.		
11/13/96	Cora Jones Route 3, Box 183 Ripley, WV 25271	7.6.5. - Provide access to instructional teaching outside normal school day. Who would oversee the use and be responsible for the equipment. Would a trained, qualified computer technician be hired?		
11/13/96	Sheila Parker P. O. Box 125 Cottageville, WV 25239	7.6.5. - Anyone could use instructional technology in our schools. Outside of school faculty, students and administrators. As it is now - we have difficulties keeping equipment in working order and only persons trained should use the equipment. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Sheila Parker P. O. Box 125 Cottageville, WV 25239	7.2.4. - Organize school calendars and schedules - To maximize academic learning the state should develop a uniform school calendar - everyone attends the same days. Cut out extended holiday breaks (except Christmas) What do you mean by Extended Year and Day (Do you mean extended pay?)		
11/13/96	Elizabeth A. Casto Ripley Middle School Rt. 2, Box 75A Ripley, WV 25271	7.2.4. - If an extended day and extended year learning opportunity for students will be provided, teachers must have choice of time and pay increase.		
11/13/96	Elizabeth A. Casto Ripley Middle School Rt. 2, Box 75A Ripley, WV 25271	7.2.4. - If an extended day and extended year learning opportunity for students will be provided, teachers must have choice of time and pay increase.		
11/13/96	Debbie Click Ripley Middle 290 Patterson Road Cottageville, WV 25239	7.6.5. - This would be appropriate as long as there is a qualified monitor at the facility.		
11/13/96	Faye Milhoan 100 Cedar Ridge Drive Ripley, WV 25271	Extended day or year will not improve literacy. Afternoon classes are not as productive as earlier classes. Extra personnel must be provided and paid.		
11/13/96	Patricia K. Pate P. O. Box 95 Ripley, WV 25271	7.2.4. - This is not going to improve student achievement or literacy in fact it will "burn them out" sooner. 7.3. - Personnel must be paid extra. Another name for cheating!		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
Section VIII - Program Accountability				
11/1/96	Gloria Adkins George Washington Middle School P. O. Box 660 Eleanor, WV 25070	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Karen Hanson 14 Lisa Circle Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Warren Fagan George Washington Middle Eleanor, WV 25070	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Gary W. Bays George Washington Middle 1009 E Street So. Charleston, WV 25303	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Judy Cobble P. O. Box 539 Eleanor, WV 25070	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	George W. Cobble P. O. Box 539 Granite Drive Eleanor, WV 25070	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Frank L. Batt Rt. 1, Box 604 C Sod, WV 25564	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		I
11/1/96	Sonya Shabdue George Washington Middle 10 Rivervista Villa Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Linda McCallister George Washington Middle 103 Brentwood Road Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Louis A Hagan George Washington Middle 2152 Johnstown Road Huntington, WV 25701	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Roy White George Washington Middle 914 Weimer Avenue St. Albans, WV 25177	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Christina Cobble High School Student P. O. Box 539 Eleanor, WV 25020	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/1/96	Margaret Haas 203 Washington Avenue Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Michael A. Ewin Rt. 1, Box 215 Leon, WV 25123	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Clarence Woodworth George Washington Middle 2253 Sixth Street Cullodon, WV 25510	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		I
11/1/96	Lynne Kibler 3606A 1st Avenue Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/1/96	Lisa Manning 1125 Eleventh Street Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	James R. Haas 203 Washington Avenue Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	David Haas P. O. Box 434 Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Gary W. Manning, Jr. 1125 11th Street Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Stephanie Elmore P. O. Box 434 Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/1/96	Troy Lyons High School Student Rt. 1, Box 163A Red House, WV 25168	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/4/96	Julia Shoffner 220 Forest Road Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		I
11/4/96	Julia Clark Marshall's Arms Apartments 1560 Fourth Avenue Huntington, WV	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/4/96	Lewis Clark Woodridge Farm 253 Sovine Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/4/96	Sara Blood 122 Willard Circle Hurricane, WV 25526	Certificate of Proficiency 8.2.6.d. - Add: and high school level courses prior to (see 6.4.10) Chart III Middle Childhood 5-8 - Add: (taught each year) Industrial Technology and Consumer/Homemaking		
11/4/96	Faculty Senate Boone County Kindergarten Academy P. O. Box 730 Uneeda, WV 25205	8.2.4. - Need to emphasize at <u>ALL levels.</u>		
11/6/96	Deanne Blackshire P. O. Box 1000 Athens, WV 24712	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		1

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	8.2.10. - Individualized Student Transition Plan . . . This is a limiting provision. Children of this age are unlikely to really know what they are interested in and what they want in the future. The school system should be offering all possibilities, rather than narrowing them at such an early age. Where is the money to pay the counselors to help write these individual plans for every child in eighth and eleventh grades? 8.2.10.a.D. - Selection and Implementation of Career Majors . . . This is even more limiting. Schools shouldn't be narrowing the view of the world for students in high school. They should be expanding the view. This provision is predetermining the course of students based on program placement and test scores. 8.2.10.b. - Selection and Implementation of Career Majors . . . This is even more limiting. Schools shouldn't be narrowing the view of the world for students in high school. They should be expanding the view. This whole concept appears to be tracking dressed up in different labels. At no place in the policy is there any mention of changing the Individualized Student Transition Plan. It is foolish to believe that students will not change their minds about clusters and majors.		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	126-42-8 . . . Time lines are unrealistic Entire section . . . Too much paperwork.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Jason P. Baker Elkins Middle School Elkins, WV 26241	Page 17 - Choral and instrumental need to be offered no later than grade five.		
11/7/96	Grant Shoffner 220 Forest Road Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Ranson Elementary School 600 North Preston Street Ranson, WV 25438	8.2.2. - It addresses children not on grade level but what assistance will be provided to get them on grade level? A teacher can only spread herself/himself so far.		
11/7/96	Ann Jones 106 Conaway Drive Elkins, WV 26241	Page 17 - Good, but 5th is better. Page 18 - Great! The fine arts will have a graduation requirement.		
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	8.2.8. - Certification for remediation? Materials for remediation? 8.2.3. - Mastery tests have to be the same statewide. 8.2.4. - How when you change buildings - 8th grader to some 9th grade courses?		
11/7/96	Tim Channell 108 Hanley Street Elkins, WV 26241	Page 17, Choral and instrumental music is better suited to begin in 5th grade. Page 18, Great to add graduation requirement of Arts. Rework to "Fine Arts".		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Linda Wagner Route 1, Box 328-23 Elkins, WV 26241	Page 17 Career Awareness . . . *Choral *Instrumental Music . . . (this is good but it should start in 5th grade. Page 18 - great that fine arts is required - gets 1 credit!		
11/7/96	Paul G. Zickefoose P. O. Box 8 Mill Creek, WV 26280	Page 17 - Choral and instrumental music good being offered but the sentence needs to be changed from grade six to grade five. Page 18 - If is wonderful that "The Arts" is required for graduation in high school.		
11/7/96	Rudolph Raynes 50 Horseshoe Drive Buffalo, WV 25033	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Adele Richards c/o Pocahontas Middle School Poca, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/7/96	William D. Posly Poca Middle School Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Sherry Freeman 203 Walker Drive Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Karen Pyles 46 Doral Street Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Jeanette Carter P. O. Box 274 Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/7/96	Bob Lemley 105 Dairy Road Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Lola Waldorf 1425 West 14th Street Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Lynda Bennett P. O. Box 789 118 Pine Drive Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Arlene Rana Poca Middle School Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/7/96	J. Susie Thomas Route 1, Box 184 Poca, WV 25159	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/7/96	Peggy Persinger HC 63, Box 175 Red House, WV 25168	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/8/96	Terry Riley Faculty Senate President Charles Town Jr. High 817 High Street Charles Town, WV 25414	8.2.7. - ... 50th percentile ... approved standardized achievement test ... Percentiles are used to describe scores on norm-referenced tests. These tests are not designed to appropriately measure a base level of achievement. A more appropriate measure would be to use a criteria and reference test which has a minimum score that would indicate a students mastery of specific skills. 8.2.8. . Any student performing below the 50th percentile in the areas of reading, mathematics and language at grade eight or above is placed in a skill improvement program. By definition the 50th percentile is average. The 40th % or lower would be a better indication of those students truly needing remediation.		

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11/8/96	Elizabeth Riggell Faculty Senate President Sissonville High School 6100 Sissonville Drive Sissonville, WV 25312	8.2.7. County Warranty, 8.2.8. Skill Improvement, 8.2.9. Warranty Post Secondary - How will Special Education students be warranted when with their difficulties they may never get a 50th percentile on <u>one</u> test. Regular education students often aren't test takers either. Assessment should be based on more than <u>one</u> criteria.		
11/8/96	Tamara A. King P. O. Box 436 Winfield, WV 25213	8.2.3. Test Mastery - A test does not reflect an entire course and will not prepare a student for the next level.		
11/12/96	Melinda Bailey (CAMC) 3014 30th Street Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Denise Wight CAMC 1748 Oakwood Drive Sissonville, WV 25320	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Rebecca K. Samples 219 Angel Terrace Charleston, WV 25314	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Tammy Taylor CAMC 557 Burlew Drive Charleston, WV 25302	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Mary Johnson WVUIT 413 1/2 4th Avenue Montgomery, WV 25136	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Lisa Suddoth CAMC 3100 MacCorkle Avenue, SE Charleston, WV 25304	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Mark Samples Edinboro University of PA 102 Meadville Street, Apt. #5 Edinboro, PA 16444	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Phyllis C. Keeney 4826 1/2 Teays Valley Road Scott Depot, WV 25560	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Teresa Kenney CAMC 210 Jamestown Road Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		I
11/12/96	Denver J. Boggess 4826 1/2 Teays Valley Road Scott Depot, WV 25560	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Shannon Samples 219 Angel Terr Charleston, WV 25314	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Clayton Willis 32 Hillsdale Circle Scott Depot, WV 25560	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Mrs. Kathy Street 119 Westland Estates Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Elizabeth Willis 32 Hillsdale Circle Scott Depot, WV 25560	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Phyllis Willis 32 Hillsdale Circle Scott Depot, WV 25560	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Nancy Williams RN, CAMC 3939 39th Street, East Nitro, WV 25143	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Daren Ball WVUIT 610 1st Avenue Montgomery, WV 25136	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		I
11/12/96	F. Pickens CAMC 3200 Noyes Avenue Charleston, WV	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Valorie Haber CAMC 3100 Noyes Avenue Charleston, WV	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Pamela Nary 1002 Timberview Drive Charleston, WV 25316	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Leslie R. Ballard CAMC - Memorial 1626 1/2 Virginia Street, East Charleston, WV 25311	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Barbara Comer 1008 1/2 WV Avenue Dunbar, WV 25064	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Ella Battlo 150 Orchard Avenue Elkview, WV 25071	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Toby Ford 1036 Jackson Avenue Huntington, WV 25704	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Ernest E. Spake 35 Williamsburg Drive Barboursville, WV 25504	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		I
11/12/96	William A. Welker 110 North Huron Street Wheeling, WV 26003	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Joe Mossburg 1056 Jackson Avenue Huntington, WV 25704	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Joyce Slack 110 Oak Street Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Linda Hanshaw CAMC P. O. Box 634 Olive Hill, KY 41164	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Margaret Burnaska 2422 Monroe Avenue Pt. Pleasant, WV 25550	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Kelli Pasquale CAMC 477 LeGrande Boulevard Gallipolis, OH 45631	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Mike Myers CAMC 705 Maple Street, Apt. 3 So. Charleston, WV 25309	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Libby Frazier 316 17th Street Dunbar, WV 25064	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		I
11/12/96	Marjorie A. Snyder 20 Royal Oak Court Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

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11/12/96	Herbert C. Gibson Route 4, Box 452 Hurricane, WV	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Marsha L. Brown Winfield Middle School Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Betty D. Bennett 620 Bills Creek Road Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Craig Snyder Winfield Middle School Winfield Road Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies - Must be taught daily * Science - Must be taught daily.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Glenn R. Wilson Putnam County Schools 9 Courthouse Drive Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Karen Sue Stone 107 Pond Branch Southside, WV 25187	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Amy DiPalma 317 Sunset Drive Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Linda Hughes Winfield Middle 113 Westland Estates Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Angela Brown 147 Green Acres Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Missy Beckett 102 Peak Circle Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Lela Johnson Route 1, Box 24 Liberty, WV 25124	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		1
11/12/96	Amy Lewis 71 Private Drive, 82 Apt. 1 Proctorville, OH 45669	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Sissy Isaacs Winfield Middle School Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Ranec' C. Phelps 15 Anchors Way Winfield, WV 25213	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Charley Bowen 205 Arrowwood Lane Culloden, WV 25510	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Todd A. Grass 75 Ada Dell Avenue, Apt. A-1 Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	William James Archer Assistant Principal Huntington High School Huntington, WV	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science		
11/12/96	Steve Davis Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science Go hand in hand with School to Work.		
11/12/96	Linda Wimer Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science Go hand in hand with School to Work.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Judith O'Neal Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science Go hand in hand with School to Work.		
11/12/96	Melissa Thorne Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science Go hand in hand with School to Work.		
11/12/96	Brenda Midkiff Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science Go hand in hand with School to Work.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Mike Barber Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Core Programs - Chart III Middle Childhood 5-8 - Add: (Taught Each Year) * Industrial Technology * Consumer/Homemaking (Life Skills) Retain: (Taught Daily) * Social Studies * Science Go hand in hand with School to Work.		
11/12/96	Randall S. Lemon Winfield High School 152 Scott Acres Scott Depot, WV 25560	8.2.3. - Mastery - How often will these tests be allowed? Who constructs these tests and who grades them? 8.2.4. - Progression due to Mastery - Does this mean progression to the next grade level? If so, is social maturity considered?		
11/12/96	Gerald A. Mathias 46 South High Street Romney, WV 26757	8.2.6.i. - Needs clarification. 8.2.9. - Remove 70th percentile warranty section.		
11/12/96	Janet Goodhand Director of Elementary Education 903 S. Washington Street Berkeley Springs, WV 25411	8.2.6.i. - Needs clarification. 8.2.9. - Remove 70th percentile warranty section.		
11/12/96	Charles Duffy RESA VHI 109 South College Street Martinsburg, WV 25401	8.2.6.i. - Needs clarification. 8.2.9. - Remove 70th percentile warranty section.		
11/12/96	Waverly Elementary Faculty Senate Waverly, WV 26184	8.2.4. - How ?? 8.2.9. - Super!!		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
Section IX - Optional Delivery Systems				
11/1/96	Gloria Adkins George Washington Middle School P. O. Box 660 Eleanor, WV 25070	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Karen Hanson 14 Lisa Circle Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Warren Fagan George Washington Middle Eleanor, WV 25070	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Gary W. Bays George Washington Middle 1009 E. Street So. Charleston, WV 25303	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Judy Cobble P. O. Box 539 Eleanor, WV 25070	Career Exploration - Allow to be integrated or separate course.		I
11/1/96	George W. Cobble P. O. Box 539 Granite Drive Eleanor, WV 25070	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Frank L. Batt Rt. 1, Box 604 C Sod, WV 25564	Career Exploration - Allow to be integrated or separate course. Instrumental and Vocal Music - Taught as separate subjects.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Sonya Shabduc George Washington Middle 10 Rivervista Villa Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Linda McCallister George Washington Middle 103 Brentwood Road Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Lousi A Hagan George Washington Middle 2152 Johnstown Road Huntington, WV 25701	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Roy White George Washington Middle 914 Weimer Avenue St. Albans, WV 25177	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Christina Cobble High School Student P. O. Box 539 Eleanor, WV 25020	Career Exploration - Allow to be integrated or separate course,		
11/1/96	Margaret Haas 203 Washington Avenue Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Michael A. Ewin Rt. 1, Box 215 Leon, WV 25123	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Clarence Woodworth George Washington Middle 2253 Sixth Street Cullodon, WV 25510	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Lynne Kibler 3606A 1st Avenue Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Lisa Manning 1125 Eleventh Street Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/1/96	James R. Haas 203 Washington Avenue Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/1/96	David Haas P. O. Box 434 Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Gary W. Manning, Jr. 1125 11th Street Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		I
11/1/96	Stephanie Elmore P. O. Box 434 Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/1/96	Troy Lyons High School Student Rt. 1, Box 163A Red House, WV 25168	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Julia Shoffner 220 Forest Road Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/4/96	Julia Clark Marshall's Arms Apartments 1560 Fourth Avenue Huntington, WV	Career Exploration - Allow to be integrated or separate course.		
11/4/96	Lewis Clark Woodridge Farm 253 Sovine Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/4/96	Marie Brunett East Park 1025 Fairfax Street Fairmont, WV 26554	9.3.1. - Do not extend the day or the year. In our county we have one of the longest school days, our students couldn't handle a longer day, plus we'd have to serve another meal.		
11/4/96	Barbara Haney East Park 1025 Fairfax Street Fairmont, WV 26554	9.3.1. - Additional school day would need to include break for students and food. Therefore, additional instructional time would be minimal.		
11/4/96	Faculty Senate Boone County Kindergarten Academy P. O. Box 730 Unecda, WV 25205	Teacher should have the option to work extended hours for extended pay.		
11/6/96	Deanne Blackshire P. O. Box 1000 Athens, WV 24712	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Deronna R. Watson P. O. Box 137 Surveyor, WV 25932	9.3.1.a. - Opportunities for extended student learning may include but are not limited to: extended day or year; mini-courses; summer school or an alternative calendar. . . - This opportunity will be hard to provide without additional funding. As mentioned above, some administrators may be tempted to use the statement "extended day" as a justification for exceeding and or extending the current working day. 9.3.7.a. - In order to affectively provide for optional delivery systems, consideration should be given to flexible scheduling of educational personnel within the daily and/or yearly schedule. - I strongly believe that this statement should be stricken from the document for several reasons. It would be in conflict with contractual agreements already set in place. Certain administrators may be tempted to use this statement as a justification for exceeding and or extending the current working day. Implementation of optional delivery systems should require additional staffing rather than flexible/extended scheduling of existing educational personnel. An optional delivery system, unless it replaces an existing delivery system, should be considered an additional delivery system, and therefore would require additional funding.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	9.3.7. - Teacher assignments. What level of input do individuals have in the setting of their daily or yearly schedule. Please do not forget that teachers are people with commitments and responsibilities that need to be considered as such changes are being considered.		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	9.3.1. . . . Who will fund? 9.3.5.a. . . . Exactly where do we send then and who pays?		
11/7/96	Jason P. Baker Elkins Middle School Elkins, WV 26241	Page 18 - Great ideas! It might be a good idea to have two arts requirements.		
11/7/96	Janice Shoffner 220 Forest Road Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Grant Shoffner 220 Forest Road Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Robert Miller Special Education Director Mineral County Schools One Baker Place Keyser, WV 26726	This is new. They have never before been responsible for instruction on goals set by classroom teachers. This will not work; home/hospital teachers need to be able to set their own goals based on the student's abilities, injuries, and the traditional course content.		
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	9.3.1. - Funding ??? 9.3.5. - Funding for Alternative program?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Michael W. Kessinger, Principal Tucker Valley Elem. Middle 100 Crest Avenue Hambleton, WV 26269	9.3.5. - Alternative School - Some counties will, some will not - inequity. 9.3.6. - Schools as service centers - Excellent idea - Who Pays!		
11/7/96	Richard A. Evans P. O. Box 311 Beverly, WV 26253	Page 18 - The Arts could have more than one credit for graduation.		
11/7/96	Bob Dunklenleg Randolph County 125 Earle Street Elkins, WV 26241	Page 18 - "The Arts" - Change to the "Fine/Lively Art"		
11/7/96	Patricia Blake Box 301 Burnsville, WV 26335	9.3.1. Extended Student Learning . . . Who? How? Will teachers be expected to assume this charge?		
11/7/96	Rudolph Raynes 50 Horseshoe Drive Buffalo, WV 25033	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Adele Richards c/o Pocahontas Middle School Poca, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/7/96	William D. Posly Poca Middle School Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Sherry Freeman 203 Walker Drive Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Karen Pyles 46 Doral Street Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Jeanette Carter P. O. Box 274 Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Bob Lemley 105 Dairy Road Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Lola Waldorf 1425 West 14th Street Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Lynda Bennett P. O. Box 789 118 Pine Drive Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Arlene Rana Poca Middle School Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/7/96	J. Susie Thomas Route 1, Box 184 Poca, WV 25159	Career Exploration - Allow to be integrated or separate course.		
11/7/96	Peggy Persinger HC 63, Box 175 Red House, WV 25168	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/8/96	Tamara A. King P. O. Box 436 Winfield, WV 25213	9.3.1.a. - Extended Learning - How will this be monitored? 9.3.1.b. - Extended Learning - Who will decide the objectives and 9.3.1.c. - Extended Learning - Learning Outcomes? Who will decide these are met? 9.3.4. - Homebound Instruction - Classroom teacher should not provide plans; the courses are different.		
11/12/96	Melinda Bailey (CAMC) 3014 30th Street Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Denise Wight CAMC 1748 Oakwood Drive Sissonville, WV 25320	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Rebecca K. Samples 219 Angel Terrace Charleston, WV 25314	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Tammy Taylor CAMC 557 Burlew Drive Charleston, WV 25302	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Mary Johnson WVUJIT 413 1/2 4th Avenue Montgomery, WV 25136	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Lisa Suddoth CAMC 3100 MacCorkle Avenue, SE Charleston, WV 25304	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Mark Samples Edinboro University of PA 102 Meadville Street, Apt. #5 Edinboro, PA 16444	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Phyllis C. Keeney 4826 1/2 Teays Valley Road Scott Depot, WV 25560	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Teresa Kenney CAMC 210 Jamestown Road Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Denver J. Boggess 4826 1/2 Teays Valley Road Scott Depot, WV 25560	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Shannon Samples 219 Angel Terr Charleston, WV 25314	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Clayton Willis 32 Hillside Circle Scott Depot, WV 25560	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Mrs. Kathy Street 119 Westland Estates Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Elizabeth Willis 32 Hillside Circle Scott Depot, WV 25560	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Phyllis Willis 32 Hillside Circle Scott Depot, WV 25560	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Nancy Williams RN, CAMC 3939 39th Street, East Nitro, WV 25143	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Daren Ball WVUJT 610 1st Avenue Montgomery, WV 25136	Career Exploration - Allow to be integrated or separate course.		
11/12/96	F. Pickens CAMC 3200 Noyes Avenue Charleston, WV	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Valorie Haber CAMC 3100 Noyes Avenue Charleston, WV	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Pamela Nary 1002 Timberview Drive Charleston, WV 25316	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Leslie R. Ballard CAMC - Memorial 1626 1/2 Virginia Street, East Charleston, WV 25311	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Barbara Comer 1008 1/2 WV Avenue Dunbar, WV 25064	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Ella Battlo 150 Orchard Avenue Elkview, WV 25071	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Toby Ford 1036 Jackson Avenue Huntington, WV 25704	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Ernest F. Spake 35 Williamsburg Drive Barboursville, WV 25504	Career Exploration - Allow to be integrated or separate course.		
11/12/96	William A. Welker 110 North Huron Street Wheeling, WV 26003	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Joc Mossburg 1056 Jackson Avenue Huntington, WV 25704	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Joyce Slack 110 Oak Street Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Linda Hanshaw CAMC P. O. Box 634 Olive Hill, KY 41164	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Margaret Burnaska 2422 Monroe Avenue Pt. Pleasant, WV 25550	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Kelli Pasquale CAMA 477 LeGrande Boulevard Gallipolis, OH 45631	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Mike Myers CAMC 705 Maple Street, Apt. 3 So. Charleston, WV 25309	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Libby Frazier 316 17th Street Dunbar, WV 25064	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Marjorie A. Snyder 20 Royal Oak Court Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Herbert C. Gibson Route 4, Box 452 Hurricane, WV	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Marsha L. Brown Winfield Middle School Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Betty D. Bennett 620 Bills Creek Road Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Craig Snyder Winfield Middle School Winfield Road Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Glenn R. Wilson Putnam County Schools 9 Courthouse Drive Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Karen Sue Stone 107 Pond Branch Southside, WV 25187	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Amy DiPalma 317 Sunset Drive Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Linda Hughes Winfield Middle 113 Westland Estates Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Angela Brown 147 Green Acres Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Missy Beckett 102 Peak Circle Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Lela Johnson Route 1, Box 24 Liberty, WV 25124	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Amy Lewis 71 Private Drive, 82 Apt. 1 Proctorville, OH 45669	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Sissy Isaacs Winfield Middle School Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Ranee' C. Phelps 15 Anchors Way Winfield, WV 25213	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Charley Bowen 205 Arrowwood Lane Culloden, WV 25510	Career Exploration - Allow to be integrated or separate course.		
11/12/96	Todd A. Grass 75 Ada Dell Avenue, Apt. A-1 Hurricane, WV 25526	Career Exploration - Allow to be integrated or separate course.		
11/12/96	William James Archer Assistant Principal Huntington High School Huntington, WV	Career Exploration - Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Dixie Holbert Shortline School P. O. Box 328 Reader, WV 26167	9.3.1.(a) - No Year Round Schooling!		
11/12/96	Steve Davis Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Allow to be integrated or separate course.		
11/12/96	Linda Wimer Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Allow to be integrated or separate course.		
11/12/96	Judith O'Neal Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Allow to be integrated or separate course.		
11/12/96	Melissa Thoner Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Allow to be integrated or separate course.		I
11/12/96	Brenda Midkiff Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Allow to be integrated or separate course.		
11/12/96	Mike Barber Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Allow to be integrated or separate course.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Chuck Blair Shortline School P. O. Box 328 Reader, WV 26167	9.3.1.a. - No Year Round Schooling!		
11/12/96	Mike Wells Shortline School P. O. Box 328 Reader, WV 26167	9.3.1.a. - No Year Round Schooling!		
11/12/96	Alice R. Burgess Shortline School P. O. Box 328 Reader, WV 26167	9.3.1.a. - No Year Round Schooling!		
11/12/96	Randall S. Lemon Winfield High School 152 Scott Acres Scott Depot, WV 25560	9.3.4.d.f. - Home Instruction - What is the purpose of having a homebound teacher if we do all of the work? Will we grade the assignments too? How about group work? This is 40% of what I do. This won't work!		
11/12/96	Connie Dakan Short Line School P. O. Box 328 Reader, WV 26167	9.3.1. - No Year Round Schooling!!! This is not feasible in elementary schools.		
11/12/96	Brenda Nolan Short Line School Box 328 Reader, WV 26167	9.3.1.a. - Year round schooling is not always the answer. Other options?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Charlene Canterbury Short Line School P. O. Box 328 Reader, WV 26167	9.3.1. - Year round schooling is not feasible in many schools! It should not be considered without lengthy study.		
11/12/96	Dianne Boggess Coordinator, Student Services Wood County Schools 1210 - 13th Street Parkersburg, WV 26101	9.3.4. Home/Hospital Instruction: Students who receive Home/Hospital Instruction should be homebound for a period of three weeks or more. Rationale: Completed application for homebound instruction is received, reviewed, physician contacted, and ultimately approved. The teacher is assigned. The teacher contacts the parent to set up instruction time, gathers assignments from classroom teacher(s) and meets with student. All of this takes time - two weeks and the student may be back in school before any instruction takes place. Surely, for two weeks and the student may be back in school before any instruction takes place. Surely, for two weeks absence the student and/or parent could pick up assignments from the school. Many more students would become eligible for homebound instruction under the two week limit. More county funds would be necessary to support the program.		
11/12/96	Danese Elementary School Faculty Senate P. O. Box 69 Danese, WV 25831	We feel day care centers wouldn't be feasible in our school due to the openness of our facility.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
Additional Comments				
11/1/96	Delores Ranson Assistant Superintendent P. O. Box 770 Ripley, WV 25271	I find the language in the policy addressing reading and English/Language Arts to be inconsistent. In some parts of the policy it reads English/Language Arts. In other parts of the policy in reads reading alone or it might read reading and language. I recommend that Reading be a Program of Study, and that Language Arts be a program of study. English, Writing and Spelling would be the areas of study under the Language Arts program of study.		
11/1/96	Warren Fagan George Washington Middle Eleanor, WV 25070	Check with the teachers on new moves.		
11/1/96	Gary W. Bays George Washington Middle 1009 E Street So. Charleston, WV 25303	Check with teachers on new moves that affects our students. Technology is mentioned throughout Policy 2510 and they are trying to eliminate Industrial Technology.		
11/1/96	Judy Cobble P. O. Box 539 Eleanor, WV 25070	Continue with daily teaching of Industrial Technology, life skills, social studies, science.		
11/1/96	George W. Cobble P. O. Box 539 Granite Drive Eleanor, WV 25070	Children should be required by state law to attend school until age 18 not 16 as is now the policy! Why can it not be changed?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/1/96	Linda McCallister George Washington Middle 103 Brentwood Road Nitro, WV 25143	Music and Art should still be taught daily. Choral or general music should be differentiated from instrumental as the course content and objectives are different. No need for mandatory Foreign Language at Middle School level.		
11/1/96	Margaret Haas 203 Washington Avenue Nitro, WV 25143	Students in middle school need to be taught Social Studies and Science on a daily basis. It would be impossible to teach the basic concepts if students were taught on a limited basis.		
11/1/96	James R. Haas 203 Washington Avenue Nitro, WV 25143	I think this is just another way for the education system in the State of West Virginia to move backwards. AGAIN!!		
11/1/96	Gary W. Manning, Jr. 1125 11th Street Nitro, WV 25143	I think the state of education in the State of West Virginia is lacking enough already without further reducing courses and standards. If you are considering changing curriculum, I suggest you add classes and raise your standards.		
11/4/96	Frances A. Case Homebound Instructor 428 New York Street Huntington, WV 25704	After carefully evaluating the proposed changes, which are seemingly nonconsequential, I think that that two above changes should be made. Otherwise, I foresee problems with scheduling of HB classes and problems with educational goals outlined in county curriculum guides.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Sara Blood 122 Willard Circle Hurricane, WV 25526	A high school librarian, with no other duties, does not need a 90-minute planning period! Traditional Home Economics and Industrial Arts reinforce reading comprehension and mathematics, provide "real-life" "hands-on" learning, complement "School-to-Work". All students need these skills?		
11/4/96	Carol H. Moore Kindergarten Teacher Divide Elementary School P. O. Box 180 Lookout, WV 25868	Very young kindergarten children require much assistance in order to become proficient in basic reading, math, writing, and computer skills. Aides free teachers from many non-instructional duties in order for teachers to spend that time with direct instruction. Many kindergarten children come unprepared to start kindergarten. Therefore, much of our time must be spent preparing these very young children so that they are able to learn that is expected of them in kindergarten. Kindergarten students need many teacher-created manipulative during their instructional day. Aides can make these materials which are continuously needed and free the teacher for direct instruction. If the aide is not available to provide this service, the quality of education will suffer. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Carol H. Moore Kindergarten Teacher Divide Elementary School P. O. Box 180 Lookout, WV 25868	The immature kindergarten student needs much individual help. A classroom with several immature students who are not prepared for kindergarten puts a great demand upon a teacher for one-on-one instruction. With the help of an aide, the teacher can reach more students to provide them with the help they need. The quality of kindergarten instruction will be adversely affected if kindergarten aides are taken from the kindergarten classroom. Aides provide valuable assistance in computer instruction. In a computer classroom, there are often twenty or more five year old students all working at the same time on as many different computer programs at different skill levels. At any given time there may be fifteen to twenty hands raised as students ask for assistance all at the same time. Students must wait until the teacher can assist each one in turn. The teacher's aide provides an invaluable service because twice as many students can be helped with both teacher and aide circulating about the computer classroom assisting the children. (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/4/96	Carol H. Moore Kindergarten Teacher Divide Elementary School P. O. Box 180 Lookout, WV 25868	Kindergarten aides must remain in the kindergarten classroom where they are most needed. The very foundations of elementary education are being built right in the kindergarten classroom. Because the kindergarten child need so much help in order to get a good start in school, the kindergarten teacher knows that a teacher's aide is vital to the success of that child's education. This teacher is asking that you please not take her aide for any part of the instructional day.		
11/6/96	Linda Clallti, Principal Morgantown High School 109 Wilson Ave. Morgantown, WV 26505	It is most important to recognize that you may be negatively affecting those schools which are successful at doing what they're doing. We are a Benedum professional development school. The programs and procedures stated herein do not provide for the flexibility to allow us to measure what we are already in the process of doing. PLEASE give flexibility to schools that do not need this type of mandate.		
11/6/96	Anne Lathen 218 Highland Avenue Oak Hill, WV 25901	Fiscal Note Worksheet reflects no financial impact of the policy. It is impossible to believe that there will be a huge need for additional personnel to implement the work place learning portion of the policy, hence money. The same is true of incorporating technology into every content area and every day. Electronic worksheets (Jostens) will not meet the needs of this policy and there are no provisions to put the kind of money needed behind the policy.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/6/96	Jennifer Wood P. O. Box 943 Shepherdstown, WV 25443	Family and Consumer Science classes should be offered as an elective. FHA is and should be an integral part of the curriculum; and FHA activities should be offered occasionally during the school year for students to work on community service projects. Students learn many basic skills, along with leadership skills.		
11/6/96	Eileen G. Poling TCEA & TVEMS 215 Homewood Street Parsons, WV 26287	Where is my work day explained as not to exceed 8 hours? Should I be flexible in a 24 hour day? Where's bank time? We already exceed over 15 minutes in an instructional day.		
11/7/96	Ranson Elementary School 600 North Preston Street Ranson, WV 25438	Use on aides in Pre-K-2 to help with reteaching. We need to provide more support for teachers to help those at-risk students. We are expecting too much abstract thinking of our younger children. Developmentally they are not ready to do this!		
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	Chart III - Strike requiring counties to offer 2 years of foreign language in grades 7 & 8. Chart IV - 3 units of math, one of which will be Algebra I and 2 from approved electives. No such thing as "college bound". Need to communicate with colleges who do not accept the applied math or applied geometry as Algebra I or Geometry credits! Why are high schools requiring foreign language when colleges don't? Chart IV-A - Who pays for AP exam if it is required? (Con't)		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Rose T. Kessinger P. O. Box 161 Parsons, WV 26287	5.22 and 6.7.1. are in direct conflict. The only way to provide co-curricular and extracurricular programs in an equitable manner when your entire student body is bused to school is by using school time. 6.7.2. - Money for transportation? 7.4.2. - Certification must drastically be changed to provide all the remediation and new requirements! 7.5. - Many facilities are not healthy or safe. \$\$\$		
11/7/96	Paul G. Zickefoose P. O. Box 8 Mill Creek, WV 26280	Throughout the document, "The Arts" needs to be changed to "The Fine Arts". This policy has some good points but several changes are vital to continue incorporating the fine arts into the general curriculum.		
11/7/96	Patricia Blake Box 301 Burnsville, WV 26335	I am concerned that language defining our work day as 8 hours does not exist. I urge this language to be included "eight hour workday".		
11/7/96	Sherry Freeman 203 Walker Drive Hurricane, WV 25526	With the ever increasing emphasis on technology and careers, the skills and objectives taught in Consumer/Homemaking and Industrial Technology need to continue to be taught to our middle school students.		I
11/7/96	Karen Pyles 46 Doral Street Hurricane, WV 25526	Some students need additional time in the core areas of Reading and Mathematics - provisions should be made for those students.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/7/96	Lynda Bennett P. O. Box 789 118 Pine Drive Poca, WV 25159	Science and social studies are necessary to life and should have equal weight with the other core subjects. What will happen to the national science requirements we are trying to meet?		
11/7/96	Arlene Rana Poca Middle School Poca, WV 25159	Science and social studies are necessary to life and should have equal weight with the other core subjects. If this is changed we as a nation will continue to rank below other nations.		
11/7/96	J. Susie Thomas Route 1, Box 184 Poca, WV 25159	Science and social studies are necessary for building skills that prepare all students for our changing global environment. Without the subjects as building blocks to higher education will they be able to pass required testing at the national level and pass requirements for entrance exams for college?		
11/8/96	Roane County Schools P. O. Box 609 108 Chapman Avenue Spencer, WV 25276	Non-core elective 9-12 - Under the arts, courses required to be offered should be indicated by asterisks, as they are under math, science, and social studies. Also, the chart should indicate that there are four levels of instrumental music (band), instrumental music (string) and choral music.		
11/12/96	Mark Samples Edinboro University of PA 102 Meadville Street, Apt. #5 Edinboro, PA 16444	Although I am a college student, I feel that all students should have an equal chance and opportunity to learn.		
11/12/96	Elizabeth Willis 32 Hillsdale Circle Scott Depot, WV 25560	I am in teachers' college at M.U. A lot of this is one step forward and ten backwards! Perhaps I should change my major.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Craig Snyder Winfield Middle School Winfield Road Winfield, WV 25213	Removing Science and Social Studies as daily requirements will promote future ignorance!		
11/8/96	Tamara A. King P. O. Box 436 Winfield, WV 25213	Core Electives - AP credit received only if AP exam taken- The sole purpose of an AP course is not the exam. Why are English electives not required?		
11/8/96	Marlyn S. Bisher 12 Heritage Drive Shepherdstown, WV 25443	Some parts of this are good - the entire package is overwhelming. This is too much change too fast. Parts of this seem not to be clearly thought through. How much do you expect of students and teachers? Please remember that we are educating humans, not programming robots.		
11/12/96	Connie Dakan Short Line School P. O. Box 328 Reader, WV 26167	All supervisory personnel should spend at least 1 full week in a classroom to remember what things are really like. I think you've all forgotten - that is if you've ever been in a classroom!		
11/12/96	Marilyn Cunningham Clendenin Middle Box 480 Clendenin, WV 25045	Family and Consumer Science courses like B.A.S.E., STEPS and ARF have included the concepts so important to become successful in home, family, and the workplace. Decision making, wise choices, time management, goal setting are all included. Why not leave these courses to target many areas needed for a successful education?		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/12/96	Janet Goodhand Director of Elementary Education 903 S. Washington Street Berkeley Springs, WV 25411	Education is a journey, not a race! We do not need push students through minimum objectives to do more of the same. We need to provide opportunities for students to research opportunities for students to research and study in-depth a topic of interest or a course of study. We need to educate the whole child and teach a love of learning, not simply teach a set of objectives, or memorize lists of facts to be given back on a test. The creative thinking skills needed to become a successful adult only come from having time to experiment, work cooperatively, try solutions and revisit previous learning, not by testing out of courses or by advancing to the next level of objectives.		
11/12/96	Dianne Boggess Coordinator, Student Services Wood County Schools 1210 - 13th Street Parkersburg, WV 26101	It seems that much of the task of program delivery and implementation of SB 300 will fail to the school counselor. Staff development is crucial. Counselor/student ratios must be addressed.		I
11/12/96	Danese Elementary School Faculty Senate P. O. Box 69 Danese, WV 25831	Why are we asked to comment after to bill has been passed?		
11/13/96	Helen Morris 116 Jackson Avenue Ripley, WV 25271	The plan appears to cover the important aspects of education but some areas need to be clarified.		

Date Received	Individual/Organization	Comment	Action/Type	Rationale
11/13/96	Faye Milhoan 100 Cedar Ridge Drive Ripley, WV 25271	This policy does not meet the needs of the classroom today and is unrealistic.		
11/13/96	Patricia K. Pate P. O. Box 95 Ripley, WV 25271	This policy was written by inactive professional personnel and is not realistic.		

ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

POLICY 2510 COMMENT LOG

November 13, 1996 - November 15, 1996

ACTION **TYPE**

N = No Response - = Negative
NA = Not Accepted + = Positive
A = Accepted 0 = Neutral

Date Received	Individual/Organization	Comment
11/3/96	Hedgesville Middle School: Cynthia Cartee; Dick R. Munson; James E. Pingley; Carol M. Galbreath; Karin McCroy; Janet Christie Miller; Evelyn P. Cushwa; Shawn E. Timble; Barbara Gordon Howell; John Harvey; Dan Casey; Trisha M. Subora; and Wendy Bird	This charges that students not achieving mastery of the instructional goals will receive tutorial and reteaching services. From where will these services be provided? One provision is that an additional fifteen minutes are added to the school day. Is this where the additional teaching is to occur? There will be a very high demand for reteaching and the unified arts and elective classes are surely to suffer. Without mastery of the educational program the students are to be retained and taught at their developmental level with the opportunity to advance to their potential. Does this include special education students?
11/14/96	Deborah W. Gutshall P. O. Box 21 Parsons, WV 26287	It is good to add the extra science and math requirements.

Section I - General

Date Received	Individual/Organization	Comment
11/14/96	Susan Shoffner Physical Educator (22 years)	Explain the term "woven into the schedule" in reference to Physical Education and Health. If these classes can be unable to be applied to the schedule, because there is not enough time, then what kind of health practices are we offering our children? The element of reteach or extended instructional time is aimed at the time slot young children need to participation in activities of healthy and developmental needs because of lifestyles and academic structures offering little. Please then cancel the presentation of the "Presidential Physical Fitness Testing" that is required in WV. All the American Heart Association push toward healthier children will be lost. The last efforts of the educators to provide children with the knowledge of developmental progression by experience will be at a loss. I still believe that children need to be pushed in today's environment towards healthy activities in areas of gross motor, hand and eye coordination, strength, ability, and endurance. More classroom and computer work of academics solely will not bring learning at a higher level. If feel that experiences in physical education classes enhances attitudes that value physical activity as an essential part on one's lifestyle. The de-emphasizing of physical education and health in grades K-4 is taking the children's most productive years away. What are lifestyles like for the overweight and unchallenged children of the future? How many calories do you burn off running a computer? Health and fitness should be at a preventive state for children by understanding their bodies. Why must we slip backwards to make progress for the future. Explain how we better prepare the youth of WV when we slip behind.
11/14/96	Robert L. Dilon, III 807 Greenbrier Avenue Ronceverte, WV 24970	The overall idea of this program has merit, but to departmentalize humans at such an early age will lead this society to more isolationism. By pulling students from classes and placing them in skills classes is not an emotionally sound practice. It will lead to more behavior problems. Not every child in this state needs this strict, socialistic approach to education. I strongly suggest several years of pilot programs prior to implementation of these radical policies.
11/15/96	Sherry Hetzel Jefferson County Schools (RESA committee to draft comments)	How do we ensure "proficiency" when students fail to read? Teach/Reteach must be specific and diagnostic if real educational change is to take place! (R. Recovery)

Date Received	Individual/Organization	Comment
11/15/96	Sandra Lee Macc	Positives (+’s) - Students can move as soon as skills are attained - thus moving out of calendar lock-step method that has stifled gifted and bright students. - Realizations that schools and learning directly affects students’ careers and future. - That schools will reward those students who can demonstrate mastery of basic skills. - That teachers are accountable for students’ rate and level of mastery and a clock is running. - That learning is daily and skills will be taught and retaught until mastery occurs. - That students are products that can receive warranties and performance will be rewarded. Negatives (-’s) - Model is skewed with assessment model generating curriculum and child is at the bottom rather than child generating curriculum with assessment last not first. - Over simplistic view of assessment that does not see the complex nature of learning. - Career experiences as guarantees for a viable work force for the 21st Century rather than experiences, critical thinking and problem-solving skills. - Rewarding students who test well and penalizing those who don’t. - No provisions for students that have been passed on under developmental appropriate who now will have to be accountable, consequently may feel they are “no-account”.
11/15/96	Staff Development Man Jr. High School 600 Main Street Man, WV 25635	Referencing Section 2.2, 3.1., 5.21.2., 5.35., and 5.48. - Is this an unfunded mandate from the State Board of Education or is the state going to give counties the money to implement these policies? Extracurricular activities shall occur outside the instructional day - What effect would this have on field trips during the school day? What effect would this have on sporting events? Ex. State Basketball Tournaments.

Date Received	Individual/Organization	Comment
11/15/96	Lumberport Middle School Employees Lumberport, WV Lisa Jefferies, Linda Moore, Barbara Brunctto, Rebecca J. Jones, Patti J. Naught, Netia McCarty, Carol Williams, Nancy Loretta, Sandy Sutton, Louise Southern, Rebecca Nelson, John Sedera, George Rice, Faith Zuiker, Shirley Murphy, Kim McCord, Pam Walling, Nancy Bush, Mary F. Elliott, Bill Meridith, Robert Beaver, Mary Pat Lake, Pam Schwan, Anthony Fratto, L. Dianne Fratto Bob Cline, Harry Bailey, James Dawson, Kellie Wiseman, Jeani Fiano, Deborah Dodd, Kenneth Issanie, Mary Sims, Karen Harris, Linda Sedera, and Rebecca Hoffman	We as educators believe that SB 300 would better prepare our students for the 21st Century, however, we are concerned about the number of State Board of Education policy changes. Our concerns include: The deletion of the maximum 8 hour work day for professionals. The deletion of bank time. The extension of the instructional day. The daily requirement to use the teach/reteach method of instruction. The de-emphasizing of science and social studies in grades K-2. The de-emphasizing of art, music, physical education and health in grades K-4. Unfunded mandates such as foreign language in grades 7 & 8, work-based experience in high school, retraining warranted students, and certificates of proficiency/electronic portfolio which are required to be implemented without additional funding or additional staff. New committees and plans that will require even more time from our professionals such as: school technology teams, annual unified school improvement plans, county steering committees, county technology teams, county improvement teams, etc. The proposal that all students be at level by the end of grade four while requiring 95% of the students to be promoted. The requirement that 90% of the graduates be enrolled in post-secondary education or be fully employed within one year of graduation leaves no room for young women who choose to get married and stay home to be homemakers and mothers. The lack of definition of the warranty that is awarded to graduates. Also, there are several policies still to come, and rumors are swirling about such possible proposals as: Changing OSE days to days when teachers would visit local businesses. Requiring all employees to work on snow days. Extending the school year. We would like for you to delay voting on these issues, until they each can be studied further and additional input from practicing classroom teachers can be considered. The implementation of this bill could be detrimental to many innovative programs currently in our school system, because SB 300 would mandate other programs necessitating funding which would cut existing programs.

Date Received	Individual/Organization	Comment
11/15/96	Mason Elementary Faculty Mason, WV	The faculty would like to address our concerns regarding policy 2510. Our three major objections are in regard to: daily reteach, extended instructional day, and all children working on grade level by completion of grade four. The implementation of selective daily reteaching is impossible for a single teacher in a classroom. It will create scheduling problems, stifle student creativity and decrease social interaction. The extended instructional day will infringe upon quality family time. In addition, extended instructional time will decrease the students' ability to focus. Quantity does not always ensure quality. Requiring all students to be on grade level by grade four is also impossible. Common sense tells us in order to have percentile rankings, there must be students achieving below and above the mandated 50% percentile. We believe all students can and should be expected to achieve according to their individual abilities. Please consider these concerns of professional educators before these goals and objectives are implemented.
11/15/96	Jack A. Boot III Parent 4410 10th Avenue Vienna, WV 26105	The first item I would like to address is the method being used to rush the implementation of SB 300. I get the impression that my input is not really wanted on this issue. Of course this may be totally untrue but that is the impression I have received. The public hearing on the new policy was held on Nov. 12. The first I heard about it was in the paper Nov. 13. I was able to obtain detailed information on SB 300 on Nov. 14 and as you know, the comments are supposed to be in to you by Nov. 15th. I hope our mail is working better than it usually does when I mail this letter today (the 14th) and you get this letter tomorrow. It would have been nice if I could have had more time to consider these major changes to our education system. It would be nice if implementation could be delayed until you have time to get input from the public. Several of the changes I do not understand and have not had time to gather any information on them, and form an opinion. However, there are several items I do understand and I do not feel they are all positive changes. One item I am concerned about is the de-emphasizing of science and social studies in grades K-2. Also the de-emphasizing of Art, Music, Physical Education, and health in grade K-4. I feel science is important and if interest is fostered correctly in kindergarten, you are establishing a desire of learning that could carry on throughout the rest of the child's life. Interest in art and music can also be started in young children. That is when a child's ideas are not yet formed and they are most impressionable.

Date Received	Individual/Organization	Comment
11/15/96	Jack A. Boot III Parent 4410 10th Avenue Vienna, WV 26105	Their creative abilities are just beginning to be tested and these subjects help them learn and gain an interest in school. Another thing that concerns me is the way many of these new programs such as foreign languages in grades 7 & 8, work-based experience in high school, retraining warranted students, and certificates of proficiency/electronic portfolio are required to be implemented without additional funding or additional staff. Also, I am opposed to the removal of kindergarten aides for up to 50% of the day. I feel they are a necessary part of the kindergarten teaching environment. The proposal that all students be at level by the end of grade four while at the same time requiring that 95% of the students be promoted. You can not raise standards and at the same time expect a certain amount of students to be promoted. The only way to ensure a certain percentage will be promoted is to grade on a curve, and that of course would be lowering the standards. I feel that requiring all employees to work on snow days is inherently unsafe. The reason the children are off school (because of snow) is because the roads are unsafe. It is ludicrous to require teachers to show up in bad, dangerous conditions, when no students will be there to teach. This is plainly an effort to appease jealous people who's jobs require them to work regardless of the weather conditions (as my job does by the way). I also feel that extending the school year is not a necessary change. Other changes in this bill will make the school year more productive without extending it. The problems with our education system has more to do with the quality of the education rather than that amount. I also feel that standardized testing in primary school, especially in kindergarten, is not a good idea. Children in kindergarten are just beginning to learn to read and write. Some of them have never even been in a classroom learning environment before entering kindergarten. If testing must be done, the results should be used for evaluation of the education system only, and not have any influence on whether the child is promoted to the next grade. The teacher has been trained to evaluate many factors to help them decide whether they feel the child should be promoted. I am also very concerned about the work-based training in the advanced grades. I feel the emphasis should be placed on the core items exclusively. To have a child specialize in a particular career in high school is a bad idea in my opinion. They need advanced general training so they will be better able to compete in a multitude of professions. Another item that I am concerned about is replacing general curriculum with "career cluster". I am also concerned with the amount of emphasis placed on "workplace readiness".

Date Received	Individual/Organization	Comment
Section II - Purpose		
11/13/96	Jessica Hitt Route 2, Box 252 Pt. Pleasant, WV 25550	To place out on public comment - Yes, the public should be informed. Written in terms the public can understand and how they will be affected.
11/13/96	Judy Fisher P. O. Box 326 Ripley, WV 25271	Yes, the public needs to be aware if document in terms they can understand.
11/13/96	Lesa Spears Beckley Jr. High 320 S. Kanawha Street Beckley, WV 25801	There should be guidelines for schools to follow to meet these goal and objectives. My school has only discussed Senate Bill 300 during one Faculty Senate meeting! So many of us are out in the darkness over these issues.
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	To place out on public comment - Yes, the public should be informed. Written in terms the public can understand and how they will be affected.
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	To place out on public comment - Yes, the public should be informed about Policy 2510 and how they will be affected.
11/13/96	Melissa D. Pugh 104 King Drive Evans, WV 25241	This is a good goal.
11/13/96	Phyllane Johnson Route 2, Box 131 Ravenswood, WV 26164	2.1 - 2.3 - Well written and realistic for today's society. Can parent involvement be mandated?

Date Received	Individual/Organization	Comment
11/13/96	Sylvia L. Thompson Representing the WV Coalition for Arts Education Art Department 200 10th Avenue Cammiack Middle School Huntington, WV 25701	2.2. . . . At early levels students will achieve basic skills in writing, reading, mathematics, and computer applications. This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics reading, writing, mathematics, and computer applications, as well as in other required programs of study (see Charts I and II, Page 15-16).
11/13/96	Judy L. Malcolm 2730 Forrestal Avenue St. Albans, WV 25177	C. - I believe that this is an unrealistic expectation unless money is available for special services.
11/13/96	McDowell County Schools Central Office Admin. Staff 30 Central Avenue Welch, WV 24801	2.2.- First sentence change shall to will and delete necessary.
11/13/96	Willia Dambro Educational Coordinator Parent Educator Resource Ctr. 116 East King Street Martinsburg, WV 25401	Many special education students cannot remain on task for an additional time period to the school day.
11/13/96	Julia Lee WV State Theatre Education Advocate & former WV State Thespian Director Parkersburg South High School 1511 Blizard Drive Parkersburg, WV 26101-6494	2.2. . . . At early levels students will . . . - this statement implies that there are the only skills that will be achieved. What about the arts?

Date Received	Individual/Organization	Comment
11/14/96	Janet Baldwin Sherman Elementary P. O. Box 369 Comfort, WV 25049	Needs to be public forum giving everyone, especially educators, opportunity to understand.
11/14/96	Tonya L. Baker Volga-Century Elementary School Route 2, Box 45 Philippi, WV 26416	2.2. - This implies these are the only skills to be achieved in grades K-4. Suggested statement: At early levels students will develop skills in the required basics --reading, math, writing and computer applications -- as well as other required programs of study (Chart I & II, pages 15-16).
11/13/96	Jenine St. Clair Music Department Cammack Middle School Cabell County 200 10th Avenue Huntington, WV 25701	2.2. - . . . At early levels students will achieve basic skills in writing, reading, mathematics, and computer applications. This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics reading, writing, mathematics, and computer applications, as well as in other required programs of study (see Charts I and II, Page 15-16).
11/14/96	Deborah K. Bradley Huntington High School 1 Highlander Way Huntington, WV 25701	2.2. - states that at early levels. . . - This implies that these areas are more important than the arts and I highly disagree. It also opens the door to doing away with arts specialists in these lower grades. There is nothing more basic to a young child's development than the arts.
11/14/96	Mark Carl Fawcett Network Administrator Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	2.2. - Mandated by the state policy that the county provide necessary resources. Who will provide funding?
11/14/96	WV Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	The Council is very supportive of this policy. However, we are concerned that the legislative intent will not be realized in fiscal support. If it is another example of a mandate without funding and support, it will only add to the frustration of everyone trying to live within the policy's constraints. Current staffing is not adequate to make it work. With appropriate support it will benefit all children.

Date Received	Individual/Organization	Comment
11/14/96	Tucker County High School Route 1, Box 156 Hambleton, WV 26269	Super to require 2 years of Foreign Language! Also starting in 7th and 8th grade.
11/14/96	Thomas C. Bailey, President American Federation of Musicians Larry Kopleman, Chairman Music in Education Committee 1562 Kanawha Boulevard, East Charleston, WV 25305	2.2. - This section should include music as one of the basic skills.
11/15/96	Adelaide P. Rusch Art Representative Monongalia County Elementary Art Teacher 3288 University Avenue, #406 Morgantown, WV 26505	2.2. - At early levels students will achieve basic skills in reading, writing, mathematics and computer application. This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics -- reading, writing, mathematics, and computer applications -- as well as in other required programs of study (See Charts I and II, pp. 15-16).
11/15/96	William Douglas Given 117 Park Street Gassaway, WV 26624	I feel that the "3 Rs" certainly need emphasis. However, it is wrong to withhold music, art and physical education from children. They need to grow and develop. Even Einstein played soccer. Right now my daughter has P.E. with 90 children in her class. This is a joke. 90 kids can't participate in a sport at once. 20 is about the maximum. Face it, some kids will be doctors, some will be uneducable, and dig ditches. A music teacher at the school said the 5th graders are at a k-1 level in music. We need to turn out well-rounded kids. Some kids are not going to do well at math and reading, but are good at PE. Let them at least have the chance to build self-esteem in one endeavor. Besides, don't you realize we are an obese nation? Kids need exercise. A strong body and a strong mind! In case you are wondering, my children are physically fit and bright! These kids that don't do well will get frustrated, quit trying and drop-out. You need to make school somewhat interesting and fun. One psych professor at med school said, "Why don't students come to my class?" My OB chairman said teach them something worthwhile!

Date Received	Individual/Organization	Comment
11/15/96	Mrs. Thom 213 North Queens Court Huntington, WV 25705	I'll by-pass your jargon and come straight to the point. I teach and reteach EVERY DAY - "English Language Arts" and "Mathematics" - but no matter HOW MUCH you teach or reteach, a 5 year old with a capacity of a 3 year old will learn exactly what he or she can. As for Science, Social Studies, Art, Music, Physical Education and Health they shall be taught as the teacher sees fit, depending on the current group of children - we're not manufacturing shoes!! I am tired of these decrees handed down to use by people who either have never taught or been out of the classroom so long they can't begin to relate to the teaching profession. Just because you went to school some time, does not make you a "teacher". I've been to the hospital a lot, but I don't think I'm a doctor. About your "components of awareness" and the application of technology to be included during all subjects: we will be what we want to be when we grow up (even have people tell about their occupations during career month) and we play on the computer. As for "students demonstrating mastery of instructional grade level objectives - - - to advance to the next grade level - - - let me remind you, this is still "mass education" especially when a kindergarten can have over 26 5 year olds. And then you'd have the kindergarten aides go teach and reteach elsewhere? And who's going to teach and reteach the kindergartners?
11/15/96	Patricia Kay Walker 131 Wood Lomond Way Huntington, WV 25705	Purpose 2.2. - Each county education program shall provide the necessary resources, including technology to ensure that students attain high standards of performance. At early levels students will achieve basic skills in reading, writing, mathematics, computer applications and the Fine Arts. . . Chart I - Early Childhood K-2 - Core program of study . . . Fine Arts . . . Required programs of study . . . Fine Arts are basic academic programs and shall be taught as separate programs by certified Fine Art educators. Students shall not be pulled out of instruction for reteaching of other subjects.
11/15/96	Joyce L. Hobbs Berkeley County Schools 401 South Queen Street Martinsburg, WV 25401	2.2. - Science content and skills are certainly as significant as technological skills. You are doing a great disservice to our youth by NOT emphasizing science (the backbone of technology)?
11/15/96	Kevin Boggs, President WVEA 1558 Quarrier Street Charleston, WV 25311	2.1. - The WVEA applauds efforts to increase the quality of education standards in our state.

Date Received	Individual/Organization	Comment
11/15/96	Kevin Boggs, President WVEA 1558 Quarrier Street Charleston, WV 25311	2.1. - The WVEA applauds efforts to increase the quality of education standards in our state.
11/15/96	Keith A. Herrick Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	2.2. - Mandated by the state policy that the county provide necessary resources. Who will provide funding?
11/15/96	Barbara K. White 201 A Morgan Drive Morgantown, WV 26505	2.2. "each co-education program shall provide the necessary resources" - This announces the fact, it is unfunded mandates. WV Board anticipates the provision of sufficient resources and support including professional development - This is not how problems or issues should be faced and solved.
11/15/96	Lynn Palmer Gihon School 1905 Parkwood Drive Parkersburg, WV 26104	De-emphasizing art, music, P.E., science, health, and social studies is not developmentally appropriate at this level. Also, for some students these areas are where they can be successful. Keeping a good self-esteem at this age is important for future school success. I think this will increase drop out rate!
11/15/96	Sharon Blume Altizer Elementary Huntington, WV 25705	Physical Education, Music, and Art should be an integral part of the curriculum K-12. The skills learned in these classes will help our students to become well-rounded adults. Of course the basics should be emphasized, but children need to find outlets for their energy and creativity. These activities could help them to manage stress levels later in life. Many of our students will find careers or hobbies in the arts. We need to encourage this interest from an early age.
11/15/96	Becky Smith Altizer Elementary Huntington, WV 25705	It is very important to keep our Physical Education, music and art in the curriculum. Not every teacher is qualified in the arts, most of the specialists has special talents in their field. It is very important that children at a young age develop their natural gifts and talents. These specialists help children do this.

Date Received	Individual/Organization	Comment
11/15/96	Ron Short Altizer Elementary Huntington, WV 25705	I am a music teacher at Altizer Elementary. While I believe that some points in 2510 could be beneficial, others will certainly be detrimental to the students. As an educator in the arts I am most concerned about education in the fine arts. It has been proven time and time again that test scores fall in school districts where art programs have been cut. According to this information, how could it possibly benefit the children by removing requirements in the arts curriculum.
11/15/96	Patty Blevins 5th Grade Teacher Altizer Elementary Huntington, WV 25705	I strongly believe that Music, Art and PE are extremely important at II grade levels, and <u>especially</u> important at the elementary level. I have seen many children in/and from out school excel in these areas. Some of these same children may not ever be recognized in other academic areas, but they are able to have their self-esteem raised in the arts or sports. Our music specialist, Mr. Short, has chosen children for solos, leads in a performance, dance parts, or to plan an instrument that the classroom teacher would never have chosen. We would not have recognized this special ability. What confidence this gives these children! They then are better able to perform in the classroom. We need to encourage this interest at an early age. My room is across the hall from the music room, and I hear what's being taught there. There children are learning math, history, geography, reading, etc. while in music. I hear them counting beats, keeping rhythm, studying the history of a song, where the composer lived, the time period of the music, doing a report on the composer, etc., and most of all enjoying the singing and listening. I have a fifth grader this year who has already won a fire poster contest and a bookmark contest - both at the county level. This child's, and every child's, talent in art needs to be reinforced by an art specialist. We have had several children from our school excel in sports while still in elementary school and then go on to get college scholarships through this talent. Please consider what you will be doing to our children if you follow through with some of the proposed implementations. The arts are an important part of a child's elementary school days.
11/15/96	Deborah Crencans Teacher Altizer Elementary Huntington, WV 25705	In relationships to Senate Bill 300, it is my belief that if Art, Music and Physical Education are taken away from the children, they will take this gesture as punishment. Our children need Art, Music and Physical Education to become healthy, well-rounded citizens.

Date Received	Individual/Organization	Comment
11/15/96	Paula Adkins Speech Therapist Altizer Elementary Huntington, WV 25705	I feel that the arts (music, visual and performing arts) should definitely be a part of the core curriculum in all grades 1-12, especially at early levels (1-5). The programs of study in dance, music, theatre, and visual art helps children to develop skills in reading, writing, gross and fine motor skills for writing and computers, faster creativity for writing and literature, and helps to integrate the curriculum. Many children (including my own child) excel in the arts, and give them a sense of achievement which bolsters their self-esteem. P.E., Art and music specialists are a necessity in public schools in order to teacher the "whole child." My daughter has learned to use the skills taught in Art, P.E., and music classes form qualified specialists to improve her attention span, ability to focus in the classroom, eye-hand coordination, programmatic skills, and socialization skills. These are important like skills that she will always need.
11/15/96	Altizer Elementary 3rd Street Altizer Huntington, WV 25702	2.2. - I understand that students at the early levels need to be proficient in reading, writing and math, but I feel that in order to be a well-rounded individual they also need to be able to express themselves creativity. Most students in WV will not be exposed to the arts by their parents if that's the only avenue left to them for exposure.
11/15/96	Darrel A. Ballard Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	Mandated by the state policy that the county provide necessary resources. Who will provide funding?
11/15/96	Nancy Critzer HC62 Box 120E Great Cacapon, WV 25422	To prevent the discontinuation of certain courses by the board.
11/15/96	Rebecca J. Moore 120 South 1st Avenue Paden City, WV 26159	Mandated by the state policy that the county provide necessary resources. Who will provide funding?
11/15/96	Jeanne Fawcett 210 Riverside Drive New Martinsville, WV 26155	Mandated by the state policy that the county provide necessary resources. Who will provide funding?

Date Received	Individual/Organization	Comment
11/15/96	Judith A. Chesley Art Instructor Jefferson County Schools 297 Tusawilla Hills Charles Town, WV 25414	2.2. - ... At early levels students will achieve basic skills in writing, reading, mathematics, and computer applications. This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics reading, writing, mathematics, and computer applications, as well as ARTS.
11/25/96	McKinley Elementary 1130 19th Street Parkersburg, WV 26101	2.2. - Students improve even if not totally successful. 2.3. - How can high levels of performance be ensured for students. What provisions will be provided for students who are not successful even with all the extra help.
11/15/96	Berkeley Heights Elementary Faculty Senate Route 5, Box 490 Martinsburg, WV 25401	How can quality of education in WV be assured if the arts are being de-emphasized. Are we to become a robot state?
11/15/96	Sherman High School P. O. Box AB Seth, WV 25181	2.2. Technology will be a tool to help meet these standards - Where will the funds come from to buy the equipment?
11/15/96	Deborah Gutshall	All work age adults be functionally literate? All is too inclusive. A severely retarded student will never achieve this.
11/15/96	Patricia Hubbard Jefferson County Schools P. O. Box 987 Charles Town, WV 25414	2.1, 2.2, and 2.3. - Agree with purpose.
11/15/96	Jane S. Yokum Music Instructor Moorefield Elementary School 400 N. Main Street Moorefield, WV 26836	2.2 - ... At early levels students will achieve basic skills in writing, reading, mathematics, and computer applications. This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics reading, writing, mathematics, and computer applications, as well as in other required programs of study (see Charts I and II, Page 15-16).

Date Received	Individual/Organization	Comment
11/15/96	Velinda Phillips Magnolia High New Martinsville, WV	Mandated by the state policy that the county provide necessary resources. Who will provide funding?
		Section III - Scope
11/13/96	Jessica Hitt Route 2, Box 252 Pt. Pleasant, WV 25550	Page 2, A, D, F, - Goals are unattainable and unrealistic. Goals contradict each other.
11/13/96	Denita Dale Ripley Middle School 1321 Sycamore Road, Lot #9 Ravenswood, WV 26164	3.1.1.F. - The term <u>all</u> is too ambiguous. It excludes some exceptionalities from the work force that could be contributing citizens to society.
11/13/96	Judy Fisher P. O. Box 326 Ripley, WV 25271	Page 2, Goals are unattainable and realistic. Goals are contradictory. D. - It is unrealistic to place a percentage on this.
11/13/96	Tammy Spangler Ripley Middle P. O. Box 77 Evans, WV 25241	3.1.1.F. - The term <u>all</u> is too ambiguous. It excludes some exceptionalities from the work force that could be contributing citizens to society.
11/13/96	Lesa Spears Beckley Jr. High 320 Kanawha Avenue Beckley, WV 25801	3.1.1.E. - These are <u>very</u> different areas of preparedness. They could not have similar objectives. F. - Do students have responsibilities too? Where is their accountability? 3.2.2. - High quality instructional supplies can come through co-curricular activities in FHA/HERO (or other vocational areas). The Nation Association provides incredible materials at relatively low prices. 3.3. - Family & Consumer Sciences provides all students with the opportunity to assume responsibility for themselves, family, and community. Through advanced projects learners develop cooperative and creative skills.

Date Received	Individual/Organization	Comment
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	Page 2, Goals are unattainable and realistic. Goals are contradictory.
11/13/96	Debbie Sisson 46 Midway Acres Ripley, WV 25271	3.1.1.D. - There would be a much better chance of achieving this goal if students are unable to drop out until age 18. Their life is in limbo from 16-18 unable to work, etc.
11/13/96	Phyllis Matheny Ripley Middle School Route 2, Box 82C Ripley, WV 25271	3.1.1.F. - The term <u>all</u> is too ambiguous. It excludes some exceptionalities from the work force that could be contributing citizens to society.
11/13/96	Melissa D. Pugh 104 King Drive Evans, WV 25241	I don't think this is at all likely.
11/13/96	W. M. Shoffner 3500 Winfield Road Winfield, WV 25213	3.1.1.E. - Students will be ready for college or employment - Impossible is science is decreased in middle school and technology is not taught as a separate course.
11/13/96	Julian T. Hatcher 95 Lone Oak Road Cottageville, WV 25239	3.1.1.D - Ninety percent of ninth graders will graduate from high school. Students should not be allowed to drop out of school until age 18. Students will stay in school.
11/13/96	Phyllane Johnson Route 2, Box 131 Ravenswood, WV 26164	3.1.1.A. - How is it to be determined? C. - What kind of time frame for improvement? F. - This is not attainable.
11/13/96	James Marshall Route 3, Box 90 Ripley, WV 25271	3.1.1.F. - Define functionally literate. What are school system's responsibilities for adults? It would be difficult to ensure that all adults in WV are functionally literate.

Date Received	Individual/Organization	Comment
11/13/96	Sharyn Urey 307 Morgantown Street Apartment 4 Kingwood, WV 26537	3.1.1.A. - In order for all first graders to be ready for first grade. The Kindergarten Aide will need to in the Kindergarten room all day helping prepare them for first grade. Also a tremendous amount of parenting skills need to be taught to our parents or you'll never be able to meet this goal.
11/13/96	Willa Dambro Educational Coordinator Parent Educator Resource Ctr. 116 East King Street Martinsburg, WV 25401	Increase in instructional time is mandated - What will happen to the children who will never be ready for first grade. Who will get the children ready for first grade.
11/14/96	Gail Sherman Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414	3.1.1.C. - unclear as to what goal means, i.e., . . . "performance of students falling in the lowest quartile will improve by 50%". 3.1.1.E. - Needs definition - How will increase by 50%? 3.3 - Does not address <u>healthy</u> lifestyles.
11/14/96	Vikki Griffith Educator Sherman Elementary School Route 3 General Delivery Comfort, WV 25049	3.1.1.A. - Not <u>every</u> child has the ability to perform at the 50th percentile or above. We need to educate all children to be the best they can be, but not all children are average.
11/14/96	Linda Barlas Sherman Elementary P. O. Box 369 Comfort, WV 25049	3.3.5. Accountability - Everyone needs to do their part - Parent, child and teacher. 3.3. - . . . the ability to participate in recreational activities; an understanding of the creative arts. . . - We can't accomplish this goal effectively if we lose our teachers.
11/14/96	Janet Baldwin Sherman Elementary P. O. Box 369 Comfort, WV 25049	3.1.1.C. - All students are not average. 3.2.1. - Rural areas lack sufficient employment opportunities. 3.3.4. - Should be developmentally appropriate.

Date Received	Individual/Organization	Comment
11/14/96	Irene Murphy 711 Sycamore Street Ravenswood, WV 26164	3.1.1. - How will counties with already high percentages address this one? D. A 90% goal is ideal but to except this every year is ridiculous.
11/14/96	Yolanda Skeens P. O. Box 143 Ashford, WV 25009	3.1.1.a. - If all students are to have equal educational opportunities - all schools must have equal curriculum and support staff, i.e., music, art and computer teachers. 3.1.1.f. - How can teachers be held responsible for educating the illiterate population?
11/14/96	Kathleen Burke 5 Birch Tree Lane Charleston, WV 25314	3.1.1.B. - If all students are to have equal education opportunity, the statement must provide legal requirement for all to have computer and music teachers. F. - Should be removed - uncontrollable.
11/14/96	Amy White HC 81, Box 7A Peytona, WV 25154	The Educational Goals are too demanding. We cannot ensure that all students are ready for the first grade because we cannot control their learning at home.
11/14/96	Patricia Sullivan New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	3.1.1. - High school students need geography to be implemented in grade 9-12 curriculum. 3.1.1.A. - How can this be justified? 3.1.1.D. - This isn't realistic. 3.1.1.F. - Measurement?
11/14/96	Mark Carl Fawcett Network Administrator Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	3.1.1.D. - How does policy arrive at the figure ninety percent of ninth graders will graduate? 3.1.1.E. - How does policy arrive at the figure number of high school graduates entering post secondary education will increase by 50%. 3.1.1.F. - How do we measure this goal? Is it necessary?

Date Received	Individual/Organization	Comment
11/14/96	Grant County Schools 204 Jefferson Avenue Petersburg, WV	3.1.1. Education Goals - Goal A is developmentally inappropriate additional factors to consider home environment (language stimulation at early age) economic conditions of home, nutrition (home), etc. 3.1.1.C. - What is meant by "performance of students falling in the lowest quartile will improve by 50%?" 3.1.1.E. - Needs defined 3.1.1.F.b. - Change word "accomplishments" not all goals can/will be accomplished - Goal A - Developmentally Inappropriate. 3.3. - Does not address <u>healthy lifestyles</u>.
11/14/96	WV Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	3.1.1. - The goals are powerful as long as "all children" indicates a commitment to each and every child. 3.2. - The Council has a history of support for the tenets of the Rhet decision and its focus on all children. 3.3.4. - This is the element of a thorough and efficient education that is most closely connected to the IEP for students identified as exceptional. Finding the appropriate balance between individual needs and high academic expectations is a must. 3.3.5. - The Council supports continued efforts to rethink accountability. However, schools need to be empowered and have adequate fiscal and personnel support, if they are to be held accountable. No one should be held accountable for things they cannot control. Accountability and monitoring go hand in hand. This demands that the implementation of Policy 2320 be proactive and positive.
11/14/96	Carolyn McVicker Teacher P. O. Box 277 Reedsville, WV 26547	Adult Roles includes the development of skills in goal setting, decision making (including policy decisions), communication (speaking and writing) researching for information, and ethical applications. The careers unit targets issues such as career options, preparedness, workplace trends, work ethics, teamwork. Major thrust is the development of critical thinking and problem solving skills. There is no better course for seniors to support a schools to work educational emphasis.

Date Received	Individual/Organization	Comment
11/14/96	Nancy Dalesio Ripley Middle School Ripley, WV 25271	3.1.1.D. - 90% of 9th graders will graduate from high school - Alternative high schools and enrolling in vocational high schools would be a must! Vocational programs must be available to all 9th and 10th graders instead of enrolling available at 11th and 12th grades. A. - All children entering 1st grade will be ready for the 1st grade.- This may not be feasible of kindergarten classes having less than 1 full-time aide or no aide based on enrollment is implemented.
11/14/96	Davis Elementary School 113 5th Street Gassaway, WV 26624 Faculty Senate: Ellen Arnold	3.1.1.A. - Education Goals - How will you eliminate verbal, physical, sexual and emotional abuse? How will you guarantee a happy, two-parent home? How will you guarantee good nutrition beginning at conception? How will you guarantee that all children will get good health care promptly? All of these factors affect a child's readiness to learn. We are very interested in seeing how this will be accomplished.
11/15/96	Joyce L. Hobbs Berkeley County Schools 401 South Queen Street Martinsburg, WV 25401	3.1.1. - Will students be retained as in K until they are ready for 1st? Is raising the lowest quartile to the upper 3rd of the distribution realistic? Are we now responsible for all public education?
11/15/96	Harold D. Garber Superintendent, Grant County 204 Jefferson Avenue Petersburg, WV 26847-1628	3.1.1.A. - Developmentally inappropriate. 3.1.1.C. - Needs clarification of wording.
11/15/96	Kevin Boggs, President WVEA 1558 Quarrier Street Charleston, WV 25311	3.1.1. - It will be difficult to provide equal opportunities throughout the state for work-based experiences.
11/15/96	Keith A. Herrick Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	3.1.1.D. - How does policy arrive at the figure ninety percent of ninth graders will graduate? 3.1.1.E. - How does policy arrive at the figure number of high school graduates entering post secondary education will increase by 50%. 3.1.1.F. - How do we measure this goal? Is it necessary?

Date Received	Individual/Organization	Comment
11/15/96	Barbara Hornbeck Homestead School P. O. Box 158 Dailey, WV 26259	1st graders ready for 1st grade - By what standards - options in kindergarten?
11/15/96	Linda Moore Homestead School P. O. Box 158 Dailey, WV 26259	1st graders ready for 1st grade - What if they are not?
11/15/96	Barbara K. White 201 A Morgan Drive Morgantown, WV 26505	3.3. Choose life work - I disagree that this is something which can be focused on particularly due to job market demands in today's job market.
11/15/96	S. Moss Homestead School P. O. Box 158 Dailey, WV 26259	Students learn at different rates - What happens to the student who is not ready for 1st grade? Students falling in the lowest quartile will improve by 50%? What happens to those students who do not improve 50%?
11/15/96	Saralie Sheets Route 2, Box 51-2 Walker, WV 26180	Why add minutes to the school day? We already teach 370 minutes per day in K-6 at our school.
11/15/96	Sandy Mauck Wheeling Park High School 1976 Park View Road Wheeling, WV 26003	" . . . pursue a career major in grades eleven and twelve." Students in grades 11 and 12 are not developmentally prepared to make life-long career choices. Research shows that adults change occupations at least twice in a lifetime. Students at this age should be "exploring." 3.1.1.a. & b. - How will this be assured? All counties do not have the same resources. 3.3. - " . . . an understanding of the creative arts." It's about time!
11/15/96	Darrel A. Ballard Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	3.1.1.D. - How does policy arrive at the figure ninety percent of ninth graders will graduate? 3.1.1.E. - How does policy arrive at the figure number of high school graduates entering post secondary education will increase by 50%. 3.1.1.F. - How do we measure this goal? Is it necessary?

Date Received	Individual/Organization	Comment
11/15/96	Elizabeth Mitchell Franklin Elementary Evick Drive Franklin, WV 26807	What would be expected of a student to enter first grade. Does this mean a student may be years to enter first grade.
11/15/96	Rebecca J. Moore 120 South 1st Avenue Paden City, WV 26159	3.1.1.D. - How does policy arrive at the figure ninety percent of ninth graders will graduate? 3.1.1.E. - How does policy arrive at the figure number of high school graduates entering post secondary education will increase by 50%. 3.1.1.F. - How do we measure this goal? Is it necessary?
11/15/96	Beth Caudill Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	Impossible if science is decreased in middle school and technology is not taught and technology is not taught as a separate course.
11/15/96	Alban Elementary Faculty Senate 2030 Harrison Avenue St. Albans, WV 25177	What about the children who do not enter first grade ready to learn? Does this mean academically, emotionally, and socially? What is the role of special education?
11/15/96	Jeanne Fawcett 210 Riverside Drive New Martinsville, WV 26155	3.1.1.D. - How does policy arrive at the figure ninety percent of ninth graders will graduate? 3.1.1.E. - How does policy arrive at the figure number of high school graduates entering post secondary education will increase by 50%. 3.1.1.F. - How do we measure this goal? Is it necessary?
11/15/96	Ronald E. Ray, Director High Schools & Vocational Educ. Jackson County Schools P. O. Box 770 Ripley, WV 25271	3.1.1.C. - Which national measures is this goal in reference to, and what amount of improvement time is expected for those students in the lowest quartile to improve their performance by 50%? 3.1.1.D. - Will this goal be based on the number of 9th graders entering compared to the number of 12th graders graduating in four years? How will student transfers in and out be accounted for? 3.1.1.E. - We already have around 60% of our graduates annually who enter post-secondary education. How realistic is a 50% increase?

Date Received	Individual/Organization	Comment
11/25/96	McKinley Elementary 1130 19th Street Parkersburg, WV 26101	3.1.1.A. - Most. 3.1.1.C. - Unattainable Goal. What happens if they're not ready? 3.1.1.D. - Majority instead of 90% ready? 3.1.1.E. - Can not be guaranteed. 3.1.1.F. - Can not be all - all will not be.
11/15/96	Lawrence Hitt Shepherds Elementary School 410 S. Church Street Shepherdstown, WV 25443	3.1.1.A. - How can we guarantee this? What is meant by "ready"? 3.1.1.C. - Is this reasonable to assume?
11/15/96	Berkeley Heights Elementary Faculty Senate Route 5, Box 490 Martinsburg, WV 25401	3.1.1.F.b. - This could take at least a generation to accomplish.
11/15/96	Sherman High School P. O. Box AB Seth, WV 25181	3.1. - Work based experiences - What about in rural areas where there are few businesses and industry? 3.1.1. - All children will be ready for first grade. Idealistic - What if they are not? 3.1.1. - All students falling in the lowest quartile will improve by 50%. How? Some of our students read on a low level and we don't even have a remedial reading teacher. 3.2.2. - Supplies, equipment, materials - Funding?
11/15/96	Mike Burke Mineral County Board of Educ. 1 Baker Place Keyser, WV 26726	3.1.C. . . . improve by 50% - Not clear . . . what does it mean? 3.1.1.E. . . . increase by 50% - 50% of what? Define for clarity.
11/15/96	Jane Kitzmiller Mineral County Schools One Baker Place Keyser, WV 26726	3.1.1.C. - Unclear as to what goal means, i.e. . . . "performance of students falling in the lowest quartile will improve by 50%?" 3.1.1.E. - Needs definition: How will increase by 50%? 3.3. - Does not address healthy lifestyles.

Date Received	Individual/Organization	Comment
11/15/96	Sherry Hetzel Jefferson County Schools (RESA committee to draft comments)	3.1.1.C. - Unclear as to what goal means, i.e. . . . "performance of students falling in the lowest quartile will improve by 50%?" 3.1.1.E. - Needs definition: How will increase by 50%? 3.3. - The issue of a "healthy lifestyle" needs to be addressed.
11/15/96	John W. Rose Associate Superintendent Jefferson County Board of Educ. 110 Mordington Avenue P. O. Box 987 Charles Town, WV 25414	3.1.1.C. - Unclear as to what goal means, i.e. . . . "performance of students falling in the lowest quartile will improve by 50%?" 3.1.1.E. - Needs definition: How will increase by 50%? 3.3. - Does not address <u>healthy lifestyles</u>.
11/15/96	M. W. Denning 3500 Winfield Road Winfield, WV 25213	3.1.1.E. Students will be ready for college or employment. - Impossible if science is decreased in middle school and technology is not taught as a separate course.
11/15/96	Patricia Hubbard Jefferson County Schools P. O. Box 987 Charles Town, WV 25414	3.3.3 - Healthy lifestyle should be included.
11/15/96	Bretta Gibbs Jefferson County Schools P.O. Box 987 Charles Town, WV 25414	I feel that state goals and the policies to ensure achievement are good for education in WV. Ideally these goals are where we need to be. However, it is ludicrous to believe that the first goal (All children entering the first grade will be ready for the first grade) will ever be achieved without state funding. Pre-school classes are not funded by most WV public school systems and the majority of existing other-funded pre-school programs serve only a small portion of the eligible population. In addition, since children "bloom" at different times, do we postpone promotion until a child is ready to begin first grade.
11/15/96	Velinda Phillips Magnolia High New Martinsville, WV	3.1.1.D. - How does policy arrive at the figure ninety percent of ninth graders will graduate? 3.1.1.E. - How does policy arrive at the figure number of high school graduates entering post secondary education will increase by 50%. 3.1.1.F. - How do we measure this goal? Is it necessary?

Date Received	Individual/Organization	Comment
Section IV - General Responsibilities		
11/13/96	Laura Bradley 2100 Foley Drive Parkersburg, WV 26104	There were no current Early Childhood educators on the committee.
11/13/96	Lesa Spears Beckley Jr. High 320 Kanawha Street Beckley, WV 25801	All school personnel need to be informed of these changes in a more non-threatening/educational process! Fear is rampant out in the ranks. What are the realities?
11/13/96	WV of Young Children 929 Stewart Street Morgantown, WV 26505	4.2.3. - Encourage the use of best practices on research - Research on how young children learn is not looked at in this document.
11/13/96	Willa Dambro Educational Coordinator Parent Educator Resource Ctr. 116 East King Street Martinsburg, WV 25401	All students will have an equal education opportunity - How will this be fulfill for the special student?
11/14/96	Gail Sherman Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414	This section is well written.
11/14/96	Vikki Griffith Educator Sherman Elementary School Route 3 General Delivery Comfort, WV 25009	4.1.1.f. - Provide equal disbursement to all state schools. 4.1.1.h. - . . . effective mechanism . . . such as? 4.2. - Teachers should be included also! 4.3.4. - Training for all teachers?

Date Received	Individual/Organization	Comment
11/14/96	Janet Baldwin Sherman Elementary P. O. Box 369 Comfort, WV 25049	4.1.1.f. - Funds should be equally disbursed. 4.2. - Include teachers; 4.3.4. - Training needed for <u>all</u> teachers.
11/14/96	Yolanda Skeens P. O. Box 143 Ashford, WV 25009	4.1.1.j. - If specific information is reported to the public it may have negative repercussions on some schools. This is not included.
11/14/96	Kathleen Burke 5 Birch Tree Lane Charleston, WV 25314	4.4. - Currently, we have little technology available - who will fund more? Why should a technology team's recommendations improve instruction - What data supports this statement?
11/14/96	Joann L. Saban New Martinsville Elementary 20 E. Benjamin New Martinsville, WV 26155	Require teachers to begin instruction "as soon as students arrive in the room" sound like <u>Time on Task</u> saying.
11/14/96	Lori Butler 1204 W. V. Avenue Parkersburg, WV 26104	There were no current Early Childhood educators on the committee.
11/14/96	WV Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	4.3/4.36 - The description of responsibilities for the WV BOE, WVDE, RESA's and County Boards is well presented and clear.
11/15/96	Rebecca H. Goodwin Assistant Superintendent Instruc. Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311	The resources including personnel that will be required to implement these standards must be provided. This will necessitate a change in funding formula.

Date Received	Individual/Organization	Comment
11/15/96	Musselman Middle School Route 2, Box 119 Bunker Hill, WV 25413	4.1.1.f. - What funding is provided? Any?
11/15/96	Barbara Hornbeck Homestead School P. O. Box 158 Dailey, WV 26259	RESA is to provide support services - Include repairs or up keep of the classroom? Computers without additional costs?
11/15/96	Linda Moore Homestead School P. O. Box 158 Dailey, WV 26259	RESA is responsible for services - Are they going to provide repairs to computers that break down without charging high cost? Will they help upgrade old computers?
11/15/96	Barbara K. White 201 A Morgan Drive Morgantown, WV 26505	4.1.1.b. - Skills and knowledge to attain economic self-sufficiency - It is unrealistic to promise this unless industry will promise the job. 4.2.3. - Encourage we of best practices based on research - This plan omits many of the best practice by tracking, by testing, by curriculum, etc.
11/15/96	S. Moss Homestead School P. O. Box 158 Dailey, WV 26259	How will computer repair and upgrading be funded?
11/15/96	Saralie Sheets Route 2, Box 51-2 Walker, WV 26180	Will this be a joint business/school venture? Or a school vs. business hassle?
11/15/96	Elizabeth Mitchell Franklin Elementary Evick Drive Franklin, WV 26807	It is good to provide a quality education for all children.

Date Received	Individual/Organization	Comment
11/15/96	Susan Childers 51 Wakefield Addition Washington, WV 26181	4.2.3. - Research shows that young children develop at different levels, that all children (especially ADD, ADHD, Behavior Disorder) need structured physical activity every day - that children learn more and at a higher rate when they are physically fit, etc.
11/15/96	Lawrence Hitt Shepherds Elementary School 410 S. Church Street Shepherdstown, WV 25443	4.2.3. - Some of these proposed policies are not using best practices based on research.
11/15/96	Sherman High School P. O. Box AB Seth, WV 25181	4.3.2. - . . . Lower per student cost. How can we increase technology while lowering per student cost?
11/15/96	Mike Burke Mineral County Board of Educ. 1 Baker Place Keyser, WV 26726	Good!
11/15/96	John W. Rose Associate Superintendent Jefferson County Board of Educ. 110 Mordington Avenue P. O. Box 987 Charles Town, WV 25414	This section is well written!
11/15/96	Deborah Gutshall	4.3.3. - Yes, do reduce the administration at state level.
11/15/96	Patricia Hubbard Jefferson County Schools P. O. Box 987 Charles Town, WV 25414	Good Section.

Date Received	Individual/Organization	Comment
Section V - Glossary		
11/13/96	Jessica Hitt Route 2, Box 252 Pt. Pleasant, WV 25550	Page 8, 5.22. - Students in various localities need different experiences to become well rounded individuals. If not provided during the school day. Many will not receive same cultural experience.
11/13/96	Denita Dale Ripley Middle School 1321 Sycamore Road, Lot #9 Ravenswood, WV 26164	This excludes activities that are educationally sound from the school day. Some students are excluded due to transportation difficulties.
11/13/96	Judy Fisher P. O. Box 326 Ripley, WV 25271	Students in various localities need different experiences to become well rounded individuals. If not provided during school day, many will not receive same cultural experiences.
11/13/96	Tammy Spangler Ripley Middle P. O. Box 77 Evans, WV 25241	5.22. - This excludes activities that are educationally sound from the school day. Some Students are excluded due to transportation difficulties.
11/13/96	Martha B. Wine MMI Teacher Braxton County Schools P. O. Box 37 Burnsville, WV 26335	Instructional Day - Adding 15 minutes to all levels in rural country means adding as much as 30 or more minutes to Pre-School/Kindergarten, Elementary due to busing! Where are "Work Day" and "Bank Time" (for assemblies, sports, social studies, etc.) - Teachers now expected to be "on-call" 24 hours a day? Students who would get exposure to "added experiences" now never will. "Warranty" - Who is going to pay the "cost" in this unfunded mandate for "additional instruction"?
11/13/96	Lesa Spears Beckley Jr. High 320 Kanawha Street Beckley, WV 25801	5.46. - There are so many jobs that scoring in the 50th percentile may not be appropriate.
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	Page 8, 5.22. - Not feasible. The population and location of the students require field trips and extra activities need to be in school so <u>all</u> students will receive <u>equal</u> opportunities.

Date Received	Individual/Organization	Comment
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	Page 8, 5.22. - Not feasible. The population, location, etc. of students requires in-school time, otherwise all students will not receive equal opportunities.
11/13/96	Debbie Sisson 46 Midway Acres Ripley, WV 25271	5.22. - Please provide a program definition. Art shows, music presentations, science and social studies fairs are currently held after school and weekends for no pay or credit. This needs funding or credit.
11/13/96	Phyllis Matheny Ripley Middle School Route 2, Box 82C Ripley, WV 25271	5.22. - This excludes activities that are educationally sound from the school day. Some students are excluded due to transportation difficulties.
11/13/96	Melissa D. Pugh 104 King Drive Evans, WV 25241	5.22. - Co-curricular at least, if not extracurricular, time should be able to be scheduled during the instructional day.
11/13/96	Judith Black Schuda 1236 Park Avenue Charleston, WV 25302	5.45. - Granting high school credit for college courses undermines the high school mission and devalues high school courses. Why would students believe that high school has any value if they can substitute college credit?
11/13/96	Marlene Greenleaf Horace Mann Jr. High 43rd and MacCorkle Avenue Charleston, WV 25304	5.2. - Adolescent Education - Voc. Ed. electives address these needs, yet the electives face elimination. 5.8. - Career Exploration - Good, but 7th and 8th graders are not ready for a program as defined here. They lack maturity and ability to set goals. Career Awareness would be more appropriate. 5.33. - BASE elective address all of these needs, yet faces elimination. Doesn't make sense.
11/13/96	W. M. Shoffner 3500 Winfield Road Winfield, WV 25213	5.5. - Add Consumer/Homemaking as a choice. 5.26. - Do <u>not</u> increase the length of the student day 15 minutes.
11/13/96	C. W. Ankrum Ripley Middle School Ripley, WV	5.22. - Co-curricular activities should be allowed during the school day to enhance learning. Many students would not go or could not afford to visit various sites visited.

Date Received	Individual/Organization	Comment
11/13/96	Anthony W. Shern P. O. Box 253 Ripley, WV 25271	Co-curricular and extra-curricular should not be lumped together. I support extra curricular as defined in 5.22. but co-curricular activities such as field trips to Blennerhassett, Beckley Exhibition Coal Mine and Washington, D.C. are a valuable teaching tool for social studies and thematic units and must remain during the school day.
11/13/96	Julian T. Hatcher 95 Lone Oak Road Cottageville, WV 25239	5.22. - Program Definition?
11/13/96	Phyllane Johnson Route 2, Box 131 Ravenswood, WV 26164	5.37. - Why are science and social studies not mentioned?
11/13/96	Chris Albrecht New Martinsville School 20 East Benjamin New Martinsville, WV 26155	5.22. - Extracurricular & Co-curricular should be separated. Co-curricular activities enhance the classroom. These activities should be allowed during regular class time.
11/13/96	Rebecca A. Gilkeson 318 Ohio Avenue Rainelle, WV 25962	Warranty - This is not clear at all to me. Work Day - The should include "not to exceed 8 hours". Bank Time - Needs more interpretation. No assemblies is ridiculous. What about the students who never experience cultural events?
11/13/96	Glen Karlen, Principal Randolph County Vo-Tech	5.18.2. - Define "severe" disabilities. All other special education students should be expected to achieve at high levels and should not be provided an "easy" out. 5.12 & 5.22. - Extra-curricular and co-curricular needs to be defined to permit student organizations (academic and vocational) to be used as curriculum delivery (an instructional activity). Advisory programs integrating career development system goals, high schools that work goals, and student organization, etc. need to be defined as instructional activities. 5.23. - Remove last sentence. Because we served adults and they need to be included. (Con't)

Date Received	Individual/Organization	Comment
11/13/96	Glen Karlen, Principal Randolph County Vo-Tech	5.24 & 5.45. - Clarify if we are talking courses of study or units of credit. They mean different things. Courses are packages; credits implies mastery. 5.29. - Minimum requirements for an instructional year should be 180 x length of instructional day (state in minutes rather than days). Need clarification on 180 days particularly for systems utilizing full days for faculty senates and staff development. 5.46. - Major problem area. Warranty distinguishing between the needs to the workforce and higher education is a problem. Also, the standard of 30% at the 70th percentile implies that only 30% need to be prepared for college.
11/13/96	Dr. Frieda Owen Supervisor of Secondary Language Arts and Gifted Education Wood County Schools 1210 13th Street Parkersburg, WV 26101	The definitions of co-curricular (5.12.) and co-curricular time (5.22.) Are contradictory. Activities the "complement academic curricula" belong in the instructional day. Requiring that co-curricular activities occur outside the instructional day discriminates against students who are transported by bus and tends to separate curriculum from real life applications. This contradicts the intent of SB 300.
11/13/96	Kristi Arrowood Parent Geneva Kent Elementary 12 Simpson Drive Huntington, WV 25705	Until you pay teachers what they are really worth, you can not ask for more hours a day.
11/13/96	Sylvia L. Thompson Representing the WV Coalition for Arts Education Art Department 200 10th Avenue Cammack Middle School Huntington, WV 25701	5.5. - The Arts - This definition of the arts does not conform to the definition that is used in national legislation. This statement should read: The Arts - The programs of study in dance, music, theatre, and visual art. 5.14. - Core Academic Programs of Study - This definition of the core academic programs of study does not conform to the definition that is used in the national legislation and national education reports, including "Prisoners of Time". For WV to be a viable participant in national reform efforts, Policy 2510 should include the arts among the core academic programs of study.

Date Received	Individual/Organization	Comment
11/13/96	Judy L. Malcolm 2730 Forrestal Avenue St. Albans, WV 25177	5.22. - This definition links extra and co-curricular activities and I feel unwisely limits the time students can participate in co-curricular activities. Co-curricular activities cannot survive competing against extra curricular ones. This will kill, FHA, VICA, FBLA which teach leadership, job skills, teamwork, etc.
11/13/96	McDowell County Schools Central Office Admin. Staff 30 Central Avenue Welch, WV 24801	5.26.- Bank time will be eliminated unless the employee work day is extended. Counties will lose their discretionary decision-making on the use of any additional instructional time. The legal ramifications in extending the employee work day will be a budgetary increase. Increasing the instructional day limits the opportunities to provide social/recreational activities (fun) for students. A decrease in "fun" increases the potential for student dissatisfaction. 5.43. - LSIC's do not have resources allocated and unless the leader of the plan has resources, impact is minimized. Counties should be allowed to determine who has the lead in developing the UCP. 5.46. - Is the warranty percentile a separate score for each area or one percentile for all three areas combined?
11/13/96	Willa Dambro Educational Coordinator Parent Educator Resource Ctr. 116 East King Street Martinsburg, WV 25401	All working age adults will be functionally literate - What programs will be implemented to make this possible for MI, LD and autistic persons.
11/13/96	Julia Lee WV State Theatre Education Advocate & former WV State Thespian Director Parkersburg South High School 1511 Blizzard Drive Parkersburg, WV 26101-6494	5.5. - The Arts - The programs of study in music, visual, and performing arts, and dance. - This definition of the arts <u>does not conform</u> to the definition that is used in national legislation. It should read: The ARTS: the programs of study in dance, music, theatre, and visual art.

Date Received	Individual/Organization	Comment
11/14/96	Gail Sherman Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414	5.18.2. - Need clear definition. Delete "who has severe disabilities". 5.22. - Co-curricular time should be considered instructional time. Does this impact faculty senate? 5.23. - What happened to ungraded primaries or multi-age grouping? Delete last sentence. 5.26. - Leave day as is. Exemptions with counties with long travel times needs to be considered. A waiver option should be available. 5.46. - One warranty level should be required. Remove post-secondary levels.
11/14/96	Vikki Griffith Educator Sherman Elementary School Route 3 General Delivery Comfort, WV 25009	5.5. - Keep these programs in our schools. 5.6. - Yes! 5.14. - Higher math and science courses must be offered to small schools! 5.26. - School shouldn't be lengthened! Children need time to be children. 5.37. - All teachers or classrooms need at least one computer in addition to labs.
11/14/96	Gail Fleshman 609 Pennsylvania Avenue Rainelle, WV 25962	5.15. County Steering Committee - The Steering Committee members need to be in proportion so that committees are not formed that have too many people that are unaware of educational issues and logistic of classroom management.
11/14/96	Tonya L. Baker Volga-Century Elementary School Route 2, Box 45 Philippi, WV 26416	5.5. - The Arts - Suggested Statement: To conform to definition used in national legislation: The Arts - The programs of study in dance, music, theatre and visual arts. 5.14. - Core Academic Programs of Study - Should include the arts among the core academic programs of study.
11/14/96	Mary Ellen A. Chapman Route 1, Box 195 Cox's Mills, WV 26342	5.5. - Should Read: "The Arts . . . study in Dance, Music, Theatre and Visual Arts." 5.14. - Visual, Auditory & kinesthetic learners' needs are addressed in these subjects - reading, writing and math are an integral part of the arts. Careers are based in the Arts.
11/14/96	Brenda E. Smith-Tasker P. O. Box 267 Masontown, WV 26542	5.12. - Co-curricular Activities - How is extra-curricular defined? 5.22. - Extra-curricular & co-curricular time - Some co-curricular activities are important to the hands-on learning of students and should be a valuable part of instructional day. FHA chapters work on important concepts and reinforce basic skills important to life.
11/14/96	Kathleen Burke 5 Birch Tree Lane Charleston, WV 25314	5.21.1 - Required elective courses - conflicts with 4 x 4 scheduling also with remediation block which is mandated later in this document.

Date Received	Individual/Organization	Comment
11/14/96	Cindy Riley 20 E. Benjamin New Martinsville, WV 26155	5.21.1. - Foreign Language in grades 7-8. Is this possible for all schools? How will this be done?
11/14/96	Patricia Sullivan New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	5.21. - See above comment. 5.21.1. - Foreign Language in grades 7-8 - Is this possible for all schools? How will this be done? Funding?
11/13/96	Jenine St. Clair Music Department Cammack Middle School Cabell County 200 10th Avenue Huntington, WV 25701	5.5. - The Arts - This definition of the arts does not conform to the definition that is used in national legislation. This statement should read: The Arts - The programs of study in dance, music, theatre, and visual art. 5.14. - Core Academic Programs of Study - This definition of the core academic programs of study does not conform to the definition that is used in the national legislation and national education reports, including "Prisoners of Time". For WV to be a viable participant in national reform efforts, Policy 2510 should include the arts among the core academic programs of study.
11/14/96	Marian Treadway Shady Spring High School P. O. Box 2001 Shady Spring, WV 25918	5.12. and 5.22. - Co-curricular Activities - Some co-curricular activities should be done during the instructional day. FHA chapters enable leadership development, critical thinking and team work.
11/14/96	Grant County Schools 204 Jefferson Avenue Petersburg, WV	5.18.2. - Delete "who has severe disabilities". 5.22. - Co-curricular time as defined should be considered instructional time (delete co-curricular). 5.23. - Delete last sentence. 5.26. - Exemptions for counties with long travel times needs to be considered. A waiver option should be available. 5.46. - One warranty level should be required - Remove post-secondary levels. 5.26. - Reconsider increasing the instructional day. Transportation in rural counties make a long day for young students.

Date Received	Individual/Organization	Comment
11/14/96	WV Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	5.4.6. - This product has tremendous implication for individuals with disabilities. The total emphasis on standardized test scores and percentiles is limiting. How will students with disabilities earn this seal of approval. There should be equivalent alternatives available. Glossary - Being able to define terms and concepts will assist all people to understand and implement the policy. Some words may need to be added. Would new words require policy revision?
11/14/96	Cynthia H. Fike 104 Maple Avenue Morgantown, WV 26505	5.21. - Co-curricular Activities - How is extra-curricular defined? 5.22. - Extra-curricular & co-curricular time - Some co-curricular activities are hands-on learning opportunities and should remain as a valuable part of the instructional day. FHA chapters build important concepts and reinforce basic life skills.
11/14/96	Julian Puckett Rainelle School 701 Kanawha Avenue Rainelle, WV 25962	5.26. - Please do not consider increasing additional minutes to our school day unless you can increase the number of buses and drivers. In my class of 25 third graders, the first students who arrive at 7:20 a.m. are the last students who leave at 3:45 p.m. All the local elementary schools are serviced by the same buses as the local high school. We have to accommodate the high school schedule. You will have some students, in rural areas, adding an additional hour onto an already long school day.
11/14/96	Mary Numm Office of Special Education WVDE Building 6, Rm. 304 Charleston, WV 25305-0330	5.16. Course - Delete statement, "The time for mastery may vary." This statement should be in body of policy, not the Glossary, to carry more strength as a requirement. 5.18. Diploma - Change definition as follows: "Formal documentation and recognition that a student has satisfactory completed the graduation requirements of the state and county school district." 5.18.1. - Standard Diploma - Delete the definition. 5.18.2. - Delete in the definition Rationale - under proposed §2510, the current diploma is no longer applicable. To replace definitions 5.18.1. and 5.18.2., add a definition for "Certificate of Proficiency", such as "Formal documentation or recognition of a student's achievement including, but not limited to, standardized test results in the basic skill areas, courses taken in grades 9-12 and credits received and level of proficiency in each basic skill area. (Con't)"

Date Received	Individual/Organization	Comment
11/14/96	Mary Nunn Office of Special Education WVDE Building 6, Rm. 304 Charleston, WV 25305-0330	5.22. Extracurricular and Co-curricular time - Delete proposed definition and replace with the following: Extracurricular Activities - Activities that are not related or complementary to identifiable programs and/or areas of study." 5.24. Graduation Requirements - Delete following statement: "A diploma is the document that is awarded to a student to verify completion of these graduation requirements." Rationale: Statement is redundant with definition of a "Diploma" (5.18.) 5.25. Individualized Education Program (IEP) - Revise definition as follows for clarity - "A written plan, developed by educators, other service providers, parent(s), and the student when appropriate, that defines the specially designed instruction (i.e., special education and related services) needed by an eligible exceptional student. (See Policy 2419)."
11/14/96	Jim McKay Program Officer WV Business & Education Alliance - WV Education Fund P. O. Box 3071 Charleston, WV 25331-3071	5.12. - The definition of co-curricular activities is strong and states that the activities "complement academic curricula." Because these activities, be definition, enhance curriculum, it seems unfair to restrict them from the instructional day. I agree that instructional time must be protected from unnecessary interruptions, but I am concerned that the definition of Extracurricular and Co-curricular Time (Sec. 5.22.) might be too restrictive. Regarding the warranty, I am pleased that this policy raises the warranty level. However, I am concerned about the message we may be sending by establishing two levels of warranty. In the Education Fund's study <i>Ready for What?</i>, employers and higher education officials expressed that graduates needed the same skills to be successful both in college or in employment. I realize that the 70 percentile level was determined based upon research comparing test scores and student success in college. I would recommend conducting similar research to determine an accurate level for the workplace warranty. Perhaps, the workplace warranty should be based upon Work Keys results which correspond to the requirements of the majority of West Virginia occupations. Ideally, students would then receive both warranties. These comments are intended not as criticism, but as an encouragement to consider these issues further. The overall concept and principles incorporated into Policy 2510 and the other S.B. 300 policies are very strong.

Date Received	Individual/Organization	Comment
11/14/96	Thomas C. Bailey, President American Federation of Musicians Larry Kopleman, Chairman Music in Education Committee 1562 Kanawha Boulevard, East Charleston, WV 25305	Policy 2510 should include the arts among the core academic programs of study.
11/15/96	Adelaide P. Rusch Art Representative Monongalia County Elementary Art Teacher 3288 University Avenue, #406 Morgantown, WV 26505	5.14. - Core Academic Programs of Study - The English Language Arts, mathematics, science, and social studies program of study. The definition of the core academic programs of study does not conform to the definition that is used in national legislation. For WV to become a viable participant in the national reform efforts Policy 2510 should include the arts among the core academic programs of study.
11/15/96	Priscilla Horner Parent Jefferson County FACS P. O. Box 953 Shepherdstown, WV 25443	5.1.18. - Change to supporting electives - such as BASF, STEPS, Adult Roles and functions, etc. These prepare all students for independence and responsibility in their lives. These classes teach encouragement skills, communication and decision making which help all in whatever career path is chosen.
11/15/96	Jefferson County Advisory Committee for FACS Jefferson High School Shenandoah Junction, WV 25442	5.12 & 5.22. - Please clarify both; they are not defined clearly as to difference and similarities and what constitutes each. Many youth will not be able to attend after school meetings because of jobs, transportation and homework. Therefore, many will miss an important opportunity. Policy 2510 wants to move <u>all</u> clubs and organizations to after school. It seems as if the intent of this policy is school to work with a focus on the student going to higher education. This is admirable, however, deleting or minimizing the importance of FACS courses and its co-curricular club, FHA, is in opposition to this intent. These courses and FHA help prepare students to take an active role in their community. They help students to become independent in their homes. They help students become wise consumers. They help students learn to make informed decisions. (Con't)

Date Received	Individual/Organization	Comment
11/15/96	Jefferson County Advisory Committee for FACS Jefferson High School Shenandoah Junction, WV 25442	They foster teamwork and cooperation. They foster positive self-esteem. They teach management and organizational skills. They teach leadership. It is clear that the benefits of FACS courses and FHA prepare students for independence in their lives. This is one of the goals of education whether or not one is college bound. These courses and FHA reach the entire student population. Perhaps through these classes and clubs, a student may discover a hidden talent or interest. If we truly want our students to become responsible, productive citizens in the community send in their careers, these courses must continue to be offered and co-curricular clubs like, FHA, must be allowed during the school day.
11/15/96	Theron Bittle 709 Trails Branch Elkview, WV 25071	5.12. - Unclear definition. Description is ambiguous. 5.19. - Age/grade not appropriate - Pre-kindergarten children should not be of great concern to public school system. 5.22. - Unclear definition of extracurricular - Extracurricular is not completely defined here. In your search for more instructional time, it appears some activities have been overlooked. We don't need the agenda of year around schools furthered (something I see as a result). Students are field-tripping and watching box office videos for too many days to think band or club are the culprits. 5.45. - Intangible Definition - In the past, a unit at least denoted a period of time. "Unit" is too critical a word to successful completion of courses and ultimately graduation. To make it such an intangible, ambiguous, subjective, whenever-you-pass, term is <u>wrong</u> .
11/15/96	Betty P. Pratt Music Specialist East Dale Elementary School Route 3 Fairmont, WV 26554	I am <u>opposed</u> to "the de-emphasizing of art, music, physical education, and media in grades K-4". It is a proven <u>fact</u> that: Music can make children smarter. Children love the arts. They can all succeed. Do not allow classroom teachers who have very little or no training to take our jobs. This is regressing - not progressing. Please vote against this areas of great concern and injustice for the students of West Virginia. Do <u>not</u> de-emphasize the arts!
11/15/96	James Murphy Calhoun High School P. O. Box 898 Grantsville, WV 26147	Another committee - Does no one understand that we do not have enough people for all the committees now! When do we ever eliminate any?

Date Received	Individual/Organization	Comment
11/15/96	Catherine Marino, Teacher Box U Holden, WV 25625	5.26. - Instructional time for K-2 should be left at 315 minutes. Even at 315 minutes it is hard for young children to stay focused and involved in instructional activities. A longer instructional day would not allow time for the rest and play that younger children need. It takes longer for young children to accomplish routine non-instructional tasks such as opening milk cartons, managing clothes in the restroom, and getting a drink from a fountain. By requiring 330 minutes of instruction for K-4, we are expecting the same attention span from a five year old child as from a ten or eleven year old child.
11/15/96	Robert P. Mason Mineral County Schools One Baker Place Keyser, WV 26726	5.23. - Strike last sentence. 5.24 & 5.45 - Clarify if we are talking about courses or units of credit. They mean different things. Courses are packages, credit implies mastery. 5.26. - Eliminate the 15 minutes per day increase in instructional time. Logistics is the problem (busing). Not a school-to-work requirement. 5.46. - Major problem area. Warranty distinguishing between the needs to the workforce and higher education is a problem. Also, the standard of 30% at the 70th percentile implies that only 30% need to be prepared for college. (Reference 2320, standards 4.14, 4.15, 4.16.)
11/15/96	Patricia Kay Walker 131 Wood Lomond Way Huntington, WV 25705	5.14. - Core Academic Programs of Study - The English Language Arts, mathematics, science, social studies and fine arts. Chart II Early Childhood 3-4 - Core programs of study . . . Fine Arts . . . required program of study . . . Fine arts are basic academic programs and shall be taught as separate programs by certified Fine Art educators. Students shall not be pulled out of instruction for reteaching of other subjects. The education of the Fine Arts at the early childhood level of K-4 should be of the highest priority. This is the most creative, imaginative, expressive time in a child's life. The arts provide them with the opportunity to utilize both their verbal and nonverbal ability. The arts provide a positive emotional response to learning and high self-esteem at an early age. This is the foundation for all of Policy 2510. The arts at the early childhood level of K-4 is the most basic of all learning. Fine arts lead the way for Policy 2510 and the 21st century!
11/15/96	Harold D. Garber Superintendent, Grant County 204 Jefferson Avenue Petersburg, WV 26847-1628	5.12. - If this definition of co-curricular is used, co-curricular should be deleted from 5.22. 5.23. - "13 Grades" does not encompass upgrading approach to education. 5.26. - Longer instructional day would be detrimental for younger students who must travel on unified buses which transport students of all ages.

Date Received	Individual/Organization	Comment
11/15/96	Valerie Richards 502 Ruffner Charleston, WV	5.2. - Adolescent Education - Family & Consumer Science teachers <u>do not</u> teach only cooking and sewing. That is only 20% of our program. The other 80% of our program deals with helping the adolescent develop emotionally, mentally, socially, and physically. You have qualified teacher already teaching these programs. We can not overlook the whole student and develop that aspect too. Our students will not be married to their work but have a life, family, bills, ... 5.21.1. & 5.21.2. - Please do not delete the valuable programs that Family & Consumer Science teachers offer. I realize most people only remember, Home Economics as cooking and sewing and that's it, but we teach so much more!
11/15/96	Bridgeview Elementary Center 5100 Ohio Street South Charleston, WV 25309	5.26.- Our day exceeds these time allotments now. Why? If you plan to extend the school day by 15 minutes, does that mean that we would also extend our day even though we are within your time.
11/15/96	Mrs. Jeanette Powell 140 May Apple Trail Lewisburg, WV	Extending the School Day - Students here at Roncverte Elementary begin arriving at 7:15 a.m. and they are the last ones to leave at 3:45 p.m. This is a very long day, especially for young, five year old kindergarten students. I have a grandson who is a kindergarten student in the western end of the county. He is on the first bus to arrive and the last bus to leave school. Greenbrier County buses cover many miles, as I am sure you are aware. Would you and yours help work out an effective transportation schedule? Or any effective solution? Thank you very much!
11/15/96	Kevin Boggs, President WVEA 1558 Quarrier Street Charleston, WV 25311	1. Some of the definitions, such as "work-based experience," "steering committee," etc., need to have more depth and specifics into their explanations either in this section or somewhere else. 2. Missing definitions that need to be reinstated in proposed policy 2510. a.) work day; b.) bank time concept. 3. (5.12.) Co-curricular and extra curricular activities are important components of a well-rounded education and should not be excluded from the instructional day. 4. (5.26.) Fifteen minutes being added to the instructional day is not a desired method to increase quality education or raise standards. 5. (5.46.) Warranties create an undesirable underclass of those who have diplomas and no warranty. A diploma should serve as a warranty and not test scores. Warranties will place a financial burden on the county systems.

Date Received	Individual/Organization	Comment
11/15/96	Linda Moore Homestead School P. O. Box 158 Dailey, WV 26259	5.46. Warranty - Does this mean the student has to go back to high school or he has to if he wants to go back to college?
11/15/96	Barbara K. White 201 A Morgan Drive Morgantown, WV 26505	5.46. Warranty - How do we know that 50th percentile is what is needed in workplace and 70th percentile in post-secondary education. What is it's relevance?
11/15/96	Bill Scibert P. O. Box 111 Charles Town, WV 25414	This response sheet is very unclear. I object to the language on page 7, 5.12, page 8, 5.22, page 6.7.1. and 6.7.2. - This language could be interpreted to mean that during the instructional day there can not be any. Pep rallies, multicultural events, clubs, field trips, academic fairs, or academic competition, non-academic testing. The language must be changed to allow for the inclusion of many, many activities that are enrichment to instruction and curriculum and that builds school spirit and morale. If you leave this policy the way it is - faster repercussions are not going to be in the best interest of education, students, teachers, or community. Naturally, if there was time, this would be typed. However, we, the faculty of Jefferson High School, are inundated with policies after policies from the state and local boards to address and respond to during our limited time.
11/15/96	Elizabeth Mitchell Franklin Elementary Evick Drive Franklin, WV 26807	When you live in a rural area, extra-curricular programs are the only chance for many to enhance hands on learning or the arts viewed. I also feel our school day is long enough, K-3 students get tired and extending the length of the day would not gain more knowledge. To lengthen the year in Pendleton County is not wise, our school is not air-conditioned. (August and June are very warm months) Even with the bad weather in WV, educators are able to adjust pace of schedules and still foster high levels of learning.
11/15/96	Mimi Snyder Route 1, Box 97 Summit Point, WV	5.12. - Co-curricular Activities - Would like to have a definition for extra-curricular. Extracurricular and Co-curricular Time - FHA chapters can teach skills to students in the context of a youth-organization and reinforce many basic skills. This concept may work in the inner city but not for the rural areas.
11/15/96	Kathy C. Yost 250 Spring Valley Drive Berkeley Springs, WV 25411	5.12. - I need a clarification of extra-curricular and co-curricular. 5.22. - Many students would not be able to participate after school because they are "transportation impaired" as one of my students states he is. Learning expenses and opportunities would be lost.

Date Received	Individual/Organization	Comment
11/15/96	Lester Elementary School Faculty Senate Box 727 Lester, WV 25865	The definition of extracurricular and co-curricular. This definition is incongruent with school to work in which students are to take field trips for career awareness. When will these take place, if not during the school day? There is no definition of bank time. Are we expected to go after school or on Saturdays - Who pays for this? We would like to have our work day - not to exceed 8 hours put back in the policy.
11/15/96	Kathy L. Wiley Route 10, Box 17 Morgantown, WV 26505	5.12. - Co-curricular & 5.22. Extracurricular and Co-curricular Time - Need separate definitions - Co-curricular means it is a part of the curriculum and meets stated learning outcomes from students. Extra-curricular is outside the school day only. Co-curricular can be both during class and outside of class.
11/15/96	Susan Childers 51 Wakefield Addition Washington, WV 26181	5.19. - If this policy is enforced without revision, it will be detrimental to all, because if K-4 students are excluded from physical education we will not be able to meet their physical, social needs.
11/15/96	Donna Martin Assistant Superintendent Lincoln County Board of Educ. 10 Marland Avenue Hamlin, WV 25523	5.5. - The Arts - Definition should conform to national legislation: Arts - The programs of study in dance, music, theatre, and visual art.
11/15/96	Peterstown Elementary Faculty Senate 108 College Drive Peterstown, WV 24963	We are concerned with the deletion of the maximum 8 hour workday for professionals; the deletion of bank time; the extension of the instructional day.
11/15/96	Beth Caudill Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do not increase the length of the student day 15 minutes.

Date Received	Individual/Organization	Comment
11/15/96	Judith A. Chesley Art Instructor Jefferson County Schools 297 Tuscarwilla Hills Charles Town, WV 25414	5.5. - The Arts - This statement or definition of the arts does not conform to the definition that is used in national legislation. This statement should read: The Arts - The programs of study in dance, music, theatre, and visual art. 5.14. - Core Academic Programs of Study - This definition of the core academic programs of study does not conform to the definition that is used in the national legislation and national education reports. For WV to be a participant in reform efforts, Policy 2510 should include the arts among the core academic programs of study.
11/15/96	Ronald E. Ray, Director High Schools & Vocational Educ. Jackson County Schools P. O. Box 770 Ripley, WV 25271	5.22. - The ban on co-curricular activities during the instructional day will create a hardship on rural counties, and will cause a decline in club activities. Clubs are a major area where students can demonstrate leadership and contribute to many worthwhile activities. 5.45. - Mastery should be defined here instead or in a courtroom at a later date. Whether or not students are given high school credit for the successful completion of college should be left to the discretion of the local boards. Since the credit is to be issued for successful completion of college credit, it appears that any college course will also be given high school credit -- is this really what you want to say? 5.46. - Percentile scores tell you how students place on a norm-referenced test compared only to the norming group. Those scores do not indicate mastery or the lack of it.
11/15/96	Carol L. Oberman Math Teacher Wheeling Park High School 1976 Park View Road Wheeling, WV 26003	5.26. - Instructional Day - My school currently has eight 45-minutes class periods, or 360 minutes. However, each student has a lunch period during one of those eight periods. Are we meeting the requirement for 360 minutes of instructional time for grades 9-12?
11/15/96	Conrad Lucas WV FIA/HERO Secretary Route 4, Box 495 Berkeley Springs, WV 25411	5.12. - Co-curricular Activities - Agree, but we want a definition for extracurricular. 5.22. - Extracurricular & Co-curricular Time - Some Co-curricular should be done during the instructional day. FIA/HERO chapters teach valuable skills to students in the context of a youth organizations and to reinforce basic skills.
11/15/96	Katie Bezole P.O. Box 752 Shepherdstown, WV 25443	FIA/HERO activities teach skills valuable to every day living and could easily become a part of the instructional day.

Date Received	Individual/Organization	Comment
11/15/96	Lawrence Hitt Shepherd's Elementary School 410 S. Church Street Shepherdstown, WV 25443	5.21.2., 5.22., 5.26. - We do not need the added instructional time - let's eliminate some non-essential curricula and make the most of over time - this makes the day quite long for young children - What happened to bank time?
11/15/96	Berkeley Heights Elementary Faculty Senate Route 5, Box 490 Martinsburg, WV 25401	5.26. - More time but - no compensation. 5.44. - More paperwork for teachers. 5.48. - At no cost?
11/15/96	Mike Burke Mineral County Board of Educ. 1 Baker Place Keyser, WV 26726	5.18.2. - Modified diploma - Define or remove the word "severe" or remove. "Severe" is not defined in policy. If the IEP committee defines it in any modified diploma, delete the phrase in the last sentence. 5.22. - Delete co-curricular. 5.23. - 13 grades - (Nongraded Sch.) Delete the last sentence. 5.46. - One warranty - 50%/70% - One Warranty level only please/no tracking.
11/15/96	Jane Kitzmiller Mineral County Schools One Baker Place Keyser, WV 26726	5.18.2. - Delete "who has severe disabilities". 5.22. - Co-curricular time as defined should be considered instructional time (delete co-curricular). 5.23. - Delete last sentence. 5.26. - Exemptions for counties with long travel times needs to be considered. A waiver option should be available. 5.46. - One warranty level should be required - Remove post-secondary levels. 5.26. - Reconsider increasing the instructional day. Transportation in rural counties make a long day for young students.

Date Received	Individual/Organization	Comment
11/15/96	Sherry Hetzel Jefferson County Schools (RESA committee to draft comments)	5.18.2. - Delete "who has severe disabilities". 5.22. - Co-curricular time as defined should be considered instructional time (delete co-curricular). 5.23. - Delete last sentence. 5.26. - Exemptions for counties with long travel times needs to be considered. A waiver option should be available. 5.46. - One warranty level should be required - Remove post-secondary levels. 5.26. - Reconsider increasing the instructional day. Transportation in rural counties make a long day for young students.
11/15/96	John W. Rose Associate Superintendent Jefferson County Board of Educ. 110 Mordington Avenue P. O. Box 987 Charles Town, WV 25414	5.18.1. - Needs clarification and specific guidelines. 5.22. - Does this include faculty senate time? This will have a negative effect on a student morale. This would preclude having fairs and field days - science, math, social studies - during instructional time. Co-curricular time should be considered instructional time (delete co-curricular). 5.23. - This precludes half-step and multi-age programs. 5.46. - One warranty level should be required - Remove post-secondary levels.
11/15/96	M. W. Denning 3500 Winfield Road Winfield, WV 25213	5.5. - The Arts - Add Consumer/Homemaking as a choice. 5.26. - Instructional Day - Do <u>not</u> increase the length of the student day 15 minutes.
11/15/96	Patricia Hubbard Jefferson County Schools P. O. Box 987 Charles Town, WV 25414	5.18.2. - Define severe disabilities, this should not be an easy out for some special education students. 5.22. - Extra-curricular and co-curricular should be defined differently. Co-curricular involves the delivery of curriculum and should be a part of instructional time. 5.23 - Remove this sentence we also serve adults. 5.24. & 5.45 - Clarify courses of study vs. units of credit. Courses are packages - credits imply mastery. 5.26. - Clarify 15 minutes in school day. If it is not flexible to use for staff development, eliminate it. 5.29. - Instructional year should be defined as 1870 x length of instructional day (instructional day stated in minutes) Minimum time for instructional year. 5.46. Warranty should be the same for all. 70th percentile implies only 30% prepared for post-secondary.

Date Received	Individual/Organization	Comment
11/15/96	Council Members Ravenswood Grade School Route 2, Box 22-A Ravenswood, WV 26164	The LSIC expressed a concern over the possibility of the professional work day being extended beyond the eight hour day. A concern was expressed that all extracurricular activities such as band, chorus would have to be after school hours. The instructional day extension will have a tremendous effect on students who live in rural areas. It effects busing and other programs at the school. The daily requirement of teach/reteach will require additional personnel. We believe strongly in teach/reteach however, making it a daily requirement will require extra staff. The de-emphasizing of Music, Art and Physical Education is a total disservice to our boys and girls. If anything, we need to increase time for our boys and girls in Music, Art and Physical Education. We need addition staff to do this. We are asking the State Department of Education to delay implementation of Senate Bill 300 and allow all educators more time to study what is taking place and how its going to affect the educational systems in each county. We also ask each policy to be voted on separately to give more time to respond and react to each policy.
11/15/96	Wetzel County Board of Educ. 333 Foundry Street New Martinsville, WV 26155	5.26. - Instructional Day - The glossary itself defines the days as being only for instruction. If this is true, when the instructional day is lengthened as proposed, there will be no "bank time" to use for staff development purposes. 5.44. - Unified School Improvement Plan - If this is required, additional development and training must take place and all departments <u>withing the State Department of Education must accept this plan instead of again creating duplication efforts for the county.</u> 5.45. - If a unit of credit can be granted upon demonstration of mastery, the state department should develop a comprehensive set of tests or test item banks for school systems to be utilized for this demonstration of mastery.
11/15/96	Patricia S. Harrison Jefferson County FACS Board Member and concerned parent 215 Tuscaivilla Hills Charles Town, WV 25414	5.12. - Co-curricular Activities - Agree but would like to know definition for extracurricular 5.22. - Some of these co-curricular activities should be done during class time on the instructional day. FHA-HERO Chapters can teach valuable leadership skills to students in the context of a youth organization and reinforce many basic skills.

Date Received	Individual/Organization	Comment
11/15/96	Jane S. Yokum Music Instructor Moorefield Elementary School 400 N. Main Street Moorefield, WV 26836	5.5. The Arts - This definition of the arts does not conform to that used in national legislation. It should read: The Arts - The programs of study in dance, music, theatre, and visual art. Glossary 5.14. - Core Academic Program of Study - This definition of the core academic programs of study does not conform to that in national legislation. Policy 2510 should include the arts among the core academic programs of study.
11/15/96	Marsha McDaniel 118 Charles Town Road Kearneysville, WV 25430	5.12. - Agree, but what is definition for extracurricular? 5.22. - Extracurricular and co-curricular time - Some of these should be done during the instructional day. FHIA/HERO Chapters can teach valuable skills to students in the context of a youth organization and to reinforce many basic skills.
11/15/96	Rick White Pamela Adkins Mason County Teachers Assoc. WVEA Affiliate	In general, our teachers are excited about the emphasis of technology in our education programs and the opportunity for our students to have work-based experience. A glaring omission is the removal of the 8 hour work day for professionals. We consistently spend more than eight hours at our schools besides what we do after we leave the school building. The current policy is our only defense from administrators that take advantage of our generous spirits by requiring attendance beyond the eight hour day. We are also concerned about unfunded mandates such as: Foreign Language in the 7th and 8th grades, work-based experiences, retraining warranted students, and scoring of statewide assessments.

Date Received	Individual/Organization	Comment
Section VI - Program Definition		
11/13/96	Jessica Hitt Route 2, Box 252 Pt. Pleasant, WV 25550	6.4.6 - Computers should be used to supplement not as a replacement. More computers should be placed in the classrooms. 6.7.2 - Many students will not have the transportation, therefore, will not be able to attend because the lack/clash of schedules.
11/13/96	Denita Dale Ripley Middle School 1321 Sycamore Road, Lot #9 Ravenswood, WV 26164	6.7.2 - This would be a financial burden as well as a hardship on the students. Co-curricular and extracurricular activities will coincide limiting student participation.
11/13/96	Judy Fisher PO Box 326 Ripley, WV 25271	6.4.6 - Computers should not be a replacement for direct teaching, but, as supplementary tool. 6.7 - This makes it impossible for all students to be included in extracurricular activities.
11/13/96	Tammy Spangler Ripley Middle PO Box 77 Evans, WV 25241	6.7.2 - This would be a financial burden as well as a hardship on the students. Co-curricular and extracurricular activities will coincide limiting student participation.
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	6.3.1 - Curricular areas "woven in" as students demonstrate mastery of required skills are, sometimes the <u>only</u> areas MMI students can feel successful at. Holding these back will heap frustration upon frustration as they are only allowed to participate in academic areas where they can feel little or no success at peer level.
11/13/96	Richard Kendall 118 Dodd Drive Spencer, WV 25276	6.7 & 6.7.2 - We are concerned that this would cancel all field trips or State/National Competition. Please give more information, see below (comments).

Date Received	Individual/Organization	Comment
11/13/96	Iesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	6.7 - National FFA/HERO has conducted workshops for several years on how to incorporate programs co-curricularly. As a National Consultant, I have seen the results of co-curricular education and it is very exciting. Many of our activities do occur outside of the classroom, but students need classroom time for planning and for learning. The program families first is an excellent example. In class we discussed types of families, how time prove family relationships, and set-up family communication contracts. Students took this information home and developed individual projects that described their families, collages, videos, audios, family trees and crests. They came back into the classroom and gave wonderful presentations on their families. All of these activities were done through cooperative learning and brainstorming. Students learn so much from these types of activities. Taking co-curricular from the regular classroom would be a tragedy. National programs are a teaching tool for teachers to increase student learning. 6.8.2 - There needs to be a section here that deals with time frame and recurrence. We have students who are constantly disruptive, do not complete assignments, and cause major problems in the hallways. Team meetings of ten take several weeks to schedule, incentive systems have lost their meanings for many students, and teachers must deal with these students daily. They prevent other students from learning. Our from learning. Our system is not designed to stop these students only to create paperwork.
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	6.4.6 - Computers should be used to reinforce classroom instruction. Each classroom should have several computers per classroom. This should not be the only educational instruction. 6.7.2 - Many students would not be able to attend after school activities due to location of home, parents work schedules, etc.
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	6.4.6 - Computers should be used in a supplementary capacity only, and not in every class. 6.7.2 - All students will not be able to attend.
11/13/96	Phyllis Matheny Route 2, Box 82-C Ripley, WV 25271	6.7.2 - This would be a financial burden as well as a hardship on the students. Co-curricular and extracurricular activities will coincide limiting student participation.

Date Received	Individual/Organization	Comment
11/13/96	Melissa Pugh 104 King Drive Evans, WV 25241	6.3.4 - This takes the student from the home too early. Stimulation can be provided at home in many cases.
11/13/96	Judith B. Schuda 1236 Park Avenue Charleston, WV 25302	Students take AP courses for many reasons. They should be allowed the option of taking the course without being required to take the test. There are better ways to evaluate AP teachers and AP courses than by penalizing students. 6.4.11 - High school and college courses are often quite different in content. Students who substitute college English courses for 11th and 12th grade English, for example, will be deprived of surveys of American and English literature, important aspects of our American cultural heritage.
11/13/96	Marlane Greenleaf Horace Mann Junior 43rd and MacCorkle Avenue Charleston, WV 25304	6.3.2 & 6.3.3 - Both address opportunities which the vocational electives teach. Why eliminate the electives? 5-8 students lack the maturity to study career exploration as defined in this document.
11/13/96	W. M. Shoffner 3500 Winfield Road Winfield, WV 25213 M. W. Denning 3500 Winfield Road Winfield, WV 25213	6.3.2 - Include Consumer/Homemaking and Technology Skills. 6.6.7 - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2 - Schools allowed to bank time for activities on school time.
11/13/96	Katherine Snyder Marlington Elementary School 926 5th Avenue Marlington, WV 24954	I am questioning the directive to teach science and social studies everyday in the third and fourth grades. Many of the teachers in my school teach science and/or social studies as integrated units. For example, science may be the focus for a three week period with literature, art, writing all centered around that theme. The next go-round may be a social studies theme. Both are studied in depth but not exactly per day. Please reword this directive so that our integrated units can continue.
11/13/96	West Virginia Young Children 929 Stewart Street Morgantown, WV 26505	6.3.1 - Not sound early childhood practice.

Date Received	Individual/Organization	Comment
11/13/96	Yvonne Lannan Ripley Middle School Route 2 Ripley, WV 25271	6.4.6 - Technology is great if proper equipment is provided in every classroom.
11/13/96	Julian Hatcher 95 Lane Oak Road Cottageville, WV 25239	6.7.2 - Clarify program "day." 6.4.6 - Clarify by giving ex. of technology.
11/13/96	Chris Albrecht New Martinsville School 20 East Benjamin New Martinsville, WV 26155	6.7.2 - Co-curricular activities are a bonus to enhancing the school day. Trips, TSA, choir and band should be part of the days. Co-curricular should be allowed during the regular instructional day.
11/13/96	Faculty and Staff Washington District Elementary Route 7, Box 234 Buckhannon, WV 26201	We, the staff of the Washington District Elementary School in Upshur County, appreciate the opportunity to provide our views regarding the proposed changes in West Virginia Board of Education Policy 2510. We fully acknowledge the importance of the English language arts and mathematics as subjects that provide basic knowledge for all children. We acknowledge the importance of these subjects in early childhood education. We further acknowledge the importance of social studies and science as children enter the middle grades. However, we are quite distressed that art, music, and physical education are clearly relegated to position of secondary importance in children's education, since the proposed policy states that, on some days, instruction in these areas may have to give way to reteaching in the above-mentioned subjects. We should like to point out that art, music, and physical education all have their own instructional programs with specific instructional objectives to be met at each grade level. We respectfully suggest that meeting such objectives will be impossible if instruction may not occur on some days to enable reteaching in the other academic areas. In fact, it appears that it may be impossible to establish any degree of continuity of instruction in art, music, and physical education because of the uncertainty of instructional time as implied by the policy.

Date Received	Individual/Organization	Comment
11/13/96	Faculty and Staff Washington District Elementary Route 7, Box 234 Buckhannon, WV 26201	(Continued) We are distressed that the proposed policy fails to recognize the importance of carefully planned and articulated instruction in art, music, and physical education in the total educational development of children. Research studies indicate, beyond a doubt, that instruction in the arts improves learning in language arts and mathematics. Beyond that, the proposed policy seems to ignore the fact that education exists primarily to promote and improve quality of life for those whom we teach. The West Virginia Board of Education should realize that the arts, more than any other area of the curriculum, develop the portion of the child that enable that child, as an adult, to have a higher quality of life with greater sensibilities for other people and their surroundings. As educators, we must take every possible step to ensure that children receive a thorough grounding in the academic subjects. As educators, we also must never lose sight of our even more basic responsibility to our children---the creation of better human beings. We are confident that, as you re-evaluate the proposal regarding the role of the arts and physical education, you will realize that the proposal is neither workable nor practical.

Date Received	Individual/Organization	Comment
11/13/96	Glen Karlen Randolph County Vo-Tech Route 3, Box 246 Elkins, WV 26241	6.3.1 - The reference to Pre K-4 needs to be consistent through the policy. Don't eliminate the Pre. 6.4.9 - Clarify that the local systems must require 4 credits less than the total available for graduation. Charts I and II Career awareness needs to be specified as either a separate course or integrated. Is it annually or in grades 7 or 8? The terminology for the career guidance needs to be specified as: Career Dev.-Awareness (Pre K-4) Career Dev.-Exploration (5-8) Career Dev.-Decision Making (9-10) Career Dev.-Preparation (11-adult) Developmental guidance should be specified separately from career development. Chart III prohibits block scheduling in the middle school by requiring social studies and science on a daily basis. This is not an issue with language arts and math which should be taught daily. Chart IV - Course designations of I, II, III, and IV should be used instead of 9, 10, 11, etc. Foreign language should be required based on the career major rather than for all students. Foreign language needs to be on the non-core electives chart. Offering foreign language at the middle school the middle school level needs to be optional rather than required to be offered. The footnote for work-based experiences should be changed to reflect grades 9-12 instead of just 11-12. Remove all of the *. Courses offered will be those needed and recommended for programs of study and career majors four courses in a career major should be in the same major. Chart IV-A The approved elective lists are too restrictive. Available offerings need to be dictated by the "majors." Remove the * and leave the lists open or provide a procedure to have list added to or modified based on local input. Page 16, Policy 2420 should be included in Policy 2510. The inclusion of algebra/geometry preparation and algebra support on chart IV-A is

Date Received	Individual/Organization	Comment
11/13/96	Dr. Frieda Owen Wood County Schools 1210 13th Street Parkersburg, WV 26101	Chart IV-A (Core Electives) includes no required electives for English language arts. Although electives are not needed to meet proposed graduation requirements in English, students with an aptitude for language or students who choose language-related majors need English language arts electives. Drama, journalism, and speech should be the minimum electives required to be offered in West Virginia high schools. Taking the AP exam should not be a condition for receiving credit for AP classes unless the cost of the exam for all students is state-funded. Otherwise, this discriminates against economically disadvantaged students and counties.
11/13/96	Kristi Arrowood 12 Simpson Drive Huntington, WV 25705	How do you handle the subject of a teacher not being well trained in the arts and therefore not encouraging her students in that field? Not giving them the exposure to many fine things that can change a child's life!
11/13/96	Sylvia L. Thompson Cammack Middle School 200 10th Avenue Huntington, WV 25701 Jenine St. Clair Cammack Middle School 200 10th Avenue Huntington, WV 25701	6.3.1 - It is unclear what is meant by "woven" into the schedules as students demonstrate mastery of the required basics. I am not sure what to suggest since I do not know the original intent of the writers of this statement. Certainly I believe that students must achieve skills in English language arts and mathematics, but the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student. Charts I and II - I strongly believe that this statement should be stricken from the document for two reasons. The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. As stated above, non-achievement of goals and objectives in any required program of study is not acceptable. Certain administrators may be tempted to use this statement as a justification for limiting (or essentially eliminating) instruction in programs of study other than English language arts or mathematics. Chart III - Thank you for maintaining this requirement! I suggest that we also maintain the flexibility of the old policy by allowing students who participate in choral or instrumental music to waive the general music requirement.

Date Received	Individual/Organization	Comment
11/13/96	Sylvia L. Thompson Cammack Middle School 200 10th Avenue Huntington, WV 25701 Jenine St. Clair Cammack Middle School 200 10th Avenue Huntington, WV 25701	(Continued) Chart IV - Thank you for requiring one credit in the arts for graduation. Non-Core Electives 9-12 - Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies. Also, the chart should indicate that there are four levels of instrumental music (band), instrumental music (strings), and choral music.
11/13/96	Homer Precce WV Vocational Association Mid-Ohio Valley Center 2513 Jackson Avenue Pt. Pleasant, WV 25550	Chart IV - Under foreign languages, for whom does this apply? Example: for all students or just college bound or whom. 6.7.2 - How can co-curricular activities be completed outside of the regular school day? Does not co-curricular need to be completed within the course?
11/13/96	Judy L. Malcolm 2730 Forrestal Avenue St. Albans, WV 25177	6.4.1 - The middle school age requirements should include Life Skills offerings. Foreign language requirement at the middle school level should be replaced with a computer or other technology requirement as it is too early for the foreign language to help with college needs and it is to be required on a level in the 9-12 program of studies. The arts requirement at the 9-12 level should be a personal choice as it is not for everyone! Perhaps it could be arts or applied arts! Chart IV-A - Applied arts should be a core elective. They need F.A.C.S., technology, community service learning, etc. 6.7.2 - Vocational clubs and student activities, meetings, competitions and contests have always been on school time. They teach inter-personal and relationship skills and communication. They should not have to compete with athletics, etc.
11/13/96	Pat Conaway Sylvester Elementary PO Box 610 Sylvester, WV 25193	6.3.1 - The requirement to use teach/retach each day is a good idea if additional monics are available for teachers aides and resources.

Date Received	Individual/Organization	Comment
11/13/96	Administrative Staff McDowell County Schools 30 Central Avenue Welch, WV 24801	Provisions to allow social studies and science to be integrated on a regular and frequent basis should be provided. Otherwise, these two subjects will be taught in isolation on a daily basis. Is mastery testing to occur at all grade levels in order to test out of a class/subject? Moving to the next grade level should be predicated on more than a mastery of a single set of objectives (i.e., social/emotional maturity). Therefore, delete the sentence "Students demonstrating mastery of instructional grade level objectives in the core programs of study are to be provided the opportunity to advance to the next grade level objectives." What certification is required for career exploration? Alternative scheduling may be prevented with daily requirements. Therefore, allowances for meeting the daily requirements in an alternative way should be provided.
11/13/96	Sharyn Urey 307 Morgantown Street, Apt. 4 Kingwood, WV 26537	6.3.1 - Those subjects need to be part of the every day curriculum not "woven in" when there is time. A base needs to be established on which to build in grades 3-12. Does "may not be able to schedule" those subjects if they require reteaching mean I use my planning period (which I get when my class has music or pe) for this reteaching? 6.7.2 - Co-curricular and extracurricular activities must be allowed to occur during the school day so that all students may participate and benefit.
11/13/96	Margaret Lancaster Short Line Box 328 Reader, WV 26167	6.8.4 - More time needs to be scheduled if this is required.
11/13/96	Willa Dambro 116 East King Street Martinsburg, WV 25401	Does this transfer responsibility for training from school departments to RESAs?
11/13/96	Faculty Senate Coal City Elementary Drawer Y Coal City, WV 25823	6.3.1 - Science, health, social studies, art, music, and physical education -- are they only allowed after students master required basics? Students need all of these to enhance their basic skills. How will these be "woven" into schedule differently than it is now? Are we reducing number of staff -- physical education & music? students (reg. 360 min/day) to go home before they can go home on the bus?

Date Received	Individual/Organization	Comment
11/13/96	Gail Sherman 110 Mordington Avenue Charles Town, WV 25414	6.4.4 & 6.4.10 - Good idea to have county board approve electives. Omit last sentence.
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	6.3.1 - ECE should be very "hands-on." Children are using too many books too soon. Kindergartens, first and second grades need to be developmental. All schools need a transitional grade between kindergarten and first grade. 6.4.8 - Rural communities in WV will find this difficult because of the businesses and industry. Like emphasis K-2 on English, language arts, and mathematics.
11/13/96	Janet Baldwin Sherman Elementary PO Box 369 Comfort, WV 25049	6.3.1 - Curriculum for grades 1-2 and 3-4 needs to be more clearly defined.
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	Due to scheduling in a large school, language arts and math reteach needs to take preference over other courses, if our educational system is to survive as a strong dominant force in today's world of economy.
11/13/96	Gail Fleshman 609 Pennsylvania Avenue Rainelle, WV 25962	6.3.1 - Science, health, and social studies may be woven into the schedule by the teaching of thematic units, however, art, music, and physical education are needed by all students and taught by qualified teachers offering these classes to only those mastering the basic skills deprives others opportunities to receive a quality education.
11/13/96	Dale Slack 5309 Doc Bailey Road Cross Lanes, WV 25313	Chart III - Add (taught each year) and Industrial Technology
11/13/96	Deborah Gutshall PO Box 21 Parsons, WV 26287	There has to be more monies available to hire additional staff to meet these guidelines. Why should high school have calculus taught yearly and another offer every other year because of staff shortages. Plus, until we get better students, our retention rates will increase.

Date Received	Individual/Organization	Comment
11/13/96	Tonya L. Baker Route 2, Box 45 Philippi, WV 26416	6.3.1 - What does "woven into" and "mastery" mean. Does this mean students will only be in the arts classes part of the time? Charts I & II - Teachers may not be able to schedule students on some days for instruction -- if they require reteaching or extended instructional time in English or math. This is not a good statement for it implies administrators and teachers can limit time for instruction in other areas. Chart III - Choral and instrumental music must be offered no later than 6th grade--Thank you for maintaining this requirement, but fifth grade would be better. Chart IV - Thank you for requiring one credit in the arts for graduation.
11/13/96	Mary Ellen A. Chapman Route 1, Box 195 Cox's Mills, WV 26342	6.7.1 - What, how, who implements? Who pays to implement? 6.7.3 - Infringes on confidentiality of discussion and ability of teachers to best meet needs of students. Charts I & II - Teachers should not remove any student from these subjects for the purpose of re-teaching other subjects. (The arts are vital core subjects which address the needs of auditory, visual, and kinesthetic learners.)
11/13/96	Brenda E. Smith PO Box 267 Masonstown, WV 26542	6.7.2 - Co-curricular activities are extensions of classroom and should occur within the school day. Otherwise, many students will be unable to participate. Eliminating these opportunities for youth means that they will miss quality workplace skill-building activities such as team work, interpersonal relations, critical thinking, problem-solving, and leadership.
11/14/96	Glenda Follett PO Box 328 Reader, WV 26167	If a kindergarten requires an aide for over 10 students and the aide can be assigned in 1st and 2nd grade 50% of the time, what about the kindergarten guidelines this other 50% of the time.
11/14/96	Kathleen Burke 5 Birch Tree Lane Charleston, WV 25314	Chart I - Children should never be deprived on physical education. Growing children need exercise. Physical education should be required daily.
11/14/96	Amy White HC 81, Box 7A Peytona, WV 25154	I hope equal education extends to all counties and schools.

Date Received	Individual/Organization	Comment
11/14/96	Amy White HC 81, Box 7A Peytona, WV 25154	Asking for career awareness and the application of technology to be taught in each subject is unrealistic. How extensive is this supposed to be?
11/14/96	Joan Saban New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	What does the 13th year mean? Foreign Language? (High school not 7 and 8 grade.)
11/14/96	Linda Fonner New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	Chart III - I do not feel health needs to be a separate subject in grades 5-6. Integrate it with science. Developmental Guidance - Will more counselors be hired to help successfully implement this? Will more counselors mean teacher cuts?
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	Chart III - Note the need for additional monies to counties by state to provide these offerings to students. These required offerings will add to our personnel needs and thus our costs. Block scheduling in 7-12 prohibits daily instruction of all 4 areas. 6.8.1 - Allow school administrator designee to take the place of the administrator. Time constraints would not allow administrator of large schools to participate personally in all the SAT requirements (especially in considering requirements of 7.4.1.)
11/14/96	Deborah K. Bradley Huntington High 1 Highlander Way Huntington, WV 25701	6.3.1 - Is very unclear about how art and music will be "woven into" the schedule. Who gets to decide how and when the arts are "woven?" It seems to me that this is very open to interpretation and could be abused very easily. Charts I & II - "Teachers may not be able to schedule students . . . if they require reteaching in English or math" - This should be deleted entirely. Couldn't this be used as a justification for limiting or eliminating any program other than math and English? Chart III - Choral and instrumental music must be offered no later than grade six. Thanks for maintaining this requirement!

Date Received	Individual/Organization	Comment
11/14/96	Mark C. Fawcett Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Velinda Phillips Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	Chart III - What will be eliminated from the 5-8 program to provide for new offerings? How will staffing and funding needs be met for foreign language? Who will teach developmental guidance courses? Chart IV - Which designated career majors will have foreign language requirements? What defines "college bound?" 6.7.2 - Will state competitive activities be moved to accommodate this policy?
11/14/96	Marian Treadway Shady Spring High PO Box 2001 Shady Spring, WV 25918	6.7.2 - Some co-curricular activities, such as FHA, should be allowed since they are often extensions of classroom instruction. If expected to do everything after school, many students would not be able to participate.

Date Received	Individual/Organization	Comment
11/14/96	Eileen Miller 714 N. Main Street New Martinsville, WV 26155	According to section 6.7.1, we are to implement co-curricular and extracurricular programs that contribute to the success of students. However, according to 6.7.2, these activities shall occur outside of the instructional day. I find the two rather difficult to reconcile. Given the rural nature of West Virginia and in light of all of the recent school consolidations, if all activities take place outside of the school day, it will be difficult or impossible for a large number of students to participate. Even if there were financial resources allotted to pay overtime to teachers and provide transportation to the activities, one would have to wonder if the students would be inclined to give up any more of their time to participate in or to attend an event. Additionally, our students would suffer culturally. I'm sorry to admit this, but sometimes we have to force the students to participate in activities which are culturally stimulating. Very few would select Shakespeare over MTV. The only time many of our students are exposed to the arts in the form of a symphony, a live play or a concern (other than rock) is through our schools. It's nice to read a play in English class, but seeing a classic brought to life on the stage means even more. If they don't see a plan or concern in school, they might never do so. I've had many students tell me that a performance by Theatre WV or even our local HS Thespian Troupe made them realize an enjoyment of drama even though they wouldn't have gone had it not been presented during the school day. Other activities also contribute to a student's education as well. It is nice to believe that they will be self-motivated enough to work only outside the school day, but such a proposal could have only been made by someone who has not spent any time in a real school situation. In our world, students often require "persuasion" to do the right thing.
11/14/96	Joyce Hoffman Franklin Elementary HC 74, Box 10-A Sugar Grove, WV 26815	6.3.1 & 6.5 - Grades 3 and 4 should have the same language as that for grades 1 and 2. Science and social studies should be integrated into the basic skills core -- not taught daily.

Date Received	Individual/Organization	Comment
11/14/96	Kathy D'Antoni WV Department of Education	6.3.1 - The reference to Pre-K-4 needs to be consistent throughout the policy. Don't eliminate the Pre. 6.4.9 - Clarify that the local systems must require four units less than the total available for graduation. This is not clear in the current narrative. Charts I & II - Career awareness needs equal billing with other offerings. Chart IV - Foreign language should be a recommended elective or a requirement of a major NOT as a graduation requirement for college prep students. The philosophy behind Senate Bill 300 and School-to-Work is to raise standards and expectations of ALL students and to prepare these students to further their education at any point in their life. If the WV Department of Education deems that a required foreign language is appropriate for furthering one's education, then it should be a requirement for ALL students not just a select few. This proposed graduation requirement is tracking and reinforces an elitist system. I have conducted more than 300 business interviews from the eastern panhandle to the southern coalfields and not one business person has ever mentioned the need for a foreign language requirement.
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	6.4.6 - Will funds be provided for every classroom to have adequate, modern technology, and the training needed to implement this, or will this be another unfunded mandate? 6.7.1 & 6.7.2 - Students need to develop into well-rounded citizens. To achieve this goal, many things in addition to straight academics have an important role. Some examples are symphonics, plays, educational fairs, guides speakers, museums, and career day. In rural Braxton County the only exposure many students have to these experiences is through field trips and school programs. If they are barred from the educational day and relegated to after school hours, most of our students will never have this part of their education.
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	6.4.1 a & b - Private schools not addressed. Chart I - "Components" typo - components Chart III - Remove "taught daily" state equivalent time. Chart IV - Needs funding for additional requirement. Concerns for requirements of arts. Do not use grade level - use English 1, 2, etc. Chart IVA - Use Science 1 & 2, not grade level. Chart I & II - Delete last paragraph. 6.7 - Delete co-curricular (also 6.7.1)

Date Received	Individual/Organization	Comment
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	The flexibility and intent of this section are commendable. Current personnel rules and regulations are anything but flexible. Unless the flexibility is real the implementation will be inhibited. 6.4.5 - Ongoing adult basic education for all adults and community integration skills must be a part of the program of study for exceptional learners. 6.5.7 - Resources and conditions in the school community impact the variety of options available to support a transition from school to the world of work. Chart I - Staff and funding must be in place in order to meet these requirements. It is time to rethink grouping and reporting practices. Schools will need technical assistance to monitor and evaluate the "shall" component. Chart II - The flexibility of "may" will allow individual schools to be responsible to their students and staff. Chart III - These programs of study are important for all students. Career exploration, developmental guidance are essential components for the success of students identified as exceptional. Staffing must be in place! Chart IV - The relationship of the IEP with graduation requirements is crucial. The continued evolution of this relationship must be closely monitored. The opportunity to "determine" work-based experiences at the local level offers flexibility that will allow individual needs to be met. Chart IV-A - This chart seems to have staffing implications. Can local schools provide other electives. 6.5.1 - The opportunity for local schools to develop curricula is a good move away from perceptions of a "state mandated curriculum."

Date Received	Individual/Organization	Comment
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	(Continued) 6.5.2 - This is a positive reference to the modification of curricula by the IEP. 6.5.3 - Transition must be supported by instruction and training in self determination/ advocacy and by involving students in their educational plans. 6.6 - If county boards of education "must" provide student support services, staffing "must" be a priority legislative focus. 6.6.1 - The council cautions that this sounds like "pie in the sky" that has never received the necessary support. Unless this situation changes, these essential services continue as a vision that is out of reach. Decision makers have never provided the necessary support to make many of those mandated services a reality. People in the field are "for it" but won't be fooled by a new policy. 6.7 - How much "flexibility" will we see from teachers and their organizations when these co/extra curricular activities are outside of the instructional schedule? More overtime? Additional pay? Extended contracts? 6.8 - Student
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	6.8 - Student assistance teams for all students has been a part of council recommendations for some time. The presence of this requirement in general education policy is a positive move.
11/14/96	Cynthia Fike 104 Maple Avenue Morgantown, WV 26505	6.7.2 - Co-curricular activities are extensions of the classroom and should occur within the school day. Otherwise many students will be unable to participate. Eliminating these opportunities for youth means that they will miss quality workplace skill-building activities such as teamwork, interpersonal relationships, critical thinking, problem solving, and leadership development.
11/14/96	Juliana Puckett Rainelle School 701 Kanawha Avenue Rainelle, WV 25962	6.3.1 - Students do not need less time in physical education classes, they need increased time. In my class of 25 third graders at least 1/3 of the students are extremely overweight and have no regular plan of exercise. If you let teachers use their p.e. time to reteach reading or math, the "couch potatoes" will always find a reason to stay out of the p.e. class. A healthy mind needs a healthy body.

Date Received	Individual/Organization	Comment
11/14/96	Nancy Salter Rainelle Elementary 701 Kanawha Avenue Rainelle, WV 25962	Chart IV-A - In regard to the AP classes. I feel it is unfair for a child to be placed in a class, complete the course, and then not receive credit for that course unless they pay to take a test.
11/14/96	Janice Kable Jefferson County Schools PO Box 987 Charles Town, WV 25414 Nancy Kilmon Berkeley County Schools 401 S. Queen Street Martinsburg, WV 25401 Margaret Kursey Valley View Elementary Route 4, Box 269 Martinsburg, WV 25401	6.4.4 - Good idea to have county board approve electives. 6.4.10 - Delete last sentence. 6.4.1 a-b - a. Does not meet state requirements (other states or private schools) rather than title used. b. Does not meet county requirements rather than title used. Chart I - Spelling of components. Remove last paragraphs on pages 15-16 and on III/IV remove paragraphs related to mastery of objectives. Chart III - Remove <u>taught</u> daily and put equivalent to taught daily at top of chart. Need additional funding for foreign language teachers. Chart IV - Concerns for requirement of arts. Do not use grade level numbers but English 1, 2, etc. Chart IVA - Designate 1, 2, etc, not 11/12 (Science). 6.7 - Strike word co-curricular (also 6.7.1) School technology team duties are assumed by school curriculum team.
11/14/96	M. N. Shoffner 218 Irene Circle Hurricane, WV 25526 Wanda Shoffner 218 Irene Circle Hurricane, WV 25526	6.3.2 - Include Consumer/Homemaking and Technology Skills 6.6.7 - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2 - Schools allowed to bank time for activities on school time.

Date Received	Individual/Organization	Comment
11/14/96	Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070	6.3.1 - We are concerned about the other areas of curriculum. We want mastery in core subjects but feel the other areas, especially fine arts and PE are also very important to students. What happened to the new "Science Framework?" Where are grades 3-4 in the policy? 6.4.6 - Who will fund the equipment and maintenance? 6.6.3 - Will specialist be hired? Time? 6.8.5 - Who will pay for special training for SAT team members on intervention strategies? Students who demonstrate mastery in a core program are to be provided opportunity to advance to the next grade level objectives. How will this be implemented? How will technology be applied to all subject areas?
11/14/96	Fayetteville Middle School LSIC 135 High Street Fayetteville, WV 25840	Chart III - Requiring core programs of study to be taught daily will eliminate the use of Block Scheduling and Alternating Day Blocking. Requiring foreign language to be taught may create financial hardship for board of education.
11/14/96	Coleen Redden Daniels Elementary Box 785 Beaver, WV 25813	6.3.1 - It is unclear what is meant by "woven into the mastery of the required basics." I am not sure what to suggest since I do not know the original intent of the writers of this statement. Students must achieve skills in English language arts and mathematics, but the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student.

Date Received	Individual/Organization	Comment
11/14/96	Kevin Boggs WV/EA 1558 Quarrier Street Charleston, WV 25311	6.4.9 - Explain further the 24-28 credit for graduation range. Why should some programs require more than others? Is this an equal education? 6.4.1 - How was it determined that teach/reteach is the desired best practice for WV? What assistance/resources will be given to assist with this? Art, music, PE, health should be an important part of the curriculum in developing a well-rounded child. This system has the potential to create a have and have not class of students with the have nots always in remediation while the haves are exposed to many things. Adding program requirements such as foreign language, career majors, career cluster, work-based experiences, etc., without changing the formula force counties to cut other programs. What programs are expendable under this new curriculum? Credit should be given for AP courses without the testing requirement. This is unfair to students who must pay the fee themselves and those under block scheduling who are apprehensive. The staffing requirements of the "required" electives are burdensome and will take from other electives being offered. Social studies and the humanities will suffer as a result. 6.7.2 - Co-curricular activities should be allowed to occur inside the school day.
11/15/96	W. Michael Martin Blue Ridge Elementary Route 4, Box 362 Harpers Ferry, WV 25425	6.7.1 & 6.7.2 - There is no question that extracurricular activities should be held outside of the school, however, co-curricular activities (i.e., field trips, speakers, theatrical presentations) must be allowed during the instructional day.
11/15/96	Arlene Rose Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	Very vague about the place of co-curricular and extracurricular activities. Will field trips, pep rallies, cultural assemblies, etc., be banned? Please clarify. Many of our extra activities keep students in school.

Date Received	Individual/Organization	Comment
11/15/96	Mary Numm WV Department of Education	Chart IV-A - This statement is discriminatory because of the cost involved in taking AP exams. Requiring the exam to earn credit for an AP class could deny high achieving students from poor families from taking challenging AP classes for credit. 6.5.2 - Delete this entire statement. Appropriate modifications and adaptations of instruction for ALL students are addressed in 7.3.2. and modification of the curricula is addressed in 6.5.3, which will become 6.5.2. 6.6.4 - Revise as follows: "School psychologists assist teachers and other school personnel to use assessment information." Rationale - This highlights special education responsibilities for one population, but is not specifically identified for others, such as counselors or school health nurses. Also, determining eligibility for special education is one aspect of assisting educators to use assessment information. 6.7.2 - Revise as follows: "Extracurricular activities shall occur outside of the instructional day." Rationale - If co-curricular activities, as defined in the Glossary, relate to an complement the academic curricula, it is appropriate for these activities to be scheduled during instructional time.
11/15/96	Thomas C. Bailey Larry Kopleman American Federation of Musicians 1562 Kanawha Boulevard, E. Charleston, WV 25311	6.3.1 - It is unclear what is meant by "woven into the school as students demonstrate mastery of the required basics." Chart III - Choral and instrumental music must be offered no later than grade six. <u>Wrong</u> - Should not be later than grade five. The fifth grade band is very important and should be a part of the program.

Date Received	Individual/Organization	Comment
11/15/96	Aelaide Rusch Art Representative Monongalia County Schools 3288 University Avenue, #406 Morgantown, WV 26505	6.3.1 - I am not clear as to what is meant by "woven" in this statement. It would be unfortunate if this statement implies that required goals in science, social studies, art, music, and physical education are serendipitous and therefore not truly required goals. Charts I & II - Teachers may not be able to schedule students on some days for instruction in the following programs of study if reteaching or extended instruction time in English language arts or mathematics. The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. Non-Core Electives 9-12 - Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies. Chart IV - Very positive move in requiring one credit in the arts for graduation. With the establishment of that requirement it seems only logical that the arts be a vital part of the student's K-8 education.
11/15/96	Deborah Gutschall	Chart III - Foreign language should be Spanish.

Date Received	Individual/Organization	Comment
11/15/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	6.4.9 - Clarify that school systems must require four credits less than the total available in order for students to graduate. 6.4.10 - Only courses take 9-12 should count in GPA. Take out last sentence -- not all students have same opportunity in 8th grade. Charts I & II - Students should not always be removed from specials for reteaching. Chart I - Do not offer science and social studies in early childhood K-2. Concentrate on basic skills and allow art, music, pe/health on a regular schedule. Charts I, II, III, IV - Terminology for career development should be stated as: Career Dev. - Awareness (Pre K-4) Career Dev. - Exploration (5-8) Career Dev. - Decision Making (9-10) Career Dev. - Preparation (11-adult) Chart III - Courses should not be required to be taught daily (social studies, science) as this does not allow for block or alternative scheduling. Foreign language should be offered for students in 7th & 8th grade but not required. Life skills courses should be required for all students. Chart IV - Designate courses as I, II, III, IV not as 9, 10, 11, etc. Foreign language should not be required for all students going to college. Career major should dictate the necessity of a foreign language. Colleges will never disallow students entrance based on a foreign language requirement from high school. They have to many seats to fill. Footnote for work-based experience should be changes from 11-12 grades to 9-12. Chart IV-A - Who will pay for the AP exam? Some students will take several of these at the same time. It would be unfair not to give credit if objectives are satisfactorily met. Approved elective lists are too restrictive. Lists should be open and determined or modified by local school system input and should be decided based on "majors." Algebra Support and Algebra/Geometry Preparation should not count for graduation. 6.7.2 - Some co-curricular activities (academic and vocational) must happen during the school day instructional time.
11/15/96	Wetzel County Schools 333 Foundry Street New Martinsville, WV 26155	Requiring that a foreign language be offered in every school at 7-8 grade is not feasible. There are not a sufficient number of teachers nor is there time in the curriculum. 6.4.4 - To require that county boards approve the program of study for new courses is excellent.

Date Received	Individual/Organization	Comment
11/15/96	Patricia S. Harrison 215 Tuscawilla Hills Charles Town, WV 25414	6.7.2 - Some activities should be allowed within the school day. Co-curricular activities are extensions of classroom and should occur. Students should not be expected to do everything after school. They will not participate or cannot eliminate these opportunities because many students will miss quality workplace skills such as teamwork, interpersonal relationships, critical thinking, problem-solving, and leadership development. Chart IV - Graduation requirements should not include the arts. I believe in the arts, but feel this should be an individual decision. Work-based experience should be an educationally supervised activity based on career interest and aptitude. Chart III - Should include library skills offering at middle school level.
11/15/96	Jane S. Yokum Moorefield Elementary 400 N. Main Street Moorefield, WV 26836	6.3.1 - While it is certainly important for children to demonstrate mastery of required basics, the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student. Research has shown that participation in the arts actually improves learning in other areas. Exposure to the arts or to the other areas named should not be dependent upon mastery of the required basics. Charts I & II - Teachers may not be able to . . . -- This statement should be stricken from the document for two reasons: 1) The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. This policy is not acceptable. 2) Certain administrators may be tempted to use this statement as a justification for limiting or eliminating instruction in programs of study other than English language arts or mathematics. Chart III - Choral and instrumental music must be offered no later than grade six. -- Thank you for maintaining this requirement. I suggest that we also maintain the flexibility of the old policy by allowing students who participate in choral or instrumental music to waive the general music requirement. Chart IV - The Arts - 1 course -- Approve of the requirement of one credit in the arts for graduation. Non-Core Electives 9-12 - Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies. Also, the chart should indicate that there are four levels of instrumental music (band), instrumental music (strings), and choral music.

Date Received	Individual/Organization	Comment
11/15/96	Marsha McDaniel 118 Charles Town Road Kearneysville, WV 25430	6.7.2 - Some activities should be allowed within the school day. Co-curricular activities are extensions of the classroom and should occur. Students should not be expected to do everything after school. They will not or cannot participate. Eliminating these opportunities for youth means that they miss quality work place skills (team work, interpersonal relationships, problem solving, leadership development, and critical-thinking).
11/15/96	Theron Bittle 709 Trails Branch Elkview, WV 25071	6.3.1 - Let parents teach and nurture pre-K children. Parents can do it!
Section VII - Program Delivery		
11/13/96	Jessica Hitt Route 2, Box 252 Pt. Pleasant, WV 25550	7.2.4 - Due to our rural location, the students leave before daylight and get home after dark. If we extend the day it would only make it worse for the child. The child wouldn't retain any more information. 7.6.5 - Computer labs should not be open to public due to expense of maintenance.
11/13/96	Denita Dale Ripley Middle School 1321 Sycamore Road, Lot #9 Ravenswood, WV 26164	7.6.5 - This would be appropriate if there is a qualified monitor at the facility.
11/13/96	Judy Fisher PO Box 326 Ripley, WV 25271	7.2.4 - Learning would be decreased because of length of day and attention span of students.
11/13/96	Tammy Spangler Ripley Middle PO Box 77 Evans, WV 25241	7.6.5 - This would be appropriate if there is a qualified monitor at the facility.
11/13/96	Laura Bradley 2100 Foley Drive Parkersburg, WV 26104	7.4.3 - This is unsuitable in providing a developmentally appropriate program as required by law. It would be detrimental to the learning process by limiting the types of instruction that normally occur.

Date Received	Individual/Organization	Comment
11/13/96	Nancy Jones Williamstown Elementary School 418 Williams Avenue Williamstown, WV 26187	7.4.3 - The removal of kindergarten aides for 50% of the day is unsuitable for a developmentally appropriate program. It would be detrimental to the learning process by limiting the types of instruction that normally occurs.
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	7.2.9.b - There is no "process to ensure that parents are involved in the school and their child's education." It is an individual decision that we have no leverage to force.
11/13/96	Lesa Spears Beckley Junior High 423 Fwart Avenue Beckley, WV 25801	7.2.4 - This statement does not reflect who will be responsible for these extended days. Is pay increase or overtime built into this system? 7.2.8 - Family and Consumer Science Programs have this option built into curriculum. 7.3.2 L. - Co-curricular programs like FHA/HERO provide students just these opportunities -- to be actively engaged in the learning process and 7.3.2 N. - to apply knowledge in academic settings. 7.3.2 S. - There is already insufficient time in the day. When do you do planning with teachers who do not have planning or lunch at the same time as you?
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	Due to rural location of our county, the students are on the buses and at school too much already. Year round schooling would interfere with summer job opportunities and would not increase the educational opportunities.
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	7.2.4 - Due to rural location the day is too long now. Places a larger burden on school to provide more services, e.g., snacks, breakfast, lunch, and snacks.
11/13/96	Debbie Sisson 46 Midway Acres Ripley, WV 25271	7.2.4 (c) - RMS provides an after school program to provide remediation. 7.4.2 A - The duty free planning time, as applies to Jackson County, does not include travel time. 7.4.2 G - Questions arose how and when staff development training would be provided. 7.6.5 - To the extent practicable--provide trained, qualified personnel with specific rules in order to protect valuable equipment.

Date Received	Individual/Organization	Comment
11/13/96	Phyllis Matheny Route 2, Box 82-C Ripley, WV 25271	7.6.5 - This would be appropriate if there is a qualified monitor at the facility.
11/13/96	Melissa Pugh 104 King Drive Evans, WV 25241	7.2.4 - There is no need for extended day or year.
11/13/96	George Thompson HC 80, Box 127 Ripley, WV 25271	7.2.9 d - Can't get blood out of a turnip. Can take a hose to water can't make them drink.
11/13/96	West Virginia Young Children 929 Stewart Street Morgantown, WV 26505	Kindergartens need aides. This should not be a consideration.
11/13/96	Jane Graham Ripley Middle School Route 2, Box 75-A Ripley, WV 25271	7.2.9 - The eight hour work day should be used to educate the maximum number of students. Extended learning time should be provided by paid tutoring or individual learning or small group learning provided by a paid, willing, employee outside of their eight hour day. 7.6.5 - The opening of computer labs and access to instructional technologies outside the normal school day is a mistake because there is a need for responsible overseers to take responsibility. Who will pay for broken or damaged materials?
11/13/96	Julian Hatcher 95 Lane Oak Road Cottageville, WV 25239	7.4.3 - Aids should not be moved from classrooms, or they will be from one end of the school to the other. 7.6.5 - Tech labs are very expensive and should be run by system trained personnel only with specific rules. 7.2.4 (c) - What is meant by "flexible?" Define 7.4.2 (a) duty free should not mean "travel time" for teachers who service more than one school.
11/13/96	Phyllane Johnson Route 2, Box 131 Ravenswood, WV 26164	7.2.4 - This will not improve student achievement. In fact the students will become extremely tired. 7.2.9 - Are resources being provided to pay personnel for this provision?

Date Received	Individual/Organization	Comment
11/13/96	Mona E. Taylor Switchback Elementary Drawer E Maybeury, WV 24861	7.4.3 - As a kindergarten teacher for 23 years, I strongly object to losing my kindergarten aide services for up to 50% per day. My aide is an integral part of the kindergarten program and is invaluable in her services to the education and safety of our students. If we are to meet the goal that every child will enter first grade ready to learn then the kindergarten aide must remain a full-time, full-day kindergarten aide. If an aide is needed in first or second grade then please refer to 7.4.3 part (a) Employ aides to enhance the instructional environment and provide time to ensure educational quality in the classroom. Do not jeopardize the educational quality and safety of five year old children as a cost cutting measure by allocating 50% of the kindergarten aides time away from kindergarten. I urge you to reconsider.
11/13/96	Donna A. Wood 5 Lynnwood Drive Vienna, WV 26105	7.4.3 - Support Staff Letter B page 32 It would be detrimental to the learning process by limiting the types of instructions that normally occur.
11/13/96	Amy Cibik 1216 Wren Drive New Martinsville, WV 26155	"B" - Kindergarten teachers need our aides full time. If aides are needed in grades 1 & 2, then add them!
11/13/96	Glen Karlen Randolph County Vo-Tech Route 3, Box 246 Elkins, WV 26241	7.2.4 - If required, this could constitute an unfunded mandate. 7.2.11 - Clarify the 15 minute increase. Can it be used for staff development. 7.4.2 - Change work process skills to process workplace skills.
11/13/96	Catherine Hawkins Williamstown Elementary 418 Williams Avenue Williamstown, WV 26187	7.4.3 - The removal of kindergarten aides for 50% of the day is unsuitable for a developmentally appropriate program. It would be detrimental to the learning process by limiting the types of instruction that normally occurs.

Date Received	Individual/Organization	Comment
11/13/96	Frances Johnson Scott Teays Elementary 4308 Teays Valley Road Scott Depot, WV 25560	7.4.3.B - In reference to Senate Bill 300, kindergarten aides being pulled from kindergarten classes up to 50% of the time to work in first and second grade classes. Students in kindergarten will suffer in their learning process. A limit will be placed on the teachers as to what can be taught. More time will be needed to help students that are having learning problems and more time getting materials prepared for class. This would place students in a learning environment not getting them ready for first grade. Aides are not qualified to teach. This would be abused by some school administrators. This part of Senate Bill 300 should not be placed into effect.
11/13/96	Pat Conaway Sylvester Elementary PO Box 610 Sylvester, WV 25193	7.2.2 - a - All students will perform at grade level by fourth grade. This is not realistic. 7.2.4 - There must be money appropriated to accomplish this program. 7.2.11 - 315 minutes is long enough for k-4 students. 7.4.3 - Kindergarten aides belong in the kindergarten room and aides should be hired for grades one and two if deemed necessary for qualifying instruction.
11/13/96	James Marshall Route 3, Box 90 Ripley, WV 25271	7.4.3.D - The principal should be knowledgeable of plans for programs such as Title I and assign aides funded by those programs according to the school plan.
11/13/96	Sharyn Urey 307 Morgantown Street, Apt. 4 Kingwood, WV 26537	7.2.9.d - There is the funding for the extended learning time--staff, facilities, materials, etc? 7.2.11 - Many of our students already have 8-1/2 plus hour days already. Why add another 15 minutes? 7.3.3.e - Instruction can not begin as soon as students arrive as they arrive at different times, go to breakfast, etc., before classes start. 7.4.3.b - As a first grade teacher I'd love to have an aide for part of the day. But I'd rather have students ready for first grade when they come to me. That is a lot less likely to happen if the kindergarten aide is taken from the kindergarten classroom half a day.
11/13/96	Darla K. Edgell Washington District Elementary Route 7, Box 234 Buckhannon, WV 26201	7.2.11 - Our students are at school 480 minutes - Grades K-5, 350 or more minutes are instructional. If 15 more minutes are added some students would get home after 5:00 p.m. Although we don't need the additional time, some elementary schools in our county would need the time.

Date Received	Individual/Organization	Comment
11/13/96	Margaret Lancaster Short Line Box 328 Reader, WV 26167	7.2.4 - Not enough money for this under the present budget. 7.2.8 - Need to provide money to do the program. 7.4.3.b - Kindergarten aides are needed more than 50% of the time in kindergarten.
11/13/96	Willa Dambro 116 East King Street Martinsburg, WV 25401	How do we provide for students who are unable to meet the modified requirements?
11/13/96	Nancy Krynicki Easton Elementary 2901 Pt. Marion Road Morgantown, WV 26505	Having a full time classroom aide assigned totally to the kindergarten classroom is very important to the WV kindergarten program. I have been teaching five year old children for the Monongalia County Board of Education for 29 years. The education of the kindergarten students assigned to me is very important. My classroom aide and I work as a team to deliver a complete program designed for each student to achieve success. Without a full time aide, the kindergarten students would not receive the individual attention needed. A developmentally appropriate curriculum with hands-on experiences would not be possible without an aide to provide the necessary extra adult supervision. I believe that having instructional aides in grades 1 & 2 is a terrific concept. All classrooms at the early childhood level need to have an aide assigned to help the students attain the goals and objectives for that grade. Each classroom should have their own aide, not sharing the kindergarten aide. The new Policy 2510 stating that the principal could assign the kindergarten aide to grades 1 and 2 for up to 50% of the school day is a step backward for the kindergarten students of West Virginia. I ask that the Policy 2510 - 126-42-7: 7.4.3 support staffing, letter b - be revised to omit the sentence, "If deemed appropriate by the principal, up to 50% of the aide's time may be allocated for instructional assistance in grades and 2. (Effective fall 1970 1 and 2) (Effective fall 1997)."
11/13/96	Faculty Senate Coal City Elementary Drawer Y Coal City, WV 25823	7.2.11 - This extended time does not seem necessary. Do elementary children requiring 330 minutes a day have to wait until high school? 7.4.3 - A clarification on employment of aides to enhance instructional environments -- What grades? New jobs posted or not? 7.6.1 - Standard Achievement Test objectives do not match current social studies instructional materials at the 6th grade level.

Date Received	Individual/Organization	Comment
11/13/96	Gail Sherman 110 Mordington Avenue Charles Town, WV 25414	7.2.11 - Charts I & II - Delay until 1998. Without attention to the affective domain, the concept of educating the "whole child" will not be achieved. Therefore, omit sentence, "Teachers may not be able to schedule . . ." The <u>same</u> students would often miss art, music, physical education, and health.
11/13/96	Susie Allen 130 Fair Avenue Middlebourne, WV 26149 Barbara Hughes Box 1221, Cow House Road Sistersville, WV 26175 Linda S. Yoho 111 Becky Lane Middlebourne, WV 26149	I am a kindergarten teacher's aide in Tyler County. Although 1st and 2nd grade would enhance their programs with instructional aides, it is not acceptable to take us from kindergarten. We teach handwriting, computers, and a daily math group. The children would no longer be broken into small groups for instruction, instead the teacher would be trying to teach 23 students at the same time. They cannot manage 23 five year olds alone. We have emergencies throughout every day. Taking us would hurt the children in the long run, academically and emotionally, Please reconsider your proposal.
11/13/96	Susan Cline Sistersville Elementary School 651 Terrace Circle Sistersville, WV 26175	7.4.3.B - A section on page 32 would allow a principal to use a kindergarten aide up to 50% of the time for first or second grade. I am highly opposed to this idea! Aides are an integral part of the ECE program; without their assistance 100% of the time, needs of students will not be addressed and students will not receive nearly enough individual attention. Aides are essential to our program!
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	7.3.3.f. - Yes, teachers lose a lot of time due to students being out of class to practice for band, programs, etc. Intercom interruptions kept to a minimum. 7.4.C - All principals should have classroom experience and continue to be in classrooms as much as possible. Page 30 c. - This is treating educators as professionals. Businesses pay for their employees continuing education, but education hasn't until the CFPD formed. 7.4.3 - First and second grade teachers need aides. First grade is the stepping stone to education. These teachers and students need help! Fifty percent would be better than nothing at all.

Date Received	Individual/Organization	Comment
11/13/96	Linda Barlas Sherman Elementary PO Box 369 Comfort, WV 25049	7.2.11 - Primary children are already attending school longer than the minimum time because they are based with 4-6. Increasing the day is not the way to raise performance. Responsibility needs to fall more on the parent.
11/13/96	Gail Fleshman 609 Pennsylvania Avenue Rainelle, WV 25962	7.2.9. c,d - These two items both carry a cost that at present would be unfunded. Schools cannot be open extra hours without staff. It is already impossible to have flexible scheduling for the purpose of inclusive education. 7.4.3 - The kindergarten aide is needed in the kindergarten class the entire day. Aides in the 1st and 2nd grades are needed but not at the expense of the kindergarten program.
11/13/96	Mary Ellen A. Chapman Route 1, Box 195 Cox's Mills, WV 26342	7.2.4 - Source of funding? What times -- who decides? How decide, who needs; how to enforce, what if they don't attend?
11/13/96	Irene Murphy 711 Sycamore Street Ravenswood, WV 26164	Please include grade three with the K-2 program delivery of reading, math, writing, and computer skills.
11/13/96	Connie Huffman George Washington High 1522 Tennis Club Road Charleston, WV 25314	7.2.8 - West Virginia had for many years a successful method of work-based learning called cooperative education. Co-Op students work, earn money and credits, are given job safety and other related instruction, supervised on the job by their Co-Op teachers. Co-Op teachers have many years experience working with local businesses. We don't have to start from the group up -- expand on Co-Op. Contact State Co-Op teachers for assistance, information.
11/14/96	Amy White HC 81, Box 7A Peytona, WV 25154	Teachers give individual instruction throughout the day as well as implement peer tutoring and parental assistance. Is the tutoring suppose to take place during or after the instructional day?
11/14/96	Cindy Riley 20 E. Benjamin New Martinsville, WV 26155	7.2.9 - How will reteaching be addressed?

Date Received	Individual/Organization	Comment
11/14/96.	Patricia Sullivan New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	7.2.9 c/d - How will reteaching be addressed? Usage of school outside regular day: how monitored, how gets priority, time limit, etc.?
11/14/96	Linda Fonner New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	7.2.2.a - If students do not perform at grade level at the end of the 4th grade, what will happen? Retention? 7.2.3 - If schools have poor HVAC systems, will schools close on days of malfunctions. This presents an unsafe environment not conducive to learning. 7.2.4 - Where will funding come from for extended day learning? 7.2.10 - If time allocations are to be determined before the school year, who will pay the workers.
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	7.2.4 - No comment as to possible financing of these programs. Please don't issue mandates with no fiscal support by state.
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	7.2.8 - Will this require additional staff to coordinate student experiences? 7.2.9 - Who will provide funding for staffing?
11/14/96	C. Kovach 12 Piguin Roast Princeton, WV 24740	7.4.3.5 B - The kindergarten level needs a full time aide.
11/14/96	Jennifer Bates Short Line School PO Box 328 Reader, WV 26167	If a kindergarten requires an aide for over 10 students and the aide can be assigned in 1st and 2nd grade 50% of the time, what about the kindergarten guidelines this other 50% of the time.

Date Received	Individual/Organization	Comment
11/14/96	Linda O. Shupe PO Box 130 Anawalt, WV 24808	7.4.3 - I strongly object to the idea of being taken out of kindergarten and placed in 1st and 2nd grade 50% of my time. I have worked in kindergarten for over 10 years in the position as an ECE aide, and during those years I have always felt like I am needed there, not only for the educational aspects but also for the safety factor. I can not imagine (nor do I want to) of a classroom of 20-23 5 year olds and only one adult in the room. I also feel that we would not meet our goal -- every child will enter the first grade ready to learn. I also believe that 1st and 2nd grade teachers do need an aide but not at the expense of the kindergarten program. More monies should be appropriate to hire additional aides for this purpose.
11/14/96	Barbara Keene Berwind Elementary Box 190 Berwind, WV 24815	I feel very strongly that the kindergarten aide should remain in the kindergarten classroom at all times. A teacher cannot provide adequate supervision for more than 10 five year olds. Also five year olds need individual help and one person cannot meet all their needs alone.
11/14/96	Vicki Kellam PO Box 273 Rainelle, WV 25962	The kindergarten aides is a vital part of the kindergarten program and is needed in the classroom all day. These children are in school for the first time and need much individualized attention and assistance not only in academic areas, but in self-help skills and all other aspects as well. A teacher working alone with these students could not possibly do everything that needs done during a normal school day and this would be a great dis-service to the children.
11/14/96	Linda T. Smith PO Box 775 Lewisburg, WV 24901	7.4.3 - The kindergarten teachers need their aides all day. The kindergarten children are still very dependent upon the assistance of the kindergarten aides. A lot of kindergarten children come to school lacking a lot of readiness skills. Such children need extra help that the teacher does not have time to provide unless she is assisted by an aide. It would be unfair to the kindergarten children to deprive them of an aide for even 50% of the day. The first and second grade teachers need aides, but please do not provide them with aides at the expense of the kindergarten children.
11/14/96	Joetta L. Fisher 2339 School House Road Fairmont, WV 26554	I am not in favor of taking aide time away from kindergarten. I feel it would be a disservice to our students. I use my aide to help students!
11/14/96	James Stealey 1812 Washington Avenue Parkersburg, WV 26101	7.4.3 B - It would be detrimental to the learning process by limiting the types of instructions that normally occur.

Date Received	Individual/Organization	Comment
11/14/96	Faculty & Staff Switchback Elementary Drawer E Maybeury, WV 24861	7.4.3 - The LSIC wishes to express a concern that the WV kindergarten students academic needs and personal safety would be compromised if the kindergarten aides are removed from their classroom. If the board deems it necessary to provide instructional assistance in grades 1 and 2, we suggest that funding be allocated to hire appropriate personnel. 7.2.11 - The LSIC opposes increasing daily instructional time in grades 5-8 to 345 minutes because this would eliminate "banked time" which can be used for motivational activities within the school day. Due to a transportation problem, the majority of our students are unable to return to school for such activities if they take place after school.
11/14/96	Miss Haymaker	I am a kindergarten teacher in Calhoun County school system. I have been teaching for 21 years and 14 of that was first grade. I am totally against the removal of kindergarten aides and paraprofessionals to be used 50% of the allocated by the principal. First of all it takes a K teacher much longer to prepare for a school day compared to other teachers on staff. When you use whole language or thematic approach you spend a lot of your time preparing for the day. My aide is very important to me in that respect because I can teach while she prepares things for me. Second, because of all the severe disabilities of children coming into the system, how am I going to teach and change diapers and such at the same time. The idea that aides should take on more responsibility in the deliverance of health care where the children are concerned is absolutely crazy. These people are not health professionals and they should not be asked to perform these services. Every school should have a school nurse on duty at all times. Once again, where is the funding going to come from. I am all for appropriate professional development for all people in education, including paraprofessionals if it is based on subjects dealing with our grade level.
11/14/96	Carol Kay Cline HCR 68, Box 68 Iaeger, WV 24844	Each child in kindergarten has individual needs. A teacher cannot meet each child's needs without an aide's help (emotionally, intellectually, and physically). The students will be the one to suffer the consequences due to lack of assistance.
11/14/96	Deborah S. Redmond 18 Mirable Street Welch, WV 24801	Whenever the aide is absent from the room it will affect those children that I have identified as "at risk." They need so much instruction in all areas that it impossible to reach them all at this age by myself.

Date Received	Individual/Organization	Comment
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	7.2.2a - What criteria determines "at grade level?" Will they stay in 4th grade until they turn 16 and drop out? If they choose to say, will funds be available to build student parking lots at elementary schools? 7.2.7 - Requirements of the County Steering Committee need to include specific numbers of representatives from business, parents, students, teachers, and administration in appropriate proportions to ensure that those most affected (teachers and students) have the greatest input. 7.2.9d - This amounts to extending work hours. Will teachers be compensated as service personnel are when they work over their regular day? Again, as in 6.7.1 & 6.7.2, most of our students will not participate in activities outside the school day. 7.4.3 - While grades 1 & 2 certainly need the assistance an aide would provide, it should not come by weakening the kindergarten or pre-kindergarten programs.
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	7.2.2a - Is a goal or stated. 7.2.9q - STT duties assumed by school curriculum team. 7.6.5 - Unfunded mandate, funds for staffing, utilities, etc.

Date Received	Individual/Organization	Comment
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	7.2.2.a - Definitions and interpretations of "academic," "rigorous," and "relevant" are critical. The council supports high expectations. Can the IEP define/modify these high expectations for exceptional students? What happens if a student is not performing at grade level at the end of the 4th grade or cannot meet criteria on 11th grade achievement tests? How does the individual nature of special education services interact with these expectations? 7.2.4 - Great idea! Currently there is minimal latitude in the school calendar and no fiscal support for extended learning opportunities. 7.2.6 - Unified planning is a must! 7.2.8 - Efforts to include students with disabilities in these experiences must be part of this requirement. 7.2.9.c.d. - Schools will need encouragement and support to get beyond legislated inflexibility. Special education and Title I personnel can help in this effort. How will we fund these extended learning activities? 7.2.10 - Schools determining time allocation for instructional programs based on student needs, as opposed to teacher and calendar needs, is a worthy goal. 7.2.11 - How will this occur within current personnel rules and regulations? 7.3.2.a-2 - These strategies are clearly consistent with efforts to move to more inclusive educational programs for students with disabilities. The council applauds these exceptional standards and exceptional standards and excellent words. Where is the time and support for collaborative efforts? 7.4.1.b.a - The council supports this emphasis on instructional management and support. 7.4.1.b.a-m - Meaningful parental involvement will make a difference in all that we do. 7.4.1.c - Professional development planning should include people with responsibility for exceptional students. 7.4.2.b-3 - Flexible teacher scheduling equates to renegotiation of personnel rules and increased fiscal support. 7.4.4.a-b - Current fiscal support for a comprehensive system of staff development is terribly inadequate. We recommend placing our dollars where our mouth is. Although the WV Department of Education has invested in training and staff development, more is needed to involve all school personnel in a continuous process of skill improvement.

Date Received	Individual/Organization	Comment
11/14/96	Lori Butler 1204 West Virginia Avenue Parkersburg, WV 26104 Patricia J. Gayombek 1103 Plum Street Parkersburg, WV 26101	7.4.3 - This is unsuitable in providing a developmentally appropriate program as required by law. It would be detrimental to the learning process by limiting the types of instruction that normally occur.
11/14/96	Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070	7.2.9 - Part d -- funding 7.4.2 - Integrating technology into the learning process -- Training for teachers? 7.4.3 - Support staffing -- aides Kindergarten aide may spend 50% of time in 1st and 2nd grades. Aides for 1st and 2nd grades should be provided but not by using aides from kindergarten where they are also needed full time.
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	7.2.7 - The county steering make-up should be spelled out and educational employees should be equally represented in proportion to business, parents, etc. Shouldn't county boards be able to seek input in ways they deem appropriate. The elected board must still maintain the authority, control, and decision making over the county school system. 7.2.8 - The work-based experiences via computer or simulation will not provide an experience equal to an actual work-site exposure. How is a county to oversee this experience and provide transportation costs? Where is the funding? 7.2.9.d - The board is requiring extending learning time before and after school. Where is the funding? 7.2.9.p/w - Creating more committees and teams to meet after school provides hardships for employees. 7.3.2.p - Who supervises/transport, etc., these students? Where is the funding? 7.4.3.b - The WVEA opposes reallocation of the kindergarten aide. If more staffing is needed to implement these policies then provide the funding. Robbing one program to assist another is not the solution. 7.4.3.d - Job posting must designate jobs and responsibilities. Simply posting an aide job at x-school with job descriptions/duties later is inappropriate.

Date Received	Individual/Organization	Comment
11/15/96	Lisa Mizma Coalton Elementary Coalton, WV 26257	7.4.3.B - I strongly urge you to reconsider the section of SB 300 that deals with kindergarten aides. Kindergarten aides are a vital part of preparing students to be successful in their education. Aides duties include a lot of time dealing directly with students, and this would suffer tremendously if their time was reduced up to 50%. Placing aides in first and second grade classrooms is a wonderful idea, but not at the expense of kindergarten students.
11/15/96	Esther Lauderman Williamstown Elementary 418 Williams Avenue Williamstown, WV 26187 Marcia Rurak 4703 6th Avenue Vienna, WV 26105	7.4.3 - The removal of kindergarten aides for 50% of the day is unsuitable for a developmentally appropriate program. It would be detrimental to the learning process by limiting the types of instruction that normally occurs.
11/15/96	Mary Quesenberry Box 167 Squire, WV 24884	I have been a kindergarten aide since 1972. I feel like it is so important to the children to have a full time aide. One thing that is so essential they have stability. You cannot give anyone justice by being in three or four different places during the day. I strongly object to this.

Date Received	Individual/Organization	Comment
11/15/96	Mary White PO Box 303 Stollings, WV 25646	7.4.3 - I feel this is a very unfair policy that could seriously effect the education of kindergarten children. I do agree that first grade teachers need extra help but not at the expense of the kindergarten teachers, aides, and children. Right now I have 21 students in my class which is one over the maximum. The other two kindergarten teachers at my school have the maximum number of students and will probably get more students. Our kindergarten enrollment is predicted to stay at these high levels do to consolidation of other schools and our centralized location. It is unrealistic to think that we could serve all our students needs just as well without assistance from our aides. If the policy says we are to be provided an aide for more than 10 students, then how can you then say they may work in another classroom for as much as half of their work day? This seems to be a contradiction. Our school serves many high risk students and we do not have a preschool program. Also we have most of the children that have special needs without any additional help except for our aides. Many of these children will receive services when they are in first grade from reading and math specialists and from special education teachers but rarely are any of these children served in kindergarten. I urge you to give serious consideration to deleting the section of this policy that allows kindergarten aides to be removed from the kindergarten room to work in other grades. Our aides are already out of our rooms to supervise other classrooms from time to time and to perform other tasks that the principal deems necessary. I do not feel that our kindergarten program can withstand further cutbacks in staff without having a negative impact on the children.

Date Received	Individual/Organization	Comment
11/15/96	Desire Guire North Elementary Route 2, Box 320 Elkins, WV 26241	7.4.3.B - I think that adding classroom aides to the first grade rooms (part-time) is wonderful. However, accomplishing this at the expense of the kindergarten students is horribly unjust. In rural areas such as Randolph County, kindergarten students come to school with many varied developmental levels. I have toilet trained children (as a fairly common practice), instructed non-talkers and children who have never been away from home or traveled out of the county. The majority of my 23 students are also severely economically deprived. My job is to have all 23 of my students ready to read and to compute math equations by June. This is nearly impossible with so many varied levels of experiences. In addition, I must teach all school type procedures from rules, name recognition, penmanship, forming lines, general manners, and social skills. Mandating full time kindergarten classes was a great step forward in equalizing children's early education. However, removing the classroom aide for even 50% of the time would greatly reduce the effectiveness of full time classes. My aide instructs with my supervision, remediates with students experiencing difficulty, reteaches daily, evaluates programs in conjunction with myself, provides additional comfort in times of student stress, directs expansion activities, guides computer usage and prepares materials. These are only a few of her many daily responsibilities. These could never be accomplished in 50% of the time. It is not feasible to teach 23 kindergarten students without a classroom aide and still meet the high expectations of SB 300. If first grade is to receive classroom aides, additional staff should be hired -- not reassigned at the expense of the kindergarten students in West Virginia.
11/15/96	Lisa Shanholtz Inwood Primary PO Box 509 Inwood, WV 25428	7.4.3.B - If an aide is required for over 10 students, why are you trying to take away from this kindergarten class. If additional help is needed in grades 1 and 2, then additional workers need to be hired. In our kindergarten classes we work with groups or individuals on a daily basis. This will be taking quality time away from the kindergarten students that need our help. How can these kindergarten students be ready for first grade when you are greatly taking away from their learning time by removing the aide for 50% of their work day. This is something that needs to be looked into again. I am greatly against this policy. I am for the children, so I do not like to see the help that they need taken away from them.

Date Received	Individual/Organization	Comment
11/15/96	Carrol L. Fox HC 61, Box 50 Mabie, WV 26278	7.4.3.B - A kindergarten aide is very much needed for the entire school day. As the law now stands -- any kindergarten teacher with more than 10 students must be provided an aide. To change this would be nearly impossible for a classroom to function properly.
11/15/96 544 11	Kindergarten Parents Nitro Elementary 1921 19th Street Nitro, WV 25143	7.4.3.B - I was shocked to read the question in the State Education Magazine concerning pulling kindergarten aides (possible for as much as 50% of the time) for tutoring other grades! As K teachers at Nitro Elementary, we find this unacceptable. We use our aides as other teachers as well as tutors all day long. During morning hours the aides are totally involved with tutoring and as a second teacher at group time. Often, aides will have to stop afternoon hours, tutoring continues, and the aides help set up for our one-hour choice time. This is an extremely busy hour whereby students work/play in small groups. Many of our art and social skills curriculum is covered at this time. The aides also help to supervise then so that the teachers can do some one-on-one conferencing. The other grades do not have to plan the 8 to 12 centers that we do. I agree that it is critical for children to master skills at an early age. To pull K aides out of their rooms would have a negative impact upon the quality/quantity of skills to be covered. I truly think that to pull aides would cause this county to regress instead of progress.
11/15/96	Mary Nunn WV Department of Education	7.4.1.c - This statement does not seem to belong here, because it is in a different format than 7.4.1.a and b. Suggest it be renumbered as 7.4.4.b.B and inserted on page 32 under heading "Staff Development" (7.4.4.b.). 7.4.2.a.B - Revise as follows: "Ensure that teachers implement their responsibilities within programs of study and/or other instructional areas." Rationale: Special education personnel may be providing instruction in areas, such as behavioral or social skills or functional living skills, that are not considered to be a recognized program of study as defined in the Glossary and proposed Policy 2510 or Policy 2520. 7.4.3.a.C - Revise statement as follows: "Aides are available for <u>students with disabilities</u> as needed to <u>implement individualized education programs (IEPs)</u> and as set forth in the Regulations for the Education of Exceptional Students (Policy 2419)." Rationale: IEPs should describe the services a student needs not specific personnel. 7.4.3.b - To be consistent with 7.4.3.a. reword as follows: "Use community resources, when appropriate, in innovative ways . . ."

Date Received	Individual/Organization	Comment
11/15/96	Deborah Gutshall	7.2.11 - Our days are long enough. Many children now have a 9 hour day before you add work experience and extra curricular. Not only hours, more productive hours are needed. 7.4 - Flexible days? Yes, some may begin early with busses and then some may stay late. This is better than bus duty for students and possibly teachers. After school meetings and volunteering for nonpay activities needs to be kept to a minimum. We are professionals. You cannot keep expecting us to give of our quality time so freely. We are not public servants. Slaves were freed in 1863, but the public's mind set has not.
11/15/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	7.2.4 - Funding must be provided for extended day and extended year learning opportunities. 7.2.8 - Extend timeline for providing work-based learning to Effective Fall of 1999. 7.2.11 - Fifteen minute increase should be made flexible for staff development needed to implement all of the changes required by state board policies.
11/15/96	Wetzel County Schools 333 Foundry Street New Martinsville, WV 26155	7.2.9.d - As stated in this section, extended learning time is an unfunded mandate. It will require additional resources to provide the extended time no matter which strategy is used. This should be either funded or re-written to make it optional, not mandatory. 7.2.11 - As stated earlier, to add minutes to the school day is to take away the opportunity.
11/15/96	Mark C. Fawcett Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Velinda Phillips Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	7.2.8 - Will this require additional staff to coordinate student experiences? 7.2.9 - Who will provide funding for staffing?

Date Received	Individual/Organization	Comment
Section VIII - Program Accountability		
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	8.2.8 - "Any student?" Students with mental retardation will <u>not</u> perform above the 50%ile in reading, math, and language no matter how many "skills improvement programs" they are placed in. They are mentally impaired. Get a grip!
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	8.2.11 - How can you provide electronic portfolios of a student's work if we don't have access to this technology?
11/13/96	Judith B. Schuda 1236 Park Avenue Charleston, WV 25302	8.2.3 - Awarding credit for mastery, while sound in theory, will be impractical and labor-intensive. Please consider the problems involved with implementing this aspect of the policy.
11/13/96	Glen Karlen Randolph County Vo-Tech Route 3, Box 246 Elkins, WV 26241	8.2.6 - Revise the contents of the Certificate of Proficiency to reflect the results expected of schooling including various forms of credentialing and mastery of content. Completion of a program of study needs to be tied to receiving a Certificate of Proficiency. 8.2.8 - State students below 50th percentile are to be placed in skill improvement program. Counties need to have flexibility in the delivery mode for skill improvement sessions. 8.2.7 & 8.2.9 - Same warranty issues addressed earlier. 8.2.10 - a. Change effective date to the year 1998-99. A. Change effective to 1998-99. b. A. Change effective date to 2000-2001. d. B. Change effective date to 2002. 8.3.1 - Needs to reflect working with partnerships and information obtained. 8.3.2 - Change section designation from 8.1.C to 7.2.7.
11/13/96	Dr. Frieda Owen Wood County Schools 1210 13th Street Parkersburg, WV 26101	8.2.7-9 - The warranty, which is not mentioned in SB 300, focuses inappropriate attention on basic skills in the high school curriculum. The warranty is not recognized by business or higher education. Moreover, it is a misuse of norm-referenced testing. If this requirement remains in policy, the required skills improvement programs should be state-funded.

Date Received	Individual/Organization	Comment
11/13/96	Homer Prece WV Vocational Association Mid-Ohio Valley Center 2513 Jackson Avenue Pt. Pleasant, WV 25550	8.2.10 - Plan development and initial implementation should begin in 1998-99. Graduating class should be 2002. This would allow all schools time to comply.
11/13/96	Sharyn Urey 307 Morgantown Street, Apt. 4 Kingwood, WV 26537	8.2.7 & 8.2.11 - Where's the funding? Where's the maximum eight hour day for professionals?
11/13/96	Willia Dambro 116 East King Street Martinsburg, WV 25401	Who will monitor this and how will they be reimbursed, when it takes place outside of school day?
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	8.2.3 - This would be wonderful. 8.2.7 - Again not every 11th grade student is average.
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	I am glad to see the new method of testing! Test, Teach, Test.
11/13/96	Gail Fleshman 609 Pennsylvania Avenue Rainelle, WV 25962	8.2.8 - The implementation of skill improvement programs will necessitate additional staff to teach these classes. Our high schools are already struggling with increasing class size as unfunded mandates require cuts in teachers in other areas. If a student is placed in a skill improvement program and must also pass his required courses, it will create a frustration level that could lead to increased dropout levels. Students who need vocational training electives will be unable to take these classes. This will increase the feelings that school is not where they want to be.

Date Received	Individual/Organization	Comment
11/14/96	Joan Saban New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	What is an electronic portfolio?
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	8.2.4 - What constitutes mastery of instructional goals? 8.2.8 - We have a concern about the level at which proficiency is set. This could result in an increased number of students requiring skills classes and decreasing time available for other classes. 8.2.9 - Will the post-secondary warranty create scheduling problems if students are returned to the graduating school? 8.2.10D - Is the gifted provision containing the term "must" going to lack in curricular offerings? 8.2.11 - The questions the logistics of the electronic portfolio in terms money, technology, and appropriateness for all students.

Date Received	Individual/Organization	Comment
11/14/96	Amos J. Hamrick & Betty L. Hamrick 5234 Big Tyler Road Charleston, WV 25313 William A. Barham 5329 Koontz Drive Cross Lanes, WV 25313 Joyce Gaines Route 3, Box 274-A Hurricane, WV 25526 John Ford 114 Bartlett Avenue Spencer, WV 25276 Rodney K. Elam 1710 Dogwood Drive Sissonville, WV 25320 Judy O'Dell 110 Mathew Avenue Poca, WV 25159 Mary Crosier 1175 Bills Creek Winfield, WV 25213 Brenda J. Lewis 516 Seville Circle Hurricane, WV 25526	Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) Wendell Williams 89 Lake Shore Drive Cross Lanes, WV 25313 William Hamrick 5234 Big Tyler Road Charleston, WV 25313 Eugene G. Anderson Winfield Middle School 3280 Winfield Road Winfield, WV 25213 Virginia Rhodes Route 1, Box 435 Buffalo, WV 25033 Ellen Osborne PO Box 91 Elcanor, WV 25070 Peggy Blair 1003 John Street Culloden, WV 25510 Peggy Basham 5329 Koontz Drive Cross Lanes, WV 25313	(Continued) Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) W. M. Shoffner 3500 Winfield Road Winfield, WV 25213 Greg & Kathy McDilda 206 Sun Valley Estates Scot Depot, WV 25560 David L. McClure 339 Country Roads Poca, WV 25159 Robert Lamb PO Box 7072 Cross Lanes, WV 25313 Charlotte Hager 5303 Koontz Cross Lanes, WV 25313 Jacqueline King Ray King PO Box 40 Winfield, WV 25213 S. D. Smith 328 Birch Street St. Albans, WV 25177	(Continued) Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science

Date Received	Individual/Organization	Comment
11/15/96	(Names Continued) M. W. Denning 3500 Winfield Road Winfield, WV 25213	(Continued) Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	8.2 - What provisions will be in place to prevent county, school, and teacher comparisons based on test score? Will teacher input be sought in considering advancement or will it be based only on test scores? Will social skills be considered in advanced placement?
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	8.2.6 - Needs clarification 8.2.9 - Remove 70th percentile warranty section.

Date Received	Individual/Organization	Comment
11/14/96	Robert L. Dillon, III 807 Greenbrier Avenue Ronceverte, WV 24970	This section needs to be deleted in its entirety. The whole notion of a warranty on a human being is ridiculous. We put warranties on cars and kitchen appliances, not people and certainly not our youth. This, again, labels the student and results in low self esteem which fosters violence, subcultures, and under achievement. I question the constitutionality of this warranty notion. I believe it is a violation of Civil Rights. The information to be placed on a Certificate of Proficiency (8.2.6) is violation of the Privacy of Information Act. Finally, this is not enforceable. As an employer, I would not consider "sending a kid back." Consideration for employment is based upon the applicants ability to communicate during the team interview and whether or not he/she can spell his/her hometown on the application form. The notion that states the school system can <u>totally</u> prepare a student for post secondary education or gainful employment is just not realistic. These are people we are dealing with, not machines. I wonder if Bill Gates came with a warranty or Thomas Jefferson; maybe, Abraham Lincoln? Forget this section! Rewrite!
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	8.2 - Assessment issues have potential implications for students eligible under IDEA and Section 504 of the Rehabilitation Act. The council supports the language that focuses assessment on improving student instruction. We also have concerns, expressed in the 1996 <u>Annual Report</u>, regarding large scale assessment. The modified diploma is an issue for some students not found to be severely disabled, especially if the regular diploma gains meaning beyond a record of attendance.
11/14/96	Fayetteville Middle School LSIC 135 High Street Fayetteville, WV 25840	8.2.8 - If it is determined necessary to place those 8th grade and above students who fall below the 50th percentile in to skills improvement programs, then should not students in the lower grades have this same opportunity. 8.2.11 - Although the electronic portfolio is not available at this time, confidentiality concerns must be addressed with the development of this record keeping format.

Date Received	Individual/Organization	Comment
11/15/96	Mary Nunn WV Department of Education	8.2.5 - Revise as follows: "Modified graduation requirements for a student with disabilities who has been determined by an Individualized Education Program (IEP) Committee to be unable to meet state and county standard graduation requirements are recorded on the student's IEP and the Individualized Student Transition Plan (see Policy 2419)." 8.2.6 - Delete the phrase "along with the diploma." Rationale: Some students with disabilities may not earn a standard diploma but should be provided with some record of their achievements in grades 9-12. 8.2.1.1 - Change "graduates" to "graduate's." "skills, competence, and readiness for ..." 8.3.1.b - Procedures for gathering and processing, delete "a", specific performance data ..."
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	8.2.3/4 - How will this be done? Does the department plan to create such a testing vehicle to ensure uniformity throughout the state? 8.2.6 - The certificate of proficiency is much work for someone. Is this necessary and can't employers contact the school to get such information? Why not hold off on this until the electronic portfolio system is complete? 8.2.7 - The entire warranty process creates a concern. What good is a diploma if it cannot ensure proficiency? What becomes of the student with a diploma and no warranty? Too much emphasis is placed solely on the ability to do well on a standardized test. County school systems with a large employer base or institutions of higher education will have an unfair coverage for someone else's product (student). Who pays these costs and why should it be passed on to other counties. Is the warranty coverage good for employers across state lines in Hagerstown, MD, for example, and where do they get their refresher courses? 8.2.10 - What and who is the "school advisor" that will assist in these transition plans? If you are planning on teachers to do this when do you expect this to get done and what training is provided? 8.2.10.d - While the fifth year survey instrument may be a good idea, in actuality it will be a nightmare. Since this also appears in Policy 2320 as a performance measure schools will assign staff to track down these surveys. Do we really need to such an emphasis on this type of extra paperwork?

Date Received	Individual/Organization	Comment
11/15/96	Penelope Engel Educational Testing Service 1776 Massachusetts Ave., NW Suite 620 Washington, DC 20036	8.2.9 - If a post-secondary institution finds that a warranted high school graduate does not perform at the stated level of proficiency, such graduate may return to the graduating school system to receive additional schooling in the areas lacking. We find the warranty an appealing concept but urge that the determination for the award of such a warranty be based on more than one indicator. We suggest that a review of several indicators and types of evidence of students' performance be required for warranty decisions. Such evidence might include: students' grades, students' writing samples; 11th grade reading, mathematics, and language scores from the Stanford Achievement Test, as suggested in the proposed regulation; and other evidence collected over time and documented in students' electronic portfolios. Such evidence could be weighted according to State Board developed specifications. There is too much risk, given the measurement error associated with tests, of misclassifying students as either "warranted" or "not warranted," when only one measurement indicators is used. If the desired consequence -- that West Virginia employers ultimately seek to hire only "warranted" students from the public education system -- is achieved, determination of warranty awards becomes a high stakes decision in both students' lives and employers' selection policies and should be made with great caution. Studies of the evidence required by the warranty should be conducted to determine their validity in determining students' readiness for postsecondary education in West Virginia public institutions. The College Board and Educational Testing Service suggest the set of reading, mathematics (arithmetic and elementary algebra) and sentence skills scores produced by the Computerized Placement Tests of the Accuplacer program as an additional and very appropriate measure for determining readiness for college in West Virginia. We recommend that such scores be included, along with other types of evidence mentioned above, as an alternative to the single-measure approach now being considered. "PASS," the high school component of the Accuplacer program, offers the same computer-adaptive tests that the colleges use and the placement threshold scores from local colleges are easily entered in to the software. High school sophomores or juniors can thus ascertain well in advance if they will require remedial courses at local postsecondary education institutions. If necessary, they can get the additional help while still in school and are thus motivated to plan for college. We suggest that the WVDOE support a pilot project which would involve specified high school (using PASS) in collaboration with the public postsecondary institutions they feed, using the

Date Received	Individual/Organization	Comment
11/15/96	Penelope Engel Educational Testing Service 1776 Massachusetts Ave., NW Suite 620 Washington, DC 20036	(Continued) (same) Computerized Placement Tests of the Accuplacer program. Data from this pilot, which would follow high school graduates as they progress through their postsecondary education experience, could be used to assist both the State Board of Education and the higher education governing boards in establishing Accuplacer scores which accurately reflect readiness for postsecondary education in the State of West Virginia. These scores could then become official and validated alternative warranty measures.
11/15/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	8.2.6 - Receiving a Certificate of Proficiency must be linked to the completion of a program of study. 8.2.8 - Counties need flexibility in delivering skill improvement sessions. 8.2.10 - Change effective implementation (a.) from 1997-98 to 1998-99. (A) Change effective date from 1997-98 to 1998-99. 8.2.10.b.A. Change effective date from 1999-2000 to 2000-2001. 8.2.10.d.B. Change effective date from 1998-99 to 2002.
11/14/96	Mark C. Fawcett Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Velinda Phillips Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	8.2.4 - What constitutes mastery of instructional goals? 8.2.8 - We have a concern about the level at which proficiency is set. This could result in an increased number of students requiring skills classes and decreasing time available for other classes. 8.2.9 - Will the post-secondary warranty create scheduling problems if students are returned to the graduating school? 8.2.10.D - Is the gifted provision containing the term "must" going to lack in curricular offerings? 8.2.11 - We question the logistics of the electronic portfolio in terms of money, technology, and appropriateness for all students.
11/15/96	Theron Bittle 709 Trails Branch Elkview, WV 25071	8.2.4 - This is unclear and reflects back to "unit" ambiguity. What happened to the gifted program that would take care of students who are "extra progressive?" 8.2.10.a.A - This is too early in a child's life for definite career choice, or "plan." 8.2.10.a.B - Career planning should begin here. Students are really just beginning to understand a career. 8.5 - This probably fringes on violation of privacy. Student information should be secure and confidential.

Date Received	Individual/Organization	Comment
Section IX - Optional Delivery Systems		
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	9.3.1 - Who will supervise the building during this extended period? This whole section could lead to long school days for administrators or other custodial staff.
11/13/96	W. M. Shoffner 3500 Winfield Road Winfield, WV 25213	Allow to be integrated or separate course.
11/13/96	Willa Dambro 116 East King Street Martinsburg, WV 25401	How will this take place, who will be responsible, what funding will cover re-educating all the dysfunctional adults?
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	9.3.2 - County boards of education should provide summer school for all students who want or need to attend. Elementary schools should not be excluded. 9.3.5 - All counties should provide a setting for elementary schools.
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	9.1 - I like the idea of community linkages and partnerships for some students. 9.2.1 - Great!
11/14/96	Glenda Follett PO Box 328 Reader, WV 26167	9.3.1 a - Good idea! Year Round School
11/14/96	Linda Fonner New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	9.3.5 - This section makes sure disruptive students are in a setting conducive for this learning. What about if their behavior puts well-behaved students in a setting not conducive to learning?

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11/14/96	Amos J. Hamrick & Betty L. Hamrick 5234 Big Tyler Road Charleston, WV 25313 William A. Barham 5329 Koontz Drive Cross Lanes, WV 25313 Joyce Gaines Route 3, Box 274-A Hurricane, WV 25526 John Ford 114 Bartlett Avenue Spencer, WV 25276 Rodney K. Elam 1710 Dogwood Drive Sissonville, WV 25320 Judy O'Dell 110 Matthew Avenue Poca, WV 25159\ Mary Crosier 1175 Bills Creek Winfield, WV 25213 Brenda J. Lewis 516 Seville Circle Hurricane, WV 25526	Allow to be integrated or separate course.

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) Wendell Williams 89 Lake Shore Drive Cross Lanes, WV 25313 William Hamrick 5234 Big Tyler Road Charleston, WV 25313 Eugene G. Anderson Winfield Middle School 3280 Winfield Road Winfield, WV 25213 Virginia Rhodes Route 1, Box 435 Buffalo, WV 25033 Ellen Osborne PO Box 91 Elcanor, WV 25070 Peggy Blair 1003 John Street Culloden, WV 25510 Peggy Basham 5329 Koontz Drive Cross Lanes, WV 25313	Allow to be integrated or separate course.

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) Jack Mossburg 910 9th Avenue Parkersburg, WV 26101 John Bird 230 Bird Court So, Charleston, WV 25303 Franklin Howerton 501 Twin Towers East Huntington, WV 25701 Frank Beurer 126 Scenic Drive Scott Depot, WV 25560 John W. Lenew 379 E South Street Jackson, OH 45640	Allow to be integrated or separate course.
11/14/96	Jennifer Bates Short Line School PO Box 328 Reader, WV 26167	9.3.1.a - Good idea (year round school) Lets do it!
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	9.3.1 - Will teachers be compensated for exceeding an 8 hour day? Will funds be provided to replace materials that are used and equipment that is worn-out prematurely? We are seeing this happen in our computer lab where adult classes are being taught at night. Will the buildings be adequately heated and cooled for use in evenings, weekends, and summers?

Date Received	Individual/Organization	Comment
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	9.3.1 - Funding required 9.3.2 9.3.3
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus F. Peyton Drive So. Charleston, WV 25303	9.3.4 - This responsibility has been inappropriately placed in special education for some time. This is a positive move.
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	9.3.6 - The Association commends the recommended use of schools as service centers.
11/15/96	Mary Nunn WV Department of Education	9.3.4.c.B - Add language to statement as follows: "Home/hospital instruction . . . (IEP) and the regular school programs of study in which that student participates." Rationale: The IEP may only address a portion of a student's instructional program; therefore, it is important that the student also receive home/hospital instruction in the regular programs of study also.
11/15/96	Theron Bittle 709 Trails Branch Elkview, WV 25071	9.3.1.a - There should be no need for this. At worst, it should remain an option. Do not force it upon counties/schools. 9.3.3.a - I agree -- communities need this. 9.3.6 - Schools should not be used as service centers. The focus should be on public education, not baby sitting or nursing.

Date Received	Individual/Organization	Comment
Additional Comments		
11/13/96	Judy Fisher PO Box 326 Ripley, WV 25271	Teachers are being penalized for lack of parental and student involvement. Most professionals are treated as such and not required to put in nearly as much time after working hours. The greater amount of time spent on "paperwork"/accountability, the less time left for instruction. Good teachers are leaving!
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	This whole policy seems geared toward turning out factory workers rather than educating a whole child who is given enough experience and guidance to become a happy citizen through self-exploration, student responsibility, and self-confidence.
11/13/96	Richard Kendall 118 Dodd Drive Spencer, WV 25276	Would we no longer be excused to take a class to hear a performance by the WV Youth Symphony, compete in Regional Band Festivals, etc.?
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	Policy 2510 has some excellent recommendations for change and implementation. However, I feel that you will be eliminating valuable learning if you do away with co-curricular activities. I also believe these opportunities for extended learnings could lead to some staff members having increased days and extra supervision responsibilities.
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	Teachers are being punished. We are professionals. No other professionals are expected to give so much of their free time. Parents as well as students should be held accountable for the education of the children in this state. As a tax paying person I object to Policy 2510. I have children in the public school system and I feel all educational programs should take place at school during the normal school time. One child is in band and very much enjoys the educational activities.
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	Teachers are being penalized by Policy 2510. The wording is not in lay terms for the general public's understanding. As a retiring teacher: God help the new teachers!
11/13/96	Melissa Pugh 104 King Drive Evans, WV 25241	As a teacher who has taught both literature and writing classes, it is my concern that these <u>not</u> be addressed in the same class period. The content is too great to be fairly treated except as separate courses.

Date Received	Individual/Organization	Comment
11/13/96	Judith B. Schuda 1236 Park Avenue Charleston, WV 25302	Chart IV-A - AP tests are expensive. If students must take the test to get credit, you foist an enormous bill onto the local schools. Between this provision and the only allowing college credit for high school courses, you are dooming the Advanced Placement programs in West Virginia.
11/13/96	Phyllane Johnson Route 2, Box 131 Ravenswood, WV 26164	These policies were developed without an indepth look at today's classroom.
11/13/96	Rebecca A. Gilkeson 318 Ohio Avenue Rainelle, WV 25962	We now have a part-time (2 days a week) counselor. We need someone every day. Who is going to pay for the foreign language teachers in grades 7 & 8? The fee for the AP test is ludicrous. You are charging a kid to be taught. They'll reject the AP classes.
11/13/96	Amy Cibik 1216 Wren Drive New Martinsville, WV 26155	As a kindergarten teacher, I can say that every year the students I teach need more and more individual help. Let's not take their aide away! We have to look out for the "average" and "above average" child and without our aides our time will be spent on at-risk-behavior problems.
11/13/96	Judy L. Malcolm 2730 Forrestal Avenue St. Albans, WV 25177	According to the final line of the impact statement, you want to help them be responsible as adult roles, as family members, community members, etc. It is not logical to then eliminate family and consumer science courses like STEPS, Adult Roles and Parenting as electives!
11/13/96	Pat Conaway Sylvester Elementary PO Box 610 Sylvester, WV 25193	It appears to me that in order for the mandates in 2510 to be effectively implemented, the legislature is going to have to appropriate large amounts of additional monies.
11/13/96	Darla K. Edgell Washington District Elementary Route 7, Box 234 Buckhannon, WV 26201	With the geographical layout of our county and the organization of our bus transportation system, all of the schools would need to add the 15 more minutes. The students do not need the additional minutes. Teachers need to use the time they have more wisely.
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	Parenting classes need to be a "required" course in high school. Many of the schools problems are because of poor parenting skills.

Date Received	Individual/Organization	Comment
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	I agree with many facets of Policy 2510. However, I feel that reading, language arts (i.e. communication skills and math) should be of primary importance today; for a strong future.

Date Received	Individual/Organization	Comment
11/13/96	Dale Slack 5309 Doc Bailey Road Cross Lanes, WV 25313	I am a Technology Education teacher at Winfield Middle School. I have a degree in Industrial Arts from Fairmont State College. Over the past ten years, I have transformed an old woodworking shop into a Technology Education Lab. This lab is state of the art and is preparing our students for the 21st Century. My first question is who wrote Policy 2510 and does anyone out of that panel know what Technology means? I will proceed to tell you: Technology is the application of knowledge, creativity and resources to solve real world problems and extend human capabilities. This leads me into my next question. What is Technology Education? Technology Education's main focus is teaching students a process that will enable them to understand and apply technology to solve problems. The components of Technology Education are as follows: students will integrate math, science, social studies, and language; construct and apply their own knowledge; "Design under Constraints;" analyze social, environmental and economic impacts; use multiple resources. As you can see, this new focus of the old Industrial Arts to Technology Education is preparing our students for the 21st Century. To make you aware of how many labs that are in place in the State, 16 and another 10 have been approved. The programs these have been installed into are all Industrial Arts Labs because of the technical background these teachers have to help setup and run these labs. Does the panel have any idea of this? What will be done with these labs if you cut these programs on the middle level and junior high level? Also, being a parent of a future student in Kanawha County, I have problems with cutting this class and introducing a foreign language. Being an educator, I can tell you that for a lot of our students, the English language is enough of a foreign language. Please rethink what you are trying to accomplish for our students. Don't make it look good on paper. You are dealing with <u>our</u> children. I would like to refer you to the technology plan for the State of WV. The vision they have on page 8 reads as follows: Students of all ages and citizens as lifelong learners will have the necessary skills and access to technology tools to take responsibility for their own learning, to be actively involved in critical thinking and problem solving, to collaborate and cooperate, and to develop as productive West Virginia citizens in a worldwide economy. I invite you to come to Winfield Middle School and see the Technology Education Lab. I am sure you will see this vision a true reality. Thank you and please come see the students at work.

Date Received	Individual/Organization	Comment
11/14/96	Yolanda Skeens PO Box 143 Ashford, WV 25009	I feel too much emphasis is being placed on reteaching. In some instances reteaching may be all that is achieved in a class lesson. If this is the case very little content curriculum may be taught due to the large amount of reteaching being taught.
11/14/96	Kathleen Burke 5 Birch Tree Lane Charleston, WV 25314	Who will teach social studies, science, art, music, etc. while we are reteaching or extending instructional time? This policy is not realistic and should be rethought and rewritten putting students as the center of education rather than career awareness.
11/14/96	Marian Treadway Shady Spring High PO Box 2001 Shady Spring, WV 25918	The impact statement discusses the importance of students making a "successful transition into responsible adult roles as family members, community members, and valued employees." The Adult Roles and Functions courses teaches job seeking and keeping skills, team development, critical thinking, etc., in addition to coping skills for the family member/wage-earner dual role. This course has been scratched in 2320.
11/14/96	Barbara Smith Poca Elementary PO Box 647 Poca, WV 25159	As a Putnam County music specialist, I would like to know how you plan to include music and the arts in your push toward the use of technology in the classroom! As it states in Policy 2510, all curriculum areas are to be provided staff development, equitable access and technology integrated into their lesson plans. So far we have been politely excluded while large sums of money have been funneled into all other areas. This is not equitable treatment.
11/14/96	Joyce Hoffman Franklin Elementary HC 74, Box 10-A Sugar Grove, WV 26815	Please allow me the professional courtesy that my Masters degree +45 and 20 years of experience deserve and let me plan my own day based on the needs of my students.
11/14/96	James Stealey 1812 Washington Avenue Parkersburg, WV 26101	Please pay close attention to what the teachers are saying about this proposal. It seems to me they are in the best position to make judgements about these policies. If they cannot make these judgements, then they should not be teaching in the first place.
11/14/96	Carolyn McVicker PO Box 277 Reedsville, WV 26547	Adult Roles and Functions and Parenting Education may be the only courses offered in our schools today which address critical issues facing our culture today. Dysfunctional families, work attitudes, child/people abuse, ethics, volunteerism, environmentalism, consumerism, voluntary simplicity, include them..

Date Received	Individual/Organization	Comment
11/14/96	Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070	We the Faculty Senate are concerned that not enough safeguards are in place to insure that areas which are now working well will remain in place. Too much emphases on test scores, technology, and less emphases on all subjects in the curriculum have us concerned. Students need a well rounded education in all areas of students who would do very well in the other subjects. The interest in science will often improve reading skills. Art and music can create an interest in school. Also, how can we achieve a 75% passage of the President's Fitness program if we de-emphasize physical education. Students, even in the k-2 grades, need to be exposed to various and interesting areas. We need to make school as appealing as possible to the most students. We are also very concerned about the amount of committees on which professionals will be expected to participate. There seems to be more than may be needed. Time spent working on committees is taken away from less planning and teaching. If the plans are developed after school then special funding will be needed. More consideration needs to be given to the effectiveness and need for so many special committees.
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	This policy is extremely lacking in specifics and requires many new programs that require funding. The lack of resources sets this policy up for a difficult, if not, impossible task of successful implementation.
11/14/96	Leah Offutt Pleasant Hill School HC 68, Box 2 Grantsville, WV 26147	I do not think the school day should be extended. I do not think aides should perform specialized health care procedures. I think students at K-4 level should be required to have a set amount of time in art and music and all students should have access to library facilities staffed with a library/media professional.
11/14/96	Jim Morgan Pleasant Hill School HC 68, Box 2 Grantsville, WV 26147	This policy has some very good qualities. However, please check over this. This policy covers too many things which have not been thought out. Some things look great on paper but are not practical.
11/14/96	Joyce Chapman Winchester Avenue School 650 Winchester Avenue Martinsburg, WV 25401	Requirements should exist in K-12 for art, music, and PE. Reteaching can be conducted at other times during the school day. A focus on every child becoming a "reader" by the end of 1st grade should be the primary goal of any change to insure quality education for the child's future.

Date Received	Individual/Organization	Comment
11/14/96	Stan Traylor RESA VI 30 G.C. & P. Road Wheeling, WV 26003	Please note that law enforcement training was omitted on chart 5 under the Public Service Training Programs. Please add law enforcement training under Public Service Training, page 20, Chart 5.
11/14/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	Holding students more accountable in basic skills in the primary grades and stressing the link between careers and education is most appropriate. I feel most students will benefit from this process. Most of 2510 is something that can be accomplished by timelines need to be adjusted to allow for staff development and planning before implementation.
11/15/96	Wetzel County Schools 333 Foundry Street New Martinsville, WV 26155	To state that there will be no cost associated with the change of this policy is just not true. Additional programs such as reteaching and extra time after school or in the summer are costly. Also, alternative learning programs are costly to keep a very few students in school. In order to be held accountable, additional funding must be provided to implement and expand programs.

ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

POLICY 2510 COMMENT LOG

November 15, 1996

ACTION **TYPE**

N = No Response - = Negative

NA = Not Accepted + = Positive

A = Accepted 0 = Neutral

Section I - General

Date Received	Individual/Organization	Comment
11/15/96	Charles L. Harrison 45 Plum Tree Lane Huntington, WV 25701	I attended the public hearing held at Cabell Midland High School concerning the policies that will be followed in implementing the provisions of SB 300. Some of the concerns that were raised were legitimate, but most were frivolous and had nothing to do with the issues that were discussed. I have worked in education for over 30 years and can say without contradiction that public education is in crisis and we must act, and act now if we are to preserve our democracy and economy. No longer can we graduate students after 12 years of baby sitting which has prepared them for a life of unemployment or underemployment, to be takers instead of contributors, as the gap between the haves and have not's gets wider and wider. After much contemplation I am convinced that education does not have the fortitude to make the hard choices that will result in meaningful change. Remember the SCANS report came from the Department of Labor not the Department of Education. If we continue to just nibble around the edges we will never reach the mark and five years from now we will be right where we are today. Our education system is producing a product which is seriously flawed, a product that is not prepared for either employment or further training. A shocking statistic from my own county is that over 50% of the students who were graduated from our high schools and entered Marshall University has to be remediated in Math and/or English. In surveying local employers we find that the people who are leaving our schools and attempting to enter the work force are just as lacking in needed skills.

Date Received	Individual/Organization	Comment
11/15/96	Charles L. Harrison 45 Plum Tree Lane Huntington, WV 25701	We can not continue to tinker we must refurbish the complete system. Once gets the feeling that many of the people who spoke were very misinformed about the intent of SB 300 or, very uncomfortable with the prospect of having to take responsibility for their lack of success in the classroom. We can not afford to wait until everything is perfect before we start to move. I urge you to stay the course. We must do what our boss, the public, demands, but more importantly, what is right for our students and the future of our country.
11/15/96	Bridgeview Elementary Center Staff 5100 Ohio Avenue So. Charleston, WV	We are extremely concerned about Section 126-5-14, revision of Policy 2510. Your Executive Summary calls for increasing emphasis on the required basic skills in grades K-4 (14.1.1), increasing instructional time (14.1.2), and requiring reteaching for students not attaining mastery of instructional goals and objectives (14.1.9) as well as other revisions. It is unclear if these requirements will be properly implemented, staffed or funded. These proposed revisions simply do not appear feasible without adequate compensation for additional time and/or additional staffing.
11/15/96	Derby Hammond Title I Reading Specialist Jefferson County Schools	The many policies reflect the need for our education system to support growth and development of individuals in order for them to meet the needs of our ever-changing world and work force. It seems as though these policies will enable the school systems to create and work within the parameters of the students' needs and continue to support and nurture students towards meeting their individual goals . . . whether it be post-secondary education, specialized training in a particular career, or a warranted high school diploma. It concerns me though that the philosophy of the policies states that students should not have time as a constant, but should be able to grow and develop in the time that is needed for them individually, yet, in most of the policies there is a direct conflict of this philosophy. I hope that the board will consider this point carefully, and stick to their original beliefs and allow the wording to support this. Also, as an educator, I believe strongly that the implementation of these policies is critical, but, in order to be effective and confident through the transition period, I feel that the time lines stated in many of the policies needs to be extended to the school year 1998-1999. If we hurry on the implementation, we will lose key ingredient . . . effectiveness. If the board truly believes in these policies, then they need to allow the counties time to learn the policies so that the implementation is understood. It sort of goes along with an old educational saying . . . "We can talk the talk, but, we need to walk the talk also!" It takes time to read through the policies and relate them to programs already in place, thus to plan strategically where the next step must be and how to take that step effectively.

Date Received	Individual/Organization	Comment
11/15/96	C. W. "Butch" Powell Nicholas County High School Summersville, WV 26651 Judy D. Staats Music Rep. Nicholas County John R. Staats Nicholas County High School Summersville, WV 26651	SEE INDIVIDUAL COMMENTS ATTACHED TO BACK OF LOG.
11/15/96	Bobbi Nicholson, Ph.D. Associate Professor, Humanities WV Graduate College 100 Angus E. Peyton Drive South Charleston, WV 25303	SEE INDIVIDUAL COMMENT ATTACHED TO BACK OF LOG.
Section II - Purpose		
11/15/96	Faculty Senate Chair Bridge Elementary 5120 Elk River Road, North Elkview, WV 25071	Lofly goals but is it realistic to say all students entering first grade will be ready for first grade. It hasn't happened yet.
11/15/96	Elizabeth Beale, William D. Aberegg, Nettie Jo Herrick, Lavena Jane Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	Mandated by the state policy that the county provide necessary resources. Who will provide funding?

Date Received	Individual/Organization	Comment
11/15/96	Dr. Victoria Ferous WVU/WVAEA Box 611, CCA, ART, WVU Morgantown, WV 26506-6111	2.2. - Basic skills listed are not inclusive. To fully educate students all programs of study need to be addressed in a quality manner. The National Standards and the Goals 2000 Education Act include the arts as basic. WV endorses those standards and should therefore also state the arts as basic and provide staff development for all teachers and administrators as necessary.
11/15/96	Donna Gault 1808 33rd Street Parkersburg, WV 26104	Since teens have many decisions to make, including whether to become teen parents, they need courses that will instruct them to make decisions wisely. Adult Roles, Steps, and Parenting classes include decision making, critical thinking, communication, and leadership skills in their curriculum. Therefore, these classes should not be eliminated from our list of required courses to offer teens.
11/15/96	Nancy Culp 700 29th Street Vienna, WV 26105	With teen pregnancy in WV on the rise, I am concerned that STEPS, Adult Roles, and Parenting were removed as required electives. There three disciplines teach responsibilities, leadership skills, communication, decision making, critical thinking and major career units with each discipline.
Section III - Scope		
11/15/96	Terry A. Sauvageot 312 Oak Tree Lane So. Charleston, WV 25309	There are wonderful goals. However, I hope that everyone realizes the reality that many are near impossible to achieve.
11/15/96	Elizabeth Beale, William D. Abernethy, Nettie Jo Herrick, Lavena Jane Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	3.1.1.D. - How does policy arrive at the figure ninety percent of ninth graders will graduate? 3.1.1.E. - How does policy arrive at the figure number of high school graduates entering post-secondary education will increase by 50%. 3.1.1.F. - How do we measure this goal? Is it necessary?
11/15/96	Dr. Victoria Ferous WVU/WVAEA Box 611, CCA, ART, WVU Morgantown, WV 26506-6111	3.1. - One third of all jobs in the U.S. today are related to the arts. To provide equal educational opportunities for all necessitates a stronger commitment to all programs of study with certified teachers in those areas. 3.3. - Terminology "creative arts" - consistency is needed between documents and program of study, instructional goals and objectives.

Date Received	Individual/Organization	Comment
11/15/96	Boone County Brd. of Educ. Dr. Richard Adkins, Exec. Dir. Of Curriculum Tech. Staff 69 Avenue B Madison, WV 25130	3.1.1.A. - How will it be assessed if a student is ready for first grade? Who will be responsible if a student is not ready to enter first grade? 3.1.1.C. - The lowest quantile improving by fifty percent is unrealistic.
Section IV - General Responsibilities		
11/15/96	Dr. Victoria Ferous WVU/WVVAEA Box 611, CCA, ART, WVU Morgantown, WV 26506-6111	4.1.1.i. - Good Improvement 4.2.6. - In all programs of study for all teachers and administrators? I know the intent is there but I rarely see it in reality. 4.4. - Make sure all related higher education personnel are aware of this some how.
Section V - Glossary		
11/15/96	Dr. Victoria Ferous WVU/WVVAEA Box 611, CCA, ART, WVU Morgantown, WV 26506-6111	5.2. - All programs includes the arts. 5.5. - Programs of study in music, visual art, dance and theatre. Keep terminology consistent with programs of study. There is no performing arts program of study. 5.14. - Arts are listed as core in all national publications and should be part of the core in WV as well - especially since the WV arts are mandated not voluntary. 5.49. - With today's work skills and technology students need to be able to communicate orally, in writing, visually, orally, and kineshetically.
11/15/96	Cheryl H. Ornick 109 Wilson Avenue Morgantown, WV 26505	5.12. - Agree, but include a definition for extracurricular. 5.22. - Some of the co-curricular activities should be done during the instructional day. Future Homemakers of America can teach valuable skills to students, in the context of a youth organization and reinforce many basic skills.
11/15/96	Lorna Frye P. O. Box 91 Shenandoah Junction, WV 25442	5.12. - Agree, but include a definition for extracurricular. 5.22. - Some/many of the co-curricular activities should be done during the instructional day. Future Homemakers of America can teach valuable skills to students, in the context of a youth organizational reinforces many basic skills.
11/15/96	Carolyn McBee Route 8, Box 200H Morgantown, WV 26505	5.12. - Need definition for extracurricular. 5.22. - Many co-curricular activities need to be held during the instructional day and in all honesty, instructional themselves!

Date Received	Individual/Organization	Comment
11/15/96	Lee Ann Williams RR#2 - Box 315A Triadelphia, WV 26059	5.12 - Co-curricular activity need to define and include FHA and HERO and FHA and VICA, etc. as activity that develop leadership, responsibility, etc. Should be a part of the school day. 5.17 - Developmental Guidance - Why reinvent the wheel? Family and Consumer Science already teach these skills.
11/15/96	Barbara A. Ball Doddridge County Middle School 509 E. Myles Avenue Pennsboro, WV 26415	5.17.5.49, 5.33 - I teach these concepts in Life Skills for grades 5-8. I have a problem with the fact that you have neglected to include Family and Consumer Science in your policy. I teach skills involving personal finances, grooming, food science, textiles, advertising, decision making and leadership skills. Within each of these areas I involve the core subjects of Reading, Health, Math and Science within my discipline.
11/15/96	Carolyn S. Keaton Summers County High School HC 41, Box 11A Hinton, WV 25951	5.2 - Parenting and STEPS are taught by Family and Consumer Education. Teen issues are very important to deal to learn how to cope with life problems, using problem solving, critical thinking, analyze and evaluate materials. 5.4 - In each class, careers are taught. Work habits, interview skills and looking at career are taught in family and consumer science classes. 5.12 - Parenting class can work with special education students. 5.22 - Students do many co-op projects together in class.
11/15/96	Mrs. Fonda Whanger Hawley Consumer Sciences Teacher Mannington Middle Mannington, WV 26582	5.17.5.33, 5.49 - Since 1980, my family and consumer science curriculum has been teaching the developmental, age appropriate skills. My goal is to give my students Basic Attitudes, Skills, and Experiences (BASE) for career choices and job entry level skills/abilities. I teach developmental guidance, career development, workplace skills at an exploratory middle school to 7th and 8th graders per semester.
11/15/96	Susan Ann Alasky RR1, Box 315 Farmington, WV 26571	5.17 - Family and Consumer Science teachers have always taught Developmental Guidance/Career Development. It is part of our curriculum.
11/15/96	Donna Suplita Marion County Route 2, Box 284 Fairmont, WV 26554	5.17 - Family and Consumer Science teachers teach Developmental Guidance/Career Development in all classes. We place emphasis on self-understanding, self-concept, interpersonal relationships, decision making, career awareness and exploration and career choices. This has always been an important part of our curriculum.

Date Received	Individual/Organization	Comment
11/15/96	Anne Lorentz Murphy Calhoun County High School Grantville, WV 26147	5.10 - We have been trained in this area already. 5.12. - Needs definitions defined. 5.22. - Some activities must be created during class to enhance community service, leadership skills, etc.
11/15/96	Lisa Maple Woodrow Wilson 410 Stanaford Road Beckley, WV 25801	5.2. - FACS teachers are addressing these needs. 5.22. - FHA activities are important to student growth and should be implemented during classroom - This club encourages leadership and communication skills. 5.33, 5.49. - This is FACS curriculum - We've been teaching this for a long time.
11/15/96	Judy H. Kessel Woodrow Wilson 518 Orchard Avenue Beckley, WV 25801	5.22, 5.17. - FHA has always been an integral part of our curriculum. Our students will lose vital leadership skills along with decision making processes. 5.2., 5.33. - This is FACS curriculum that we have been teaching for years. Our BASE curriculum covers intellectual, physical, social/emotional, and career exploration needs of students.
11/15/96	Karol Jean Bradshaw Rt. 1, Box 167 Ridgeley, WV 26753	5.3., 5.22, 5.17, 5.49., 5.33 - These are all terms that are being taught in Family and Consumer Science Courses.
11/15/96	Suzanne Floyd 1235 College Park Fairmont, WV 26554	5.17, 5.33, 5.49 - Since 1985 my Family and Consumer Sciences Classes has taught these skills. Lifeskills, relationships, communication, decision making, personal development, management and workplace skills are all part of my curriculum now.
11/15/96	Sarah Dixon 1870 Crossroads Kenova, WV 25530	5.12. - Agree, but include a definition for extra-curricular. 5.22. - Some of the co-curricular activities should be done during the instructional day. Future Homemakers of America can teach valuable skills to students, in the context of a youth organizational reinforces many basic skills. 5.49. - I teach these in STEPS and ARF classes so keep FAC.
11/15/96	Lillian Milkiff Tolisia High #1 Rebel Drive Fort Gay, WV 25514	5.12. - Agree, but include a definition for extra-curricular. 5.22. - Some of the co-curricular activities must be accomplished during the instructional day. Future Homemakers of America, a co-curricular organization, teaches many skills and problem solving techniques in content curriculum, but the organization FHA allows time to use practice and a learned skill as a result. 5.49. - These skills were being taught in STEPS and Adult Roles classes

Date Received	Individual/Organization	Comment
11/15/96	Alice Wise Rt. 1, Box 190C Elkins, WV 26241	5.2, 5.17, 5.33, 5.49. - I already teach these areas identified in Adult Roles, Parenting, STEPS, and Child Development.
11/15/96	Rosemary Markley P. O. Box 412 Mill Creek, WV 26280	5.2, 5.17, 5.22., 5.33, 5.49. - These objectives need to be taught by a Family and Consumer Science teacher.
11/15/96	Brenda J. Martin Ripley High School Ripley, WV 25271	5.12. - Co-curricular Activities are a very important part of school classwork. It is a very good learning experience to see that classroom knowledge is put to use in other areas of living.
11/15/96	Brenda Smith Preston High School 400 Preston Drive Kingwood, WV 26537	5.22. - Co-curricular activities supplement curriculum in different classes. Such things as leadership skills, public speaking, self-confidence, career exploration, etc. are included in them.
11/15/96 +	Leslie M. Stedwell Musselman High School Route 2, Box 122 Bunker Hill, WV 25413	5.22. - Look around at other states. In PA - North Penn High School they are moving to co-curricular activities because it puts students into work areas and gives greater learning experiences.
11/15/96	Lois Christine Bright 435 Flatwoods Run Road Sutton, WV 26601	With teen pregnancy in WV on the rise, why was STEPS, Adult Roles and Parenting excluded in Policy 2510. These were required electives which teach critical thinking, decision making, careers, problem solving, responsibility and leadership skills.
11/15/96	Georgia Ann Vogan 2509 Charles Town Road Martinsburg, WV 25401	5.2, 5.17, 5.22, 5.49 - These sections are definition of courses such as STEPS, Adult Roles, Parenting and even Child Development. The class teacher decision making skills, developmental expectation, management skills, leadership skills, careers.
11/15/96	Shirley A. Layne 703 Brezement Drive Charleston, WV 25302	5.12, 5.22 - What is definition of extracurricular? Some of these co-curricular activities should be done during instructional time. Valuable skills (management, planning, leadership) are taught and reinforced through the organizations such as FHA.

Date Received	Individual/Organization	Comment
11/15/96	Mary Sue Gartley 102 Rustic Highlands Hurricane, WV 25526	5.12. - Need a clarification for extracurricular. 5.22. - Vocational youth organizations need time to teach valuable skills within the instructional day. Leadership skills are essential.
11/15/96	Judith Pyles 1734 Rolling Hills Circle Charleston, WV 25314	Co-curricular and extracurricular activities - FHA, HERO (local, state, and national levels) will not grow and expand and will not develop leadership skills for these students if these activities are held after school because many students will not be able to attend.
11/15/96	Jane Vickers State Supervisor - FACS 1900 Kanawha Blvd. E Building 6, Room 243 Charleston, WV 25305	5.12. - Strike - closely related - add thoroughly integrated also any type of definition for extracurricular activities is missing. Extracurricular activities are activities that are not related in any manner to classroom curriculum. These two types of activities need to be separated. 5.17. - The Adult Roles, STEPS and BASE courses provide self-understanding, self-concept, interpersonal relationships, decision making, career awareness, career exploration and education/career choices. These courses are valuable to each student yet all have been stricken from the policy. I see little similarity between SB 300 and this policy. 5.22. - Strike - co-curricular activities - add co-curricular time - time allocated for students during the instructional day.
11/15/96	Jenny Jones One Valley Avenue Richmond High School Richmond, WV	5.12. - Definition unclear 5.22. - Unclear - No definition given for extracurricular. FBLA now is considered part of the business curriculum. It encourages students to take business classes, it exposes them to the business world, and provides them with many learning opportunities. Student organizations, through field trips and competitions, have helped many students gain self-confidence and raise their self-esteem. We provide a much needed activity for students who might otherwise be involved in something less desirable.
11/15/96	Lorna Frye P. O. Box 91 Shenandoah Junction, WV 25442	5.12. - Agree, but include a definition for extracurricular. 5.22. - Some/many of the co-curricular activities should be done during the instructional day. Future Homemakers of America can teach valuable skills to students, in the context of a youth organizational reinforces many basic skills.

Date Received	Individual/Organization	Comment
11/15/96	Future Business Leaders of America 219 5th W. Street Williamstown, WV 26187	5.12. - Definition unclear 5.22. - Unclear - No definition given for extracurricular. - All definitions need to be clear and concise! - Does this include clubs, band, sports, etc. What will be affected and how? - It is the educational activities not in a textbook which lets students experience activities. - WV is a rural area - how can you expect students to stay after school when they must ride a bus home? Some students ride a bus for over an hour to get to school. - Against proposed policy! - Co-curricular should not be grouped with extracurricular. - Disagree with taking FBLA out of the curricular day. THE SAME GENERAL COMMENT WAS RECEIVED BY SEVERAL (SEE NAMES LISTED) Comments from: Jennifer Tinsman, Martinsburg; Terri Brown, Martinsburg; Peggy Ann Talley, Martinsburg; Brenda Banks, Martinsburg; April Gayhart, Martinsburg; Nancy Lantz, Buckhannon; Sharon Bonnett, Rock Cave; Brenda Lloyd, Elkins; Mary K Urso, Fairmont; Debra Conrad, Elkins; Cathy Mudge, Harpers Ferry; J.R. Moreno, Harpers Ferry; Jamie Bargle, Harpers Ferry; Kelly Pond, Harpers Ferry; Angie Hough, Harpers Ferry; Josh Cramer, Harpers Ferry; Stacey Flannery, Harpers Ferry; Jackie B. Iden, Shenandoah Junction; FBLA, Richwood; Becky Brown, Thornton; Amanda Blake, Flemington; Amanda Marks, Simpson; April Harper, Bridgeport; Nakoa Knotts, Grafton; Stacy Marchman; Traci Croose, Flemington; Ed Wayman, Palestine; Ardith Groves, Summersville; Sharon Roberts, Summersville; Valley FBLA, Smithers; Linda Taylor Summersville; Marty Armentrout, Glenville; and Sharyn Wells, Mineral Wells.
11/15/96	Linda Seiran Family and Consumer Science Rt. 1, Box 283 Fairmont, WV 26554	5.17, 5.33., 5.49. - I have been teaching these concepts for 17 years. We use all of the age appropriate skills. My goal has been to ready students for adult learning. It is important to not forget the family in this school to work more.

Date Received	Individual/Organization	Comment
Section VI - Program Definition		
11/13/96	Jessica Hitt Route 2, Box 252 Pt. Pleasant, WV 25550	6.4.6 - Computers should be used to supplement not as a replacement. More computers should be placed in the classrooms. 6.7.2 - Many students will not have the transportation, therefore, will not be able to attend because the lack/clash of schedules.
11/13/96	Denita Dale Ripley Middle School 1321 Sycamore Road, Lot #9 Ravenswood, WV 26164	6.7.2 - This would be a financial burden as well as a hardship on the students. Co-curricular and extracurricular activities will coincide limiting student participation.
11/13/96	Judy Fisher PO Box 326 Ripley, WV 25271	6.4.6 - Computers should not be a replacement for direct teaching, but, as supplementary tool. 6.7 - This makes it impossible for all students to be included in extracurricular activities.
11/13/96	Tammy Spangler Ripley Middle PO Box 77 Evans, WV 25241	6.7.2 - This would be a financial burden as well as a hardship on the students. Co-curricular and extracurricular activities will coincide limiting student participation.
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	6.3.1 - Curricular areas "woven in" as students demonstrate mastery of required skills are sometimes the <u>only</u> areas MMI students can feel successful at. Holding these back will heap frustration upon frustration as they are only allowed to participate in academic areas where they can feel little or no success at peer level.
11/13/96	Richard Kendall 118 Dodd Drive Spencer, WV 25276	6.7 & 6.7.2 - We are concerned that this would cancel all field trips or State/National Competition. Please give more information, see below (comments).

Date Received	Individual/Organization	Comment
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	6.7 - National FFA/HERO has conducted workshops for several years on how to incorporate programs co-curricularly. As a National Consultant, I have seen the results of co-curricular education and it is very exciting. Many of our activities do occur outside of the classroom, but students need classroom time for planning and for learning. The program families first is an excellent example. In class we discussed types of families, how to prove family relationships, and set-up family communication contracts. Students took this information home and developed individual projects that described their families, collages, videos, audios, family trees and crests. They came back into the classroom and gave wonderful presentations on their families. All of these activities were done through cooperative learning and brainstorming. Students learn so much from these types of activities. Taking co-curricular from the regular classroom would be a tragedy. National programs are a teaching tool for teachers to increase student learning. 6.8.2 - There needs to be a section here that deals with time frame and recurrence. We have students who are constantly disruptive, do not complete assignments, and cause major problems in the hallways. Team meetings of ten take several weeks to schedule, incentive systems have lost their meanings for many students, and teachers must deal with these students daily. They prevent other students from learning. Our from learning. Our system is not designed to stop these students only to create paperwork.
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	6.4.6 - Computers should be used to reinforce classroom instruction. Each classroom should have several computers per classroom. This should not be the only educational instruction. 6.7.2 - Many students would not be able to attend after school activities due to location of home, parents work schedules, etc.
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	6.4.6 - Computers should be used in a supplementary capacity only, and not in every class. 6.7.2 - All students will not be able to attend.
11/13/96	Phyllis Matheny Route 2, Box 82-C Ripley, WV 25271	6.7.2 - This would be a financial burden as well as a hardship on the students. Co-curricular and extracurricular activities will coincide limiting student participation.

Date Received	Individual/Organization	Comment
11/13/96	Melissa Pugh 104 King Drive Evans, WV 25241	6.3.4 - This takes the student from the home too early. Stimulation can be provided at home in many cases.
11/13/96	Judith B. Schuda 1236 Park Avenue Charleston, WV 25302	Students take AP courses for many reasons. They should be allowed the option of taking the course without being required to take the test. There are better ways to evaluate AP teachers and AP courses than by penalizing students. 6.4.11 - High school and college courses are often quite different in content. Students who substitute college English courses for 11th and 12th grade English, for example, will be deprived of surveys of American and English literature, important aspects of our American cultural heritage.
11/13/96	Marlane Greenleaf Horace Mann Junior 43rd and MacCorkle Avenue Charleston, WV 25304	6.3.2 & 6.3.3 - Both address opportunities which the vocational electives teach. Why eliminate the electives? 5-8 students lack the maturity to study career exploration as defined in this document.
11/13/96	W. M. Shoffner 3500 Winfield Road Winfield, WV 25213 M. W. Denning 3500 Winfield Road Winfield, WV 25213 Beth Caudill Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	6.3.2 - Include Consumer/Homemaking and Technology Skills. 6.6.7 - All students shall be taught nutritional information in Consumer/Homemaking. Not only what we eat but when and why. 6.7.2 - Schools allowed to bank time for activities on school time.

Date Received	Individual/Organization	Comment
11/13/96	Katherine Snyder Marlinton Elementary School 926 5th Avenue Marlinton, WV 24954	I am questioning the directive to teach science and social studies everyday in the third and fourth grades. Many of the teachers in my school teach science and/or social studies as integrated units. For example, science may be the focus for a three week period with literature, art, writing all centered around that theme. The next go-round may be a social studies theme. Both are studied in depth but not exactly per day. Please reword this directive so that our integrated units can continue.
11/13/96	West Virginia Young Children 929 Stewart Street Morgantown, WV 26505	6.3.1 - Not sound early childhood practice.
11/13/96	Yvonne Lannan Ripley Middle School Route 2 Ripley, WV 25271	6.4.6 - Technology is great if proper equipment is provided in every classroom.
11/13/96	Julian Hatcher 95 Lane Oak Road Cottageville, WV 25239	6.7.2 - Clarify program "day." 6.4.6 - Clarify by giving ex. of technology.
11/13/96	Chris Albrecht New Martinsville School 20 East Benjamin New Martinsville, WV 26155	6.7.2 - Co-curricular activities are a bonus to enhancing the school day. Trips, TSA, choir and band should be part of the days. Co-curricular should be allowed during the regular instructional day.

Date Received	Individual/Organization	Comment
11/13/96	Faculty and Staff Washington District Elementary Route 7, Box 234 Buckhannon, WV 26201	We, the staff of the Washington District Elementary School in Upshur County, appreciate the opportunity to provide our views regarding the proposed changes in West Virginia Board of Education Policy 2510. We fully acknowledge the importance of the English language arts and mathematics as subjects that provide basic knowledge for all children. We acknowledge the importance of these subjects in early childhood education. We further acknowledge the importance of social studies and science as children enter the middle grades. However, we are quite distressed that art, music, and physical education are clearly relegated to position of secondary importance in children's education, since the proposed policy states that, on some days, instruction in these areas may have to give way to reteaching in the above-mentioned subjects. We should like to point out that art, music, and physical education all have their own instructional programs with specific instructional objectives to be met at each grade level. We respectfully suggest that meeting such objectives will be impossible if instruction may not occur on some days to enable reteaching in the other academic areas. In fact, it appears that it may be impossible to establish any degree of continuity of instruction in art, music, and physical education because of the uncertainty of instructional time as implied by the policy. We are distressed that the proposed policy fails to recognize the importance of carefully planned and articulated instruction in art, music, and physical education in the total educational development of children. Research studies indicate, beyond a doubt, that instruction in the arts improves learning in language arts and mathematics. Beyond that, the proposed policy seems to ignore the fact that education exists primarily to promote and improve quality of life for those whom we teach. The West Virginia Board of Education should realize that the arts, more than any other area of the curriculum, develop the portion of the child that enable that child, as an adult, to have a higher quality of life with greater sensibilities for other people and their surroundings. As educators, we must take every possible step to ensure that children receive a thorough grounding in the academic subjects. As educators, we also must never lose sight of our even more basic responsibility to our children--the creation of better human beings. We are confident that, as you re-evaluate the proposal regarding the role of the arts and physical education, you will realize that the proposal is neither workable nor practical.

Date Received	Individual/Organization	Comment
11/13/96	Glen Karlen Randolph County Vo-Tech Route 3, Box 246 Elkins, WV 26241 Pat Mason Mineral County Schools One Baker Place Keyser, WV 26726	6.3.4 - The reference to Pre K-4 needs to be consistent through the policy. Don't eliminate the Pre. 6.4.9 - Clarify that the local systems must require 4 credits less than the total available for graduation. Charts I and II Career awareness needs to be specified as either a separate course or integrated. Is it annually or in grades 7 or 8? Chart III The terminology for the career guidance needs to be specified as: Career Dev.- Awareness (Pre K-4) Career Dev.- Exploration (5-8) Career Dev.- Decision Making (9-10) Career Dev.- Preparation (11-adult) Developmental guidance should be specified separately from career development. Chart III prohibits block scheduling in the middle school by requiring social studies and science on a daily basis. This is not an issue with language arts and math which should be taught daily. Chart IV - Course designations of I, II, III, and IV should be used instead of 9, 10, 11, etc. Foreign language should be required based on the career major rather than for all students. Foreign language needs to be on the non-core electives chart. Offering foreign language at the middle school the middle school level needs to be optional rather than required to be offered. The footnote for work-based experiences should be changed to reflect grades 9-12 instead of just 11-12. Remove all of the *. Courses offered will be those needed and recommended for programs of study and career majors four courses in a career major should be in the same major. Chart IV-A The approved elective lists are too restrictive. Available offerings need to be dictated by the "majors." Remove the * and leave the lists open or provide a procedure to have list added to or modified based on local input. Page 16, Policy 2420 should be included in Policy 2510.

Date Received	Individual/Organization	Comment
11/13/96	Dr. Frieda Owen Wood County Schools 1210 13th Street Parkersburg, WV 26101	Chart IV-A (Core Electives) includes no required electives for English language arts. Although electives are not needed to meet proposed graduation requirements in English, students with an aptitude for language or students who choose language-related majors need English language arts electives. Drama, journalism, and speech should be the minimum electives required to be offered in West Virginia high schools.
11/13/96	Kristi Arrowood 12 Simpson Drive Huntington, WV 25705	Taking the AP exam should not be a condition for receiving credit for AP classes unless the cost of the exam for all students is state-funded. Otherwise, this discriminates against economically disadvantaged students and counties.
11/13/96	Sylvia L. Thompson Cammack Middle School 200 10th Avenue Huntington, WV 25701 Jenine St. Clair Cammack Middle School 200 10th Avenue Huntington, WV 25701	How do you handle the subject of a teacher not being well trained in the arts and therefore not encouraging her students in that field? Not giving them the exposure to many fine things that can change a child's life! 6.3.1 - It is unclear what is meant by "woven" into the schedules as students demonstrate mastery of the required basics. I am not sure what to suggest since I do not know the original intent of the writers of this statement. Certainly I believe that students must achieve skills in English language arts and mathematics, but the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student. Charts I and II - I strongly believe that this statement should be stricken from the document for two reasons. The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. As stated above, non-achievement of goals and objectives in any required program of study is not acceptable. Certain administrators may be tempted to use this statement as a justification for limiting (or essentially eliminating) instruction in programs of study other than English language arts or mathematics. Chart III - Thank you for maintaining this requirement! I suggest that we also maintain the flexibility of the old policy by allowing students who participate in choral or instrumental music to waive the general music requirement.

Date Received	Individual/Organization	Comment
11/13/96	Sylvia L. Thompson Cammack Middle School 200 10th Avenue Huntington, WV 25701 Jenine St. Clair Cammack Middle School 200 10th Avenue Huntington, WV 25701	(Continued) Chart IV - Thank you for requiring one credit in the arts for graduation. None-Core Electives 9-12 - Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies. Also, the chart should indicate that there are four levels of instrumental music (band), instrumental music (strings), and choral music.
11/13/96	Homer Preece WV Vocational Association Mid-Ohio Valley Center 2513 Jackson Avenue Pt. Pleasant, WV 25550	Chart IV - Under foreign languages, for whom does this apply? Example: for all students or just college bound or whom. 6.7.2 - How can co-curricular activities be completed outside of the regular school day? Does not co-curricular need to be completed within the course?
11/13/96	Judy L. Malcolm 2730 Forrestal Avenue St. Albans, WV 25177	6.4.1 - The middle school age requirements should include Life Skills offerings. Foreign language requirement at the middle school level should be replaced with a computer or other technology requirement as it is too early for the foreign language to help with college needs and it is to be required on a level in the 9-12 program of studies. The arts requirement at the 9-12 level should be a personal choice as it is not for everyone! Perhaps it could be arts or applied arts! Chart IV-A - Applied arts should be a core elective. They need F.A.C.S., technology, community service learning, etc. 6.7.2 - Vocational clubs and student activities, meetings, competitions and contests have always been on school time. They teach inter-personal and relationship skills and communication. They should not have to compete with athletics, etc.
11/13/96	Pat Conaway Sylvester Elementary PO Box 610 Sylvester, WV 25193	6.3.1 - The requirement to use teach/reteach each day is a good idea if additional monies are available for teachers aides and resources.

Date Received	Individual/Organization	Comment
11/13/96	Administrative Staff McDowell County Schools 30 Central Avenue Welch, WV 24801	Provisions to allow social studies and science to be integrated on a regular and frequent basis should be provided. Otherwise, these two subjects will be taught in isolation on a daily basis. Is mastery testing to occur at all grade levels in order to test out of a class/subject? Moving to the next grade level should be predicated on more than a mastery of a single set of objectives (i.e., social/emotional maturity). Therefore, delete the sentence "Students demonstrating mastery of instructional grade level objectives in the core programs of study are to be provided the opportunity to advance to the next grade level objectives." What certification is required for career exploration? Alternative scheduling may be prevented with daily requirements. Therefore, allowances for meeting the daily requirements in an alternative way should be provided.
11/13/96	Sharyn Urey 307 Morgantown Street, Apt. 4 Kingwood, WV 26537	6.3.1 - Those subjects need to be part of the every day curriculum not "woven in" when there is time. A base needs to be established on which to build in grades 3-12. Does "may not be able to schedule" those subjects if they require reteaching mean I use my planning period (which I get when my class has music or pe) for this reteaching? 6.7.2 - Co-curricular and extracurricular activities must be allowed to occur during the school day so that all students may participate and benefit.
11/13/96	Margaret Lancaster Short Line Box 328 Reader, WV 26167	6.8.4 - More time needs to be scheduled if this is required.
11/13/96	Willia Dambro 116 East King Street Martinsburg, WV 25401	Does this transfer responsibility for training from school departments to RESAs?
11/13/96	Faculty Senate Coal City Elementary Drawer Y Coal City, WV 25823	6.3.1 - Science, health, social studies, art, music, and physical education -- are they only allowed after students master required basics? Students need all of these to enhance their basic skills. How will these be "woven" into schedule differently than it is now? Are we reducing number of staff -- physical education & music? students (reg. 360 min/day) to go home before they can go home on the bus?

Date Received	Individual/Organization	Comment
11/13/96	Gail Sherman 110 Mordington Avenue Charles Town, WV 25414	6.4.4 & 6.4.10 - Good idea to have county board approve electives. Omit last sentence.
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	6.3.1 - ECE should be very "hands-on." Children are using too many books too soon. Kindergartens, first and second grades need to be developmental. All schools need a transitional grade between kindergarten and first grade. 6.4.8 - Rural communities in WV will find this difficult because of the businesses and industry. Like emphasis K-2 on English, language arts, and mathematics.
11/13/96	Janet Baldwin Sherman Elementary PO Box 369 Comfort, WV 25049	6.3.1 - Curriculum for grades 1-2 and 3-4 needs to be more clearly defined.
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	Due to scheduling in a large school, language arts and math reteach needs to take preference over other courses, if our educational system is to survive as a strong dominant force in today's world of economy.
11/13/96	Gail Fleschman 609 Pennsylvania Avenue Rainelle, WV 25962	6.3.1 - Science, health, and social studies may be woven into the schedule by the teaching of thematic units, however, art, music, and physical education are needed by all students and taught by qualified teachers offering these classes to only those mastering the basic skills deprives others opportunities to receive a quality education.
11/13/96	Dale Slack 5309 Doc Bailey Road Cross Lanes, WV 25313	Chart III - Add (taught each year) and Industrial Technology
11/13/96	Deborah Gutschall PO Box 21 Parsons, WV 26287	There has to be more monies available to hire additional staff to meet these guidelines. Why should high school have calculus taught yearly and another offer every other year because of staff shortages. Plus, until we get better students, our retention rates will increase.

Date Received	Individual/Organization	Comment
11/13/96	Tonya L. Baker Route 2, Box 45 Philippi, WV 26416	6.3.1 - What does "woven into" and "mastery" mean. Does this mean students will only be in the arts classes part of the time? Charts I & II - Teachers may not be able to schedule students on some days for instruction -- if they require reteaching or extended instructional time in English or math. This is not a good statement for it implies administrators and teachers can limit time for instruction in other areas. Chart III - Choral and instrumental music must be offered no later than 6th grade--Thank you for maintaining this requirement, but fifth grade would be better. Chart IV - Thank you for requiring one credit in the arts for graduation.
11/13/96	Mary Ellen A. Chapman Route 1, Box 195 Cox's Mills, WV 26342	6.7.1 - What, how, who implements? Who pays to implement? 6.7.3 - Infringes on confidentiality of discussion and ability of teachers to best meet needs of students. Charts I & II - Teachers should not remove any student from these subjects for the purpose of re-teaching other subjects. (The arts are vital core subjects which address the needs of auditory, visual, and kinesthetic learners.)
11/13/96	Brenda E. Smith PO Box 267 Masonstown, WV 26542	6.7.2 - Co-curricular activities are extensions of classroom and should occur within the school day. Otherwise, many students will be unable to participate. Eliminating these opportunities for youth means that they will miss quality workplace skill-building activities such as team work, interpersonal relations, critical thinking, problem-solving, and leadership.
11/14/96	Glenda Follett PO Box 328 Reader, WV 26167	If a kindergarten requires an aide for over 10 students and the aide can be assigned in 1st and 2nd grade 50% of the time, what about the kindergarten guidelines this other 50% of the time.
11/14/96	Kathleen Burke 5 Birch Tree Lane Charleston, WV 25314	Chart I - Children should never be deprived on physical education. Growing children need exercise. Physical education should be required daily.
11/14/96	Amy White HC 81, Box 7A Peytona, WV 25154	I hope equal education extends to all counties and schools.

Date Received	Individual/Organization	Comment
11/14/96	Amy White HC 81, Box 7A Peylona, WV 25154	Asking for career awareness and the application of technology to be taught in each subject is unrealistic. How extensive is this supposed to be?
11/14/96	Joan Saban New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	What does the 13th year mean? Foreign Language? (High school not 7 and 8 grade.)
11/14/96	Linda Fomner New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	Chart III - I do not feel health needs to be a separate subject in grades 5-6. Integrate it with science. Developmental Guidance - Will more counselors be hired to help successfully implement this? Will more counselors mean teacher cuts?
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	Chart III - Note the need for additional monies to counties by state to provide these offerings to students. These required offerings will add to our personnel needs and thus our costs. Block scheduling in 7-12 prohibits daily instruction of all 4 areas. 6.8.1 - Allow school administrator desigence to take the place of the administrator. Time constraints would not allow administrator of large schools to participate personally in all the SAT requirements (especially in considering requirements of 7.4.1.)
11/14/96	Deborah K. Bradley Huntington High 1 Highlander Way Huntington, WV 25701	6.3.1 - Is very unclear about how art and music will be "woven into" the schedule. Who gets to decide how and when the arts are "woven?" It seems to me that this is very open to interpretation and could be abused very easily. Charts I & II - "Teachers may not be able to schedule students . . . if they require reteaching in English or math" - This should be deleted entirely. Couldn't this be used as a justification for limiting or eliminating any program other than math and English? Chart III - Choral and instrumental music must be offered no later than grade six. Thanks for maintaining this requirement!

Date Received	Individual/Organization	Comment
11/14/96	Mark C. Fawcett Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Velinda Phillips Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Jeanne Fawcett 210 Riverside Drive New Martinsville, WV 26155 Rebecca J. Moore 120 South 1st Avenue Paden City, WV 26159 Darrel Ballard Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Keith Herrick Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	Chart III - What will be eliminated from the 5-8 program to provide for new offerings? How will staffing and funding needs be met for foreign language? Who will teach developmental guidance courses? Chart IV - Which designated career majors will have foreign language requirements? What defines "college bound." 6.7.2 - Will state competitive activities be moved to accommodate this policy?

Date Received	Individual/Organization	Comment
11/15/96	(Names Continued) William D. Aberegg 254 Long Drive New Martinsville, WV 26155 Nettie Jo Herrick 1225 Robin Drive New Martinsville, WV 26155 Lavena J. Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Elizabeth Beale 47 Oriole Drive New Martinsville, WV 26155	Chart III - What will be eliminated from the 5-8 program to provide for new offerings? How will staffing and funding needs be met for foreign language? Who will teach developmental guidance courses? Chart IV - Which designated career majors will have foreign language requirements? What defines "college bound?" 6.7.2 - Will state competitive activities be moved to accommodate this policy?
11/14/96	Marian Treadway Shady Spring High PO Box 2001 Shady Spring, WV 25918	6.7.2 - Some co-curricular activities, such as FHA, should be allowed since they are often extensions of classroom instruction. If expected to do everything after school, many students would not be able to participate.

Date Received	Individual/Organization	Comment
11/14/96	Eileen Miller 714 N. Main Street New Martinsville, WV 26155	According to section 6.7.1, we are to implement co-curricular and extracurricular programs that contribute to the success of students. However, according to 6.7.2, these activities shall occur outside of the instructional day. I find the two rather difficult to reconcile. Given the rural nature of West Virginia and in light of all of the recent school consolidations, if all activities take place outside of the school day, it will be difficult or impossible for a large number of students to participate. Even if there were financial resources allotted to pay overtime to teachers and provide transportation to the activities, one would have to wonder if the students would be inclined to give up any more of their time to participate in or to attend an event. Additionally, our students would suffer culturally. I'm sorry to admit this, but sometimes we have to force the students to participate in activities which are culturally stimulating. Very few would select Shakespeare over MTV. The only time many of our students are exposed to the arts in the form of a symphony, a live play or a concert (other than rock) is through our schools. It's nice to read a play in English class, but seeing a classic brought to life on the stage means even more. If they don't see a play or concert in school, they might never do so. I've had many students tell me that a performance by Theatre WV or even our local HS Thespian Troupe made them realize an enjoyment of drama even though they wouldn't have gone had it not been presented during the school day. Other activities also contribute to a student's education as well. It is nice to believe that they will be self-motivated enough to work only outside the school day, but such a proposal could have only been made by someone who has not spent any time in a real school situation. In our world, students often require "persuasion" to do the right thing.
11/14/96	Joyce Hoffman Franklin Elementary HC 74, Box 10-A Sugat Grove, WV 26815	6.3.1 & 6.5 - Grades 3 and 4 should have the same language as that for grades 1 and 2. Science and social studies should be integrated into the basic skills core --- not taught daily.

Date Received	Individual/Organization	Comment
11/14/96	Kathy D'Antoni WV Department of Education	6.3.1 - The reference to Pre-K-4 needs to be consistent throughout the policy. Don't eliminate the Pre. 6.4.9 - Clarify that the local systems must require four units less than the total available for graduation. This is not clear in the current narrative. Charts I & II - Career awareness needs equal billing with other offerings. Chart IV - Foreign language should be a recommended elective or a requirement of a major NOT as a graduation requirement for college prep students. The philosophy behind Senate Bill 300 and School-to-Work is to raise standards and expectations of ALL students and to prepare these students to further their education at any point in their life. If the WV Department of Education deems that a required foreign language is appropriate for furthering one's education, then it should be a requirement for ALL students not just a select few. This proposed graduation requirement is tracking and reinforces an elitist system. I have conducted more than 300 business interviews from the eastern panhandle to the southern coalfields and not one business person has ever mentioned the need for a foreign language requirement.
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	6.4.6 - Will funds be provided for every classroom to have adequate, modern technology, and the training needed to implement this, or will this be another unfunded mandate? 6.7.1 & 6.7.2 - Students need to develop into well-rounded citizens. To achieve this goal, many things in addition to straight academics have an important role. Some examples are symphonies, plays, educational fairs, guides speakers, museums, and career day. In rural Braxton County the only exposure many students have to these experiences is through field trips and school programs. If they are barred from the educational day and relegated to after school hours, most of our students will never have this part of their education.
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	6.4.1 a & b - Private schools not addressed. Chart I - "Components" typo - components Chart III - Remove "taught daily" state equivalent time. Chart IV - Needs funding for additional requirement. Concerns for requirements of arts. Do not use grade level - use English 1, 2, etc. Chart IVA - Use Science 1 & 2, not grade level. Chart I & II - Delete last paragraph. 6.7 - Delete co-curricular (also 6.7.1)

Date Received	Individual/Organization	Comment
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	The flexibility and intent of this section are commendable. Current personnel rules and regulations are anything but flexible. Unless the flexibility is real the implementation will be inhibited. 6.4.5 - Ongoing adult basic education for all adults and community integration skills must be a part of the program of study for exceptional learners. 6.5.7 - Resources and conditions in the school community impact the variety of options available to support a transition from school to the world of work. Chart I - Staff and funding must be in place in order to meet these requirements. It is time to rethink grouping and reporting practices. Schools will need technical assistance to monitor and evaluate the "shall" component. Chart II - The flexibility of "may" will allow individual schools to be responsible to their students and staff. Chart III - These programs of study are important for all students. Career exploration, developmental guidance are essential components for the success of students identified as exceptional. Staffing must be in place! Chart IV - The relationship of the IEP with graduation requirements is crucial. The continued evolution of this relationship must be closely monitored. The opportunity to "determine" work-based experiences at the local level offers flexibility that will allow individual needs to be met. Chart IV-A - This chart seems to have staffing implications. Can local schools provide other electives. 6.5.1 - The opportunity for local schools to develop curricula is a good move away from perceptions of a "state mandated curriculum."

Date Received	Individual/Organization	Comment
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	(Continued) 6.5.2 - This is a positive reference to the modification of curricula by the IEP. 6.5.3 - Transition must be supported by instruction and training in self determination/ advocacy and by involving students in their educational plans. 6.6 - If county boards of education "must" provide student support services, staffing "must" be a priority legislative focus. 6.6.1 - The council cautions that this sounds like "pie in the sky" that has never received the necessary support. Unless this situation changes, these essential services continue as a vision that is out of reach. Decision makers have never provided the necessary support to make many of those mandated services a reality. People in the field are "for it" but won't be fooled by a new policy. 6.7 - How much "flexibility" will we see from teachers and their organizations when these co/extra curricular activities are outside of the instructional schedule? More overtime? Additional pay? Extended contracts? 6.8 - Student
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	6.8 - Student assistance teams for all students has been a part of council recommendations for some time. The presence of this requirement in general education policy is a positive move.
11/14/96	Cynthia Fike 104 Maple Avenue Morgantown, WV 26505	6.7.2 - Co-curricular activities are extensions of the classroom and should occur within the school day. Otherwise many students will be unable to participate. Eliminating these opportunities for youth means that they will miss quality workplace skill-building activities such as teamwork, interpersonal relationships, critical thinking, problem solving, and leadership development.
11/14/96	Juliana Puckett Rainelle School 701 Kanawha Avenue Rainelle, WV 25962	6.3.1 - Students do not need less time in physical education classes, they need increased time. In my class of 25 third graders at least 1/3 of the students are extremely overweight and have no regular plan of exercise. If you let teachers use their p.e. time to reteach reading or math, the "couch potatoes" will always find a reason to stay out of the p.e. class. A healthy mind needs a healthy body.

Date Received	Individual/Organization	Comment
11/14/96	Nancy Satter Rainelle Elementary 701 Kanawha Avenue Rainelle, WV 25962	Chart IV-A - In regard to the AP classes. I feel it is unfair for a child to be placed in a class, complete the course, and then not receive credit for that course unless they pay to take a test.
11/14/96	Janice Kable Jefferson County Schools PO Box 987 Charles Town, WV 25414 Nancy Kilmon Berkeley County Schools 401 S. Queen Street Martinsburg, WV 25401 Margaret Kursey Valley View Elementary Route 4, Box 269 Martinsburg, WV 25401 Mike Burke Mineral County Schools 1 Baker Place Keyser, WV 26726 Sherry Hetzel Jefferson County Schools PO Box 987 Charles Town, WV 25414	6.4.4 - Good idea to have county board approve electives. 6.4.10 - Delete last sentence. 6.4.1 a-b - a. Does not meet state requirements (other states or private schools) rather than title used. b. Does not meet county requirements rather than title used. Chart I - Spelling of components. Remove last paragraphs on pages 15-16 and on III/IV remove paragraphs related to mastery of objectives. Chart III - Remove <u>taught daily</u> and put equivalent to taught daily at top of chart. Need additional funding for foreign language teachers. Chart IV - Concerns for requirement of arts. Do not use grade level numbers but English 1, 2, etc. Chart IV A - Designate 1, 2, etc, not 11/12 (Science). 6.7 - Strike word co-curricular (also 6.7.1) School technology team duties are assumed by school curriculum team.

Date Received	Individual/Organization	Comment
11/14/96	Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070	6.3.1 - We are concerned about the other areas of curriculum. We want mastery in core subjects but feel the other areas, especially fine arts and PE are also very important to students. What happened to the new "Science Framework?" Where are grades 3-4 in the policy? 6.4.6 - Who will fund the equipment and maintenance? 6.6.3 - Will specialist be hired? Time? 6.8.5 - Who will pay for special training for SAT team members on intervention strategies? Students who demonstrate mastery in a core program are to be provided opportunity to advance to the next grade level objectives. How will this be implemented? How will technology be applied to all subject areas?
11/14/96	Fayetteville Middle School LSIC 135 High Street Fayetteville, WV 25840	Chart III - Requiring core programs of study to be taught daily will eliminate the use of Block Scheduling and Alternating Day Blocking. Requiring foreign language to be taught may create financial hardship for board of education.
11/14/96	Coleen Redden Daniels Elementary Box 785 Beaver, WV 25813	6.3.1 - It is unclear what is meant by "woven into the mastery of the required basics." I am not sure what to suggest since I do not know the original intent of the writers of this statement. Students must achieve skills in English language arts and mathematics, but the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student.

Date Received	Individual/Organization	Comment
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	6.4.9 - Explain further the 24-28 credit for graduation range. Why should some programs require more than others? Is this an equal education? 6.4.1 - How was it determined that teach/reteach is the desired best practice for WV? What assistance/resources will be given to assist with this? Art, music, PE, health should be an important part of the curriculum in developing a well-rounded child. This system has the potential to create a have and have not class of students with the have nots always in remediation while the haves are exposed to many things. Adding program requirements such as foreign language, career majors, career cluster, work-based experiences, etc., without changing the formula force counties to cut other programs. What programs are expendable under this new curriculum? Credit should be given for AP courses without the testing requirement. This is unfair to students who must pay the fee themselves and those under block scheduling who are apprehensive. The staffing requirements of the "required" electives are burdensome and will take from other electives being offered. Social studies and the humanities will suffer as a result. 6.7.2 - Co-curricular activities should be allowed to occur inside the school day.
11/15/96	W. Michael Martin Blue Ridge Elementary Route 4, Box 362 Harpers Ferry, WV 25425	6.7.1 & 6.7.2 - There is no question that extracurricular activities should be held outside of the school, however, co-curricular activities (i.e., field trips, speakers, theatrical presentations) must be allowed during the instructional day.
11/15/96	Arlene Rose Jefferson High School Route 1, Box 83 Shenandoah Junction, WV 25442	Very vague about the place of co-curricular and extracurricular activities. Will field trips, pep rallies, cultural assemblies, etc., be banned? Please clarify. Many of our extra activities keep students in school.

Date Received	Individual/Organization	Comment
11/15/96	Mary Numm WV Department of Education	Chart IV-A - This statement is discriminatory because of the cost involved in taking AP exams. Requiring the exam to earn credit for an AP class could deny high achieving students from poor families from taking challenging AP classes for credit. 6.5.2 - Delete this entire statement. Appropriate modifications and adaptations of instruction for AIB; students are addressed in 7.3.2. and modification of the curricula is addressed in 6.5.3, which will become 6.5.2. 6.6.4 - Revise as follows: "School psychologists assist teachers and other school personnel to use assessment information." Rationale - This highlights special education responsibilities for one population, but is not specifically identified for others, such as counselors or school health nurses. Also, determining eligibility for special education is one aspect of assisting educators to use assessment information. 6.7.2 - Revise as follows: "Extracurricular activities shall occur outside of the instructional day." Rationale - If co-curricular activities, as defined in the Glossary, relate to an complement the academic curricula, it is appropriate for these activities to be scheduled during instructional time.
11/15/96	Thomas C. Bailey Larry Kopleman American Federation of Musicians 1562 Kanawha Boulevard, E. Charleston, WV 25311	6.3.1 - It is unclear what is meant by "woven into the school as students demonstrate mastery of the required basics." Chart III - Choral and instrumental music must be offered no later than grade six. <u>Wrong</u> - Should not be later than grade five. The fifth grade band is very important and should be a part of the program.

Copy of Chart IV-A is attached.

Date Received	Individual/Organization	Comment
11/15/96	Adelaide Rusch Art Representative Monongalia County Schools 3288 University Avenue, #406 Morgantown, WV 26505	6.3.1 - I am not clear as to what is meant by "woven" in this statement. It would be unfortunate if this statement implies that required goals in science, social studies, art, music, and physical education are serendipitous and therefore not truly required goals. Charts I & II - Teachers may not be able to schedule students on some days for instruction in the following programs of study if reteaching or extended instruction time in English language arts or mathematics. The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. Non-Core Electives 9-12 - Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies. Chart IV - Very positive move in requiring one credit in the arts for graduation. With the establishment of that requirement it seems only logical that the arts be a vital part of the student's K-8 education.
11/15/96	Deborah Gutshall	Chart III - Foreign language should be Spanish.

Date Received	Individual/Organization	Comment
11/15/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	6.4.9 - Clarify that school systems must require four credits less than the total available in order for students to graduate. 6.4.10 - Only courses take 9-12 should count in GPA. Take out last sentence -- not all students have same opportunity in 8th grade. Charts I & II - Students should not always be removed from specials for reteaching. Chart I - Do not offer science and social studies in early childhood K-2. Concentrate on basic skills and allow art, music, pe/health on a regular schedule. Charts I, II, III, IV - Terminology for career development should be stated as: Career Dev.- Awareness (Pre K-4) Career Dev.- Exploration (5-8) Career Dev.- Decision Making (9-10) Career Dev.- Preparation (11-adult) Chart III - Courses should not be required to be taught daily (social studies, science) as this does not allow for block or alternative scheduling. Foreign language should be offered for students in 7th & 8th grade but not required. Life skills courses should be required for all students. Chart IV - Designate courses as I, II, III, IV not as 9, 10, 11, etc. Foreign language should not be required for all students going to college. Career major should dictate the necessity of a foreign language. Colleges will never disallow students entrance based on a foreign language requirement from high school. They have to many seats to fill. Footnote for work-based experience should be changes from 11-12 grades to 9-12. Chart IV-A - Who will pay for the AP exam? Some students will take several of these at the same time. It would be unfair not to give credit if objectives are satisfactorily met. Approved elective lists are too restrictive. Lists should be open and determined or modified by local school system input and should be decided based on "majors." Algebra Support and Algebra/Geometry Preparation should not count for graduation. 6.7.2 - Some co-curricular activities (academic and vocational) must happen during the school day instructional time.
11/15/96	Wetzel County Schools 333 Foundry Street New Martinsville, WV 26155	Requiring that a foreign language be offered in every school at 7-8 grade is not feasible. There are not a sufficient number of teachers nor is there time in the curriculum. 6.4.4 - To require that county boards approve the program of study for new courses is excellent.

Date Received	Individual/Organization	Comment
11/15/96	Patricia S. Harrison 215 Tusculum Hills Charles Town, WV 25414	6.7.2 - Some activities should be allowed within the school day. Co-curricular activities are extensions of classroom and should occur. Students should not be expected to do everything after school. They will not participate or cannot eliminate these opportunities because many students will miss quality workplace skills such as teamwork, interpersonal relationships, critical thinking, problem solving, and leadership development. Chart IV - Graduation requirements should not include the arts. I believe in the arts, but feel this should be an individual decision. Work-based experience should be an educationally supervised activity based on career interest and aptitude. Chart III - Should include library skills offering at middle school level.
11/15/96	Jane S. Yokum Moorefield Elementary 400 N. Main Street Moorefield, WV 26836	6.3.1 - While it is certainly important for children to demonstrate mastery of required basics, the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student. Research has shown that participation in the arts actually improves learning in other areas. Exposure to the arts or to the other areas named should not be dependent upon mastery of the required basics. Charts I & II - Teachers may not be able to . . . -- This statement should be stricken from the document for two reasons: 1) The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. This policy is not acceptable. 2) Certain administrators may be tempted to use this statement as a justification for limiting or eliminating instruction in programs of study other than English language arts or mathematics. Chart III - Choral and instrumental music must be offered no later than grade six. -- Thank you for maintaining this requirement. I suggest that we also maintain the flexibility of the old policy by allowing students who participate in choral or instrumental music to waive the general music requirement. Chart IV - The Arts - 1 course -- Approve of the requirement of one credit in the arts for graduation. Non-Core Electives 9-12 - Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science, and social studies. Also, the chart should indicate that there are four levels of instrumental music (band), instrumental music (strings), and choral music.

Date Received	Individual/Organization	Comment
11/15/96	Marsha McDaniel 118 Charles Town Road Kearneysville, WV 25430	6.7.2 - Some activities should be allowed within the school day. Co-curricular activities are extensions of the classroom and should occur. Students should not be expected to do everything after school. They will not or cannot participate. Eliminating these opportunities for youth means that they miss quality work place skills (team work, interpersonal relationships, problem solving, leadership development, and critical-thinking).
11/15/96	Theron Bittle 709 Trails Branch Elkview, WV 25071	6.3.1 - Let parents teach and nurture pre-K children. Parents can do it!
11/15/96	Rebecca Goodwin Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311	6.7.2 is too restrictive. By definition co-curricular activities support the academic program. The chart note that social studies and science must be taught daily presents an impediment to using thematic units for instruction in grades 3-8. There are also implications for block schedules. I suggest "the equivalent of daily."
11/15/96	Sandy Weese Tyler County Schools PO Box 25 Middlebourne, WV 26149	Chart III - Requiring 2 years of a foreign language for grades 7-8 by fall, 2002 will place another unfunded mandate on local boards. 1. Change the State School Aid Formula back to the ratio of 55/1000. 2. Change "required" to "encouraged to."
11/15/96	Sandra Phillips 600 Academy Street Ronceverte, WV 24970	6.4.1 - More staffing with funding is needed for remediation. Eliminating art, music, physical education, and health is detrimental to elementary school students. These courses of study are needed for motor skills development, building self-esteem, encouraging a good attitude toward school, meeting needs for self-expression, developing lifetime appreciation for the arts, and maintaining good health.
11/15/96	Carol S. Workman Ronceverte Elementary 600 Academy Street Ronceverte, WV 24970	6.4.1. - The regular educator should plan (Objectives) and focus on students' strengths' while Title I personnel work with students on remediation and then (Title I and regular educator) work as a team to do further planning concerning the amount of time needed for remediation.

Date Received	Individual/Organization	Comment
11/15/96	Joyce L. Hobbs Berkeley County Schools 401 S. Queen Street Martinsburg, WV 25401	6.3.1 - Again the students are going to be deprived of a basic core subject -- science as well as social studies. These are as necessary as "computer skills" to developing a firm foundation to learning. No healthy lifestyles will be discussion either? ...For a state that has been an advocate of Healthy Schools, health is being ignored in the elementary curriculum. DO NOT jump co-curricular field trips with extra-curricular field trips are <u>essential</u> applications of what is taught as subject matter in the classroom. If they can be arranged during the school day, a field trip is a more than <u>valid</u> use of instructional time!
11/15/96	Susan Shoffner	Explain the term "woven into the schedule" in reference to Physical Education and Health. If these classes can be unable to be applied to the schedule, because there is not enough time, then what kind of health practices are we offering our children? The element of release or extended instructional time is aimed at the time slot young children need to participation in activities of healthy and developmental needs because of lifestyles. Please then cancel the presentation of the "Presidential Physical Fitness Testing" that is required in WV. All the American Heart Association push toward healthier children will be lost. The last efforts of the educators to provide children with the knowledge of developmental progression by experience will be at a loss. I still believe that children need to be pushed in today's environment towards healthy activities in areas of gross motor, hand and eye coordination, strength, agility, and endurance. More classroom and computer work of academics solely will not bring learning at a higher level. I feel that experiences in physical education classes enhance attitudes that value physical activity as an essential part on one's lifestyle. The de-emphasizing of physical education and health in grades K-4 is taking the children's most productive years away. What are lifestyles like for the overweight and unchallenged children of the future? How many calories do you burn off running a computer? Health and fitness should be at a preventive state for children by understanding their bodies. <u>Why must we slip backwards to make progress for the future.</u> Explain how we better prepare the youth of WV when we slip behind.

Date Received	Individual/Organization	Comment
11/15/96	Harold Garber Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	6.4.1.B - What about students entering from private schools? Chart I - Art, music, and PE are used to provide planning time. With discretionary focus on science, social studies and health, teachers will feel most comfortable teaching social studies and science and health will always suffer. Health will always suffer loss of time. Biology I & II, NOT Eleven? Twelve?
11/15/96	Bridgeview Elementary Center 5100 Ohio Street So. Charleston, WV 25309	Chart III - We feel that it would be very difficult to provide social studies and science instruction on a daily basis. It is also difficult to teach them as a separate subject.
11/15/96	Ernie K. Dotson Berkeley County Schools 401 S. Queen Street Martinsburg, WV 25401	Chart IV - The two core subjects should be taught daily along with English/Math. 6.7 - To restrict field trips to outside the instructional day will be total detrimental to the curricular program.
11/15/96	John W. Rose Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414	6.4.1.A - Last sentence should be handled at the county level. 6.4.10 - Last sentence should be amended so any class taken for credit before grade nine should not be counted in the student's GPA. 6.4.4 - Good idea to have county board approve electives. Chart III - Allowances need to be made for schools with alternative scheduling, i.e., 4X4 block. Chart IV - How many credits will be required for graduation? Who will pay for tutoring? Clarify which students must have two years of a foreign language.
11/15/96	Faculty Senate Berkeley Heights Elementary Route 5, Box 490 Martinsburg, WV 25401	6.3.1 - Are children denied the arts in K-4 if they obtain a state-chosen "mastery" level? Sounds like the USSR! 6.6.3 - Why don't all schools have media specialists?
11/15/96	Lawrence Hitt Shepherdstown Elementary 410 S. Church Street Shepherdstown, WV 25443	Are you proposing that the arts should be eliminated? I don't understand this "weaving" process. I oppose the elimination of extra and co-curricular activities during the school day. For example, field trips are quite important. Librarians will need training? Who is responsible for this?

Date Received	Individual/Organization	Comment
11/15/96	Conrad Lucas Route 4, Box 495 Berkeley Springs, WV 25411	6.7.2 - Some activities should be allowed within the school day. Co-curricular activities are extensions to the classroom and should occur. As a student, I shouldn't be expected to do everything after school. I wouldn't be able to participate in very many activities if they were all after school. Eliminating these opportunities would mean that I would miss out on valuable skills such as teamwork, critical thinking, planning, problem solving, and leadership development.
11/15/96	Carol L. Obermann Wheeling Park High School 1976 Park View Road Wheeling, WV 26003	6.4.10 - Students who complete high school level math courses before grade 9 should be required to complete three more math credits in grades 9-12. The purpose of acceleration should be to allow students to take more math courses, not to complete requirements early and be exempt from further study.
11/15/96	Ronald E. Ray Jackson County Schools PO Box 770 Ripley, WV 25271	6.4.9 - College-bound students will be required to take 26-30 units of credit due to the foreign language add-on credits. Where are all of the foreign language teachers to teach these students, and who is going to pay for them? 6.4.10 - Since Algebra I is to be offered in both high schools, is it a high school course or a middle school course? (See Policy 2520) Students who take high school courses prior to grade 9 should not be required to have their grades included in their high school GPA. Some of these students are too immature to realize what effects this could eventually have on their class ranking, and possibly, scholarship opportunities. 6.4.11 - This makes more sense by being permissive for counties to adopt policies that allow students to earn credits for completion of college works, but it is in opposition to 5.45 under the glossary section. Additionally, if counties may adopt these policies then they should also decide if these units of credit may be used to meet graduation requirements. Chart III - Where are these foreign language teachers, and who is going to pay for them? Does it have to be two years of the same foreign language? Chart IV - If credit for AP classes is to be awarded only if the students takes the AP exam, will the local board be required to pay for the exams for those students who are economically disadvantaged?

Date Received	Individual/Organization	Comment
11/15/96	Judith A. Chesley 297 Tuscawilla Hills Charles Town, WV 25414	6.3.1 - It is unclear what "woven into the schedule" means. I believe that students must achieve skills in the basics, but the policy should never imply that non-achievement of required goals and objectives science, health, social studies, art, music, and physical education is acceptable for any student. Charts I & II - Teachers may not be able to schedule students . . . -- I strongly believe this statement should be removed from the policy. There are two reasons: 1) The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. Non-achievement of goals and objectives in any required program of study is not acceptable. 2) Certain administrators may be tempted to use this statement as a justification for limiting or eliminating instruction in programs of study other than English language arts or mathematics. Chart IV - Bravo! Thanks for requiring one credit in the arts for graduation.
11/15/96	Paul L. Cummings Route 1, Box 115 Walton, WV 25286	6.7.2 - I feel these activities need to be included as part of the school day, with our FFA meetings we have leadership development in activities such as parliamentary procedure and speech making. We also have many contests which help transfer learning into the doing stage. It is very important that these activities continue to be a part of the school day and not a separate part outside the school day. Please consider deleting co-curricular as outside the school day.
11/15/96	Jim Workman Route 3, Box 255-B Spencer, WV 25276	6.7.2 - Co-curricular activities serve to promote or reinforce learning that takes place in the classroom. We have been told for years that our students need hands-on learning. Taking part in career development activities during the school day will only do more to help promote learning in the students taking part. These activities should be allowed to take part on school time.
11/15/96	James C. Guerriero Department of Music West Liberty State College West Liberty, WV 26074	Chart I & II - Seem to imply that the student time for music would not be guaranteed K-4 (teachers could take students out of these period if desired to work in other areas), this is NOT acceptable. Chart IV - Where are the electives for the arts? Music, theory, music appreciation, class piano, guitar, etc. Chart III - Instrumental music needs to begin in grade 5 for proper accomplishment at the higher levels.

Date Received	Individual/Organization	Comment
11/15/96	Faculty Senate Peterstown Elementary School 108 College Drive, PO Box 640 Peterstown, WV 24963	We are concerned about the daily requirement to use the teach/reteach method of instruction. The de-emphasizing of science and social studies in grades K-2. The de-emphasizing of art, music, physical education and health in grades K-4. The requirement that extracurricular and co-curricular activities be offered, but not during school hours. This appears to be an unfunded mandate. Also, the costs associated with transporting students to work-based experiences also appear to be an unfunded mandate. Also the requirement of foreign languages in grades 7 and 8 seems to be an unfunded mandate.
11/15/96	Susan Childers 51 Wakefield Addition Washington, WV 26181	Research has shown that students that can't skip--can't read. If we improve the physical, developmental skills at a young age--students will perform better at reading, math, etc. They also will feel better, be more social--grow up to be healthy, productive adults.
11/15/96	Nancy Critzer HC 62, Box 120-E Great Cacapon, WV 25422	6.33 - It has come to my attention that certain courses at my school are being considered as unnecessary and may be canceled. I think it is saddening that some of the best courses that I've taken are being thought of this way. I've taken two of these courses which are Foods I and Sep 3. Both of these classes taught me a lot and I have used what I've learned many times in my everyday life. Since I've taken Steps class I have repaired some of my clothes, made creative foods and beverages, and organized a checkbook -- all skills in which I've learned in my Steps class. I am currently in Foods I and I am learning a lot about food, illnesses, and how to prevent them. So far this year I have learned to cook a lot of creative food which I would not have had the chance to at home. These courses are a good part of the schools curriculum and I hope they do not get canceled.
11/15/96	Mini Snyder Route 1, Box 97 Summit Pt., WV 25446	6.7.2 - Some activities should be allowed within the school day. Students should not be expected to do everything after school. They will not or can not participate. The youth will miss quality work place skills, such as teamwork, problem solving, and leadership development. Chart IV - Graduation requirement should not include the arts. I believe in the arts, but this should be an individual decision. The junior high level should expose the individual to all studies. High school level experience should be an educationally supervised activity based on career interest. Chart III - Should include life skills offering at the middle school level.

Date Received	Individual/Organization	Comment
11/15/96	Altizer Elementary Huntington, WV 25705	6.3.1 - I do not feel that a student needs to have mastery of the required basics in order to participate in the arts. As a teacher of the mentally impaired, I see many instances where the only place a child excels is in music, art, or physical education. What a shame to deprive them of that.
11/15/96	Ron Short Altizer Elementary Huntington, WV 25705	As an educator in the arts I am most concerned about education in the fine arts. It has been proven time and time again that test scores fall in school districts where arts programs have been cut. According to this information, how could it possibly benefit the children by removing requirements in the arts curriculum?
11/15/96	Marjorie Bauer Altizer Elementary Huntington, WV 25705	I have real concerns that Charters I & II have the potential for administrator abuse. The potential for the elimination or curtailing of experiences in art, music, and physical education exists if this part of the policy is accepted. This is not appropriate for any child.
11/15/96	Patty Blevins Sharon Blume Becky Smith Altizer Elementary Huntington, WV 25705	I strongly feel that music, art, and pe are extremely important at the elementary level. I have seen many children in and from our school excel in these areas. Some of these children may not ever be recognized in other academic areas, but they are able to have their self-esteem raised in the arts or sports. Our music specialist has chosen children for solos, leads in a performance, dance parts, or to play an instrument that the classroom teacher would never have chosen. We would not have recognized this special ability. What confidence this gives these children. They then are better able to perform in the classroom. We need to encourage this interest at an early age. It is very important to keep our pe, music, and art in the curriculum. Not every teacher is qualified. Most of the specialists has special talents in their field. It is very important that children at a young age develop their national gifts and talents. These specialists help children do this. These skills learned in these classes will help our students to become well-rounded adults. The basics should be emphasized, but children need to find outlets for their energy and creativity. These activities could help them to manage stress levels later in life.
11/15/96	Martin Mazzella PO Box 640 Eleanor, WV 25070	6.7 & 6.7.2 - These activities shall occur outside the instructional day. The Vica Advisory Council has met on this issue and strongly believes that Vica is an integral part of the students professional development and is part of the curriculum. Therefore, removing Vica to an out-of-school environment would be detrimental to serving the students educational needs.

Date Received	Individual/Organization	Comment
11/15/96	Patricia Egbert Wirt County Middle School PO Box 699 Elizabeth, WV 26160	The goal of reducing the dropout rate to 6% is a wonderful concept. However, I am afraid that the math anxiety that children face in today's world will only be heightened by forcing academic work upon them which they may not be ready to attempt. Can the Consumer Math and Business Math classes not benefit the students enough, especially those that do not plan to continue with college? I see the need for students to attain higher levels of achievement in mathematics and science, but at what cost are we willing to go to attain this?
11/15/96	Sandy Weese Tyler County Schools PO Box 25 Middlebourne, WV 26149	Requiring two years of a foreign language for grades 7-8 by fall, 2002 will place another unfunded mandate on local boards. 1) Change the State School Aid Formula back to the ratio of 55/1000. 2) Change "required" to "encouraged to"
11/15/96	Barbara Hornbeck Homestead School PO Box 158 Dailey, WV 26259	How is the curriculum of subjects interpreted according to the statement? Where is the "well rounded" education if we are only teaching core classes? Extended learning times -- funded by how? resources? If aides are needed in 1st/2nd hire more aides. Do not take away from kindergarten. Provide all subject available for summer school not just remedial classes. The kindergarten aide needs to be in kindergarten full-time as this is the first year of the basic learning classes.
11/15/96	Linda Moore Homestead School PO Box 158 Dailey, WV 26259	Program definition - Does this mean pe teachers and music teachers will not be hired?

Date Received	Individual/Organization	Comment
11/15/96	Catherine Rodriguez East Dale Elementary Fairmont, WV	6.6.3 - Within the definition of daily access and daily use of such skills as retrieving, receiving and <u>using information</u> is correct but who will be providing this <u>access</u> is not clear especially in K-4 areas. If the classroom teacher is to provide this access by taking students to the media and letting them pick a book off the shelf, I feel that great injustice will be done to the students. For the Library/Media Service to be effective, it is important for a Certified Library Media Specialist to provide the daily access. Student achievement in reading, study skills, and use of the newspaper was significantly greater at the seventh grade in schools with library media personnel as compared to schools without. The curricular role of the library specialist was positively related to student achievement at the fourth grade level.
11/15/96	S. Moss PO Box 158 Dailey, WV 26259	Student mastery -- How do you identify student mastery of English language arts, math, social studies, and science? Technically a fifth grade could advance to seventh grade if above subjects are mastered.
11/15/96	Fran Schoolcraft Sandy Mauck Wheeling Park High 1976 Park View Road Wheeling, WV 26003	6.4.4 - What does this mean? 6.4.10 - Who approves these courses? Could a "drama" course be offered in the 8th grade and counted for high school credit. Must all middle schools in the county offer the same courses? Requirements for Graduation 9-12 -- The arts -- Yeah! Chart V - Why is there no Applied Communications offered? Communication problems is the number one concern of business. 6.7.2 - What does this mean?
11/15/96	Jane Vickers State Supervisor - FACS 1900 Kanawha Blvd. E Building 6, Room 243 Charleston, WV 25305	6.7.2. - Change to read: Time will be allotted for co-curricular activities (that are thoroughly integrated into the classroom during the instructional day.) Extracurricular activities shall occur outside of the instructional day. 6.5.3. - Student Youth Organizations, co-curricular activities focus on and promote life skills necessary for students to make a successful transition to adult life. If these activities are outside of the instructional day, most students will be unable to participate and consequences be denied their benefits.

Date Received	Individual/Organization	Comment
11/15/96	Judith Pyles 1734 Rolling Hills Circle Charleston, WV 25314	Family and Consumer Science teachers are trained to teach the whole child developmental skills, self-understanding, self-worth, etc.
11/15/96	Joele Bryant Route 2, Box 372A St. Marys, WV 26170 Dr. Sandra Garrett Lutz, Bridgeport; Nancy Cullip, Vienna; Karen Kindrede, Parkersburg; Patricia Gray, Lewisburg; Donna Gault, Parkersburg; Lorna Frye, Shenandoah Junction; Dr Victoria Feros, Morgantown,	6.4. - The Family and Consumer Sciences seem to have been forgotten by this policy. The classes taught in this area cover the following: career exploration, practical reasoning, decision making, prioritizing and value formation. Also encouraged are leadership development and communication skills. There are important life skills which are emphasized by the high schools at work. Why eliminate or ignore the very curriculum that has always taught these skills. 6.7. - The removal of FFA and FHA from the instructional day will limit student participation and leadership development. If these activities are removed they also must be removed from class objectives. THE SAME GENERAL COMMENT WAS RECEIVED BY (SEE NAMES LISTED)
11/15/96	Brenda Smith Preston High School 400 Preston Drive Kingwood, WV 26537	6.7.2. - Keeping co-curricular activities to after school activities will prevent a lot of students from having the opportunity to participate.
11/15/96	Sarah Dixon 1870 Crossroads Kenova, WV 25530	6.3.3. - Career awareness and getting ready for work is taught in Surviving Today's Experiences successfully and Adult Roles. 6.4.1. - Child Apprenticeship courses earn 33 hrs. of college credit.
11/15/96	Carolyn McBee Route 8, Box 200H Morgantown, WV 26505	People learn by doing - applied education - we learn and reinforce by participating in club situations during the school day. Eliminating these activities from the school day means eliminating necessary leadership and organizational skills that students cannot learn without a standard classroom sitting. Chart IV - Work based experiences need to be educationally supervised. Many high school students are "over involved" either by sports, private lessons, employment and by being parents themselves that does not allow time to participate in after school organizations.

Date Received	Individual/Organization	Comment
11/15/96	Lorna Frye P. O. Box 91 Shenandoah Junction, WV 25442	6.7.2. - Activities should be allowed within the school day.
11/15/96	Future Business Leaders of America 219 5th W. Street Williamstown, WV 26187	6.7. - Co-curricular and Extracurricular Activities and 6.7.2. - These activities shall occur outside of the instructional day. Limits the involvement of students in other activities. Conflicts with transportation of students (bus schedules), many students have responsibilities after school such as jobs and family. The removal of FFA and FHA from the instructional day will limit student participation and leadership development. If these activities are removed they also must be removed from class objectives. PBL Should keep activities during the day of schooling for the fact that it ties directly into your future jobs. Student organizations allow the gaining of experience in life skills, many students will not be participating because of parental support. Hardship on student's living in rural areas (some travel over an hour by bus). This would virtually eliminate clubs or greatly affect students' involvement. Opposed to policy. Occasional activity does not interfere with instructional outcomes/goals. This policy discriminates between the "haves" and the "have nots" Lets keep co-curricular and extracurricular activities during school hours to provide equal opportunity for all students. THE SAME GENERAL COMMENT WAS RECEIVED BY SEVERAL (SEE NAMES LISTED) Comments from: Jennifer Tinsman, Martinsburg; Terri Brown, Martinsburg; Peggy Ann Talley, Martinsburg; Brenda Banks, Martinsburg; April Gayhart, Martinsburg; Nancy Lantz, Buckhannon; Sharon Bonnett, Rock Cave; Brenda Lloyd, Elkins; Mary K Urso, Fairmont; Debra Conrad, Elkins; Cathy Mudge, Harpers Ferry; J.R. Moreno, Harpers Ferry; Jannie Bargle, Harpers Ferry; Kelly Pond, Harpers Ferry; Angie Hough, Harpers Ferry; Josh Cramer, Harpers Ferry; Stacey Flannery, Harpers Ferry; Jackie B. Iden, Shenandoah Junction; FBLA, Richwood; Becky Brown, Thornton; Amanda Blake, Flemington; Amanda Marks, Simpson; April Harper, Bridgeport; Nakoa Knots, Grafton; Stacy Marchman; Traci Croose, Flemington; Ed Wayman, Palestine; Ardith Groves, Summersville; Sharon Roberts, Summersville; Valley FBLA, Smithers; Linda Taylor Summersville; Marty Armentrout, Glenville; and Shaelyn Wells, Mineral Wells.

Date Received	Individual/Organization	Comment
11/15/96	Dianna L. Carpenter 101 Hillview Circle Spencer, WV 25276	6.7.2. - DELETE!
11/15/96	Russell Moore Roane County High School 702 Charleston Road Spencer, WV 25276	6.7 - Please strike 6.7.2. which limits these activities to outside the instructional day.
11/15/96	Boone County Bd. of Educ. Dr. Richard Adkins, Exec. Dir. Of Curriculum Tech. Staff 69 Avenue B Madison, WV 25130	Chart III - . . . all counties will be required to offer two years of foreign language for students in grades seven and eight. Should be an elective and not a requirement. Who's to pay for the extra teachers? Why not put the extra effort into the language arts curriculum.
11/15/96	Elizabeth Beale 47 Oriole Drive New Martinsburg, WV 26155 William D. Abernethy, Nettie Jo Herrick, Lavonia Jane Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	Chart 3 - Who will teach developmental guidance courses? Chart 4 - Which designated career majors will have foreign language requirements? What defines "college bound". 6.7.2. - Will state competitive activities be moved to accommodate this policy?
11/13/96	Jessica Hitt Route 2, Box 252 Pt. Pleasant, WV 25550	Section VII - Program Delivery 7.2.4 - Due to our rural location, the students leave before daylight and get home after dark. If we extend the day it would only make it worse for the child. The child wouldn't retain any more information. 7.6.5 - Computer labs should not be open to public due to expense of maintenance.

Date Received	Individual/Organization	Comment
11/13/96	Denia Dale Ripley Middle School 1321 Sycamore Road, Lot #9 Ravenswood, WV 26164	7.6.5 - This would be appropriate if there is a qualified monitor at the facility.
11/13/96	Judy Fisher PO Box 326 Ripley, WV 25271	7.2.4 - Learning would be decreased because of length of day and attention span of students.
11/13/96	Tammy Spangler Ripley Middle PO Box 77 Evans, WV 25241	7.6.5 - This would be appropriate if there is a qualified monitor at the facility.
11/13/96	Laura Bradley 2100 Foley Drive Parkersburg, WV 26104	7.4.3 - This is unsuitable in providing a developmentally appropriate program as required by law. It would be detrimental to the learning process by limiting the types of instruction that normally occur.
11/13/96	Nancy Jones Williamstown Elementary School 418 Williams Avenue Williamstown, WV 26187	7.4.3 - The removal of kindergarten aides for 50% of the day is unsuitable for a developmentally appropriate program. It would be detrimental to the learning process by limiting the types of instruction that normally occurs.
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	7.2.9.b - There is no "process to ensure that parents are involved in the school and their child's education." It is an individual decision that we have no leverage to force.

Date Received	Individual/Organization	Comment
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	7.2.4 - This statement does not reflect who will be responsible for these extended days. Is pay increase or overtime built into this system? 7.2.8 - Family and Consumer Science Programs have this option built into curriculum. 7.3.2 L. - Co-curricular programs like FHA/HERO provide students just these opportunities -- to be actively engaged in the learning process and 7.3.2 N. - to apply knowledge in academic settings. 7.3.2 S. - There is already insufficient time in the day. When do you do planning with teachers who do not have planning or lunch at the same time as you?
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	Due to rural location of our county, the students are on the buses and at school too much already. Year round schooling would interfere with summer job opportunities and would not increase the educational opportunities.
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	7.2.4 - Due to rural location the day is too long now. Places a larger burden on school to provide more services, e.g., snacks, breakfast, lunch, and snacks.
11/13/96	Debbie Sisson 46 Midway Acres Ripley, WV 25271	7.2.4 (c) - RMS provides an after school program to provide remediation. 7.4.2 A - The duty free planning time, as applies to Jackson County, does not include travel time. 7.4.2 G - Questions arose how and when staff development training would be provided. 7.6.5 - To the extent practicable--provide trained, qualified personnel with specific rules in order to protect valuable equipment.
11/13/96	Phyllis Matheny Route 2, Box 82-C Ripley, WV 25271	7.6.5 - This would be appropriate if there is a qualified monitor at the facility.
11/13/96	Melissa Pugh 104 King Drive Evans, WV 25241	7.2.4 - There is no need for extended day or year.
11/13/96	George Thompson HC 80, Box 127 Ripley, WV 25271	7.2.9 d - Can't get blood out of a turnip. Can take a hose to water can't make them drink.

Date Received	Individual/Organization	Comment
11/13/96	West Virginia Young Children 929 Stewart Street Morgantown, WV 26505	Kindergartens need aides. This should not be a consideration.
11/13/96	Jane Graham Ripley Middle School Route 2, Box 75-A Ripley, WV 25271	7.2.2 - The eight hour work day should be used to educate the maximum number of students. Extended learning time should be provided by paid tutoring or individual learning or small group learning provided by a paid, willing, employee outside of their eight hour day. 7.6.5 - The opening of computer labs and access to instructional technologies outside the normal school day is a mistake because there is a need for responsible overseers to take responsibility. Who will pay for broken or damaged materials?
11/13/96	Julian Hatcher 95 Lane Oak Road Cottageville, WV 25239	7.4.3 - Aids should not be moved from classrooms, or they will be from one end of the school to the other. 7.6.5 - Tech labs are very expensive and should be run by system trained personnel only with specific rules. 7.2.4 (c) - What is meant by "flexible?" Define 7.4.2 (a) duty free should not mean "travel time" for teachers who service more than one school.
11/13/96	Phyllane Johnson Route 2, Box 131 Ravenswood, WV 26164	7.2.4 - This will not improve student achievement. In fact the students will become extremely tired. 7.2.9 - Are resources being provided to pay personnel for this provision?
11/13/96	Mona E. Taylor Switchback Elementary Drawer E Mayberry, WV 24861	7.4.3 - As a kindergarten teacher for 23 years, I strongly object to losing my kindergarten aide services for up to 50% per day. My aide is an integral part of the kindergarten program and is invaluable in her services to the education and safety of our students. If we are to meet the goal that every child will enter first grade ready to learn then the kindergarten aide must remain a full-time, full day kindergarten aide. If an aide is needed in first or second grade then please refer to 7.4.3 part (a) Employ aides to enhance the instructional environment and provide time to ensure educational quality in the classroom. Do not jeopardize the educational quality and safety of five year old children as a cost cutting measure by allocating 50% of the kindergarten aides time away from kindergarten. I urge you to reconsider.

Date Received	Individual/Organization	Comment
11/13/96	Donna A. Wood 5 Lynnwood Drive Vienna, WV 26105	7.4.3 - Support Staff Letter B page 32 It would be detrimental to the learning process by limiting the types of instructions that normally occur.
11/13/96	Amy Cibik 1216 Wren Drive New Martinsville, WV 26155	"B" - Kindergarten teachers need our aides full time. If aides are needed in grades 1 & 2, then add them!
11/13/96	Glen Karlen Randolph County Vo-Tech Route 3, Box 246 Elkins, WV 26241	7.2.4 - If required, this could constitute an unfunded mandate. 7.2.11 - Clarify the 15 minute increase. Can it be used for staff development. 7.4.2 - Change work process skills to process workplace skills.
11/13/96	Catherine Hawkins Williamstown Elementary 418 Williams Avenue Williamstown, WV 26187	7.4.3 - The removal of kindergarten aides for 50% of the day is unsuitable for a developmentally appropriate program. It would be detrimental to the learning process by limiting the types of instruction that normally occurs.
11/13/96	Frances Johnson Scott Teays Elementary 4308 Teays Valley Road Scott Depot, WV 25560	7.4.3.B - In reference to Senate Bill 300, kindergarten aides being pulled from kindergarten classes up to 50% of the time to work in first and second grade classes. Students in kindergarten will suffer in their learning process. A limit will be placed on the teachers as to what can be taught. More time will be needed to help students that are having learning problems and more time getting materials prepared for class. This would place students in a learning environment not getting them ready for first grade. Aides are not qualified to teach. This would be abused by some school administrators. This part of Senate Bill 300 should not be placed into effect.
11/13/96	Pat Conaway Sylvester Elementary PO Box 610 Sylvester, WV 25193	7.2.2 - a - All students will perform at grade level by fourth grade. This is not realistic. 7.2.4 - There must be money appropriated to accomplish this program. 7.2.11 - 315 minutes is long enough for K-4 students. 7.4.3 - Kindergarten aides belong in the kindergarten room and aides should be hired for grades one and two if deemed necessary for qualifying instruction.

Date Received	Individual/Organization	Comment
11/13/96	James Marshall Route 3, Box 90 Ripley, WV 25271	7.4.3.D - The principal should be knowledgeable of plans for programs such as Title I and assign aides funded by those programs according to the school plan.
11/13/96	Sharryn Urey 307 Morgantown Street, Apt. 4 Kingwood, WV 26537	7.2.9.d - There is the funding for the extended learning time--staff, facilities, materials, etc? 7.2.11 - Many of our students already have 8-1/2 plus hour days already. Why add another 15 minutes? 7.3.3.e - Instruction can not begin as soon as students arrive as they arrive at different times, go to breakfast, etc., before classes start. 7.4.3.b - As a first grade teacher I'd love to have an aide for part of the day. But I'd rather have students ready for first grade when they come to me. That is a lot less likely to happen if the kindergarten aide is taken from the kindergarten classroom half a day.
11/13/96	Darla K. Edgell Washington District Elementary Route 7, Box 234 Buckhannon, WV 26201	7.2.11 - Our students are at school 480 minutes - Grades K-5, 350 or more minutes are instructional. If 15 more minutes are added some students would get home after 5:00 p.m. Although we don't need the additional time, some elementary schools in our county would need the time.
11/13/96	Margaret Lancaster Short Line Box 328 Reader, WV 26167	7.2.4 - Not enough money for this under the present budget. 7.2.8 - Need to provide money to do the program. 7.4.3.b - Kindergarten aides are needed more than 50% of the time in kindergarten.
11/13/96	Willa Dambro 116 East King Street Martinsburg, WV 25401	How do we provide for students who are unable to meet the modified requirements?

Date Received	Individual/Organization	Comment
11/13/96	Nancy Krynicki Easton Elementary 2901 Pt. Marion Road Morgantown, WV 26505	Having a full time classroom aide assigned totally to the kindergarten classroom is very important to the WV kindergarten program. I have been teaching five year old children for the Monongalia County Board of Education for 29 years. The education of the kindergarten students assigned to me is very important. My classroom aide and I work as a team to deliver a complete program designed for each student to achieve success. Without a full time aide, the kindergarten students would not receive the individual attention needed. A developmentally appropriate curriculum with hands-on experiences would not be possible without an aide to provide the necessary extra adult supervision. I believe that having instructional aides in grades 1 & 2 is a terrific concept. All classrooms at the early childhood level need to have an aide assigned to help the students attain the goals and objectives for that grade. Each classroom should have their own aide, not sharing the kindergarten aide. The new Policy 2510 stating that the principal could assign the kindergarten aide to grades 1 and 2 for up to 50% of the school day is a step backward for the kindergarten students of West Virginia. I ask that the Policy 2510 - 126-42-7: 7.4.3 support staffing, letter b - be revised to omit the sentence, "If deemed appropriate by the principal, up to 50% of the aide's time may be allocated for instructional assistance in grades and 2. (Effective fall 1970 1 and 2) (Effective fall 1997)."
11/13/96	Faculty Senate Coal City Elementary Drawer Y Coal City, WV 25823	7.2.11 - This extended time does not seem necessary. Do elementary children requiring 330 minutes a day have to wait until high school? 7.4.3 - A clarification on employment of aides to enhance instructional environments -- What grades? New jobs posted or not? 7.6.1 - Standard Achievement Test objectives do not match current social studies instructional materials at the 6th grade level.
11/13/96	Gail Sherman 110 Mordington Avenue Charles Town, WV 25414	7.2.11 - Charts I & II - Delay until 1998. Without attention to the affective domain, the concept of educating the "whole child" will not be achieved. Therefore, omit sentence, "Teachers may not be able to schedule" The <u>same</u> students would often miss art, music, physical education, and health.

Date Received	Individual/Organization	Comment
11/13/96	Susie Allen 130 Fair Avenue Middlebourne, WV 26149 Barbara Hughes Box 1221, Cow House Road Sistersville, WV 26175 Linda S. Yoho 111 Becky Lane Milldebourne, WV 26149	I am a kindergarten teacher's aide in Tyler County. Although 1st and 2nd grade would enhance their programs with instructional aides, it is not acceptable to take us from kindergarten. We teach handwriting, computers, and a daily math group. The children would no longer be broken into small groups for instruction, instead the teacher would be trying to teach 23 students at the same time. They cannot manage 23 five year olds alone. We have emergencies throughout every day. Taking us would hurt the children in the long run, academically and emotionally, Please reconsider your proposal.
11/13/96	Susan Cline Sistersville Elementary School 651 Terrace Circle Sistersville, WV 26175	7.4.3.B - A section on page 32 would allow a principal to use a kindergarten aide up to 50% of the time for first or second grade. I am highly opposed to this ideal! Aides are an integral part of the ECE program; without their assistance 100% of the time, needs of students will not be addressed and students will not receive nearly enough individual attention. Aides are essential to our program!
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	7.3.3.f. - Yes, teachers lose a lot of time due to students being out of class to practice for band, programs, etc. Intercom interruptions kept to a minimum. 7.4.C - All principals should have classroom experience and continue to be in classrooms as much as possible. Page 30 c. - This is treating educators as professionals. Businesses pay for their employees continuing education, but education hasn't until the CFPD formed. 7.4.3 - First and second grade teachers need aides. First grade is the stepping stone to education. These teachers and students need help! Fifty percent would be better than nothing at all.
11/13/96	Linda Barlas Sherman Elementary PO Box 369 Comfort, WV 25049	7.2.11 - Primary children are already attending school longer than the minimum time because they are based with 4-6. Increasing the day is not the way to raise performance. Responsibility needs to fall more on the parent.

Date Received	Individual/Organization	Comment
11/13/96	Gail Fleshman 609 Pennsylvania Avenue Rainelle, WV 25962	7.2.9. c,d - These two items both carry a cost that at present would be unfunded. Schools cannot be open extra hours without staff. It is already impossible to have flexible scheduling for the purpose of inclusive education. 7.4.3 - The kindergarten aide is needed in the kindergarten class the entire day. Aides in the 1st and 2nd grades are needed but not at the expense of the kindergarten program.
11/13/96	Mary Ellen A. Chapman Route 1, Box 195 Cox's Mills, WV 26342	7.2.4 - Source of funding? What times -- who decides? How decide, who needs, how to enforce, what if they don't attend?
11/13/96	Irene Murphy 711 Sycamore Street Ravenswood, WV 26164	Please include grade three with the K-2 program delivery of reading, math, writing, and computer skills.
11/13/96	Connie Huffman George Washington High 1522 Tennis Club Road Charleston, WV 25314	7.2.8 - West Virginia had for many years a successful method of work-based learning called cooperative education. Co-Op students work, earn money and credits, are given job safety and other related instruction, supervised on the job by their Co-Op teachers. Co-Op teachers have many years experience working with local businesses. We don't have to start from the group up -- expand on Co-Op. Contact State Co-Op teachers for assistance, information.
11/14/96	Amy White HC 81, Box 7A Peylona, WV 25154	Teachers give individual instruction throughout the day as well as implement peer tutoring and parental assistance. Is the tutoring suppose to take place during or after the instructional day?
11/14/96	Cindy Riley 20 E. Benjamin New Martinsville, WV 26155	7.2.9 - How will reteaching be addressed?
11/14/96	Patricia Sullivan New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	7.2.9 c/d - How will reteaching be addressed? Usage of school outside regular day: how monitored, how gets priority, time limit, etc.?

Date Received	Individual/Organization	Comment
11/14/96	Linda Fommer New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	7.2.2.a - If students do not perform at grade level at the end of the 4th grade, what will happen? Retention? 7.2.3 - If schools have poor HVAC systems, will schools close on days of malfunctions. This presents an unsafe environment not conducive to learning. 7.2.4 - Where will funding come from for extended day learning? 7.2.10 - If time allocations are to be determined before the school year, who will pay the workers.
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	7.2.4 - No comment as to possible financing of these programs. Please don't issue mandates with no fiscal support by state.
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	7.2.8 - Will this require additional staff to coordinate student experiences? 7.2.9 - Who will provide funding for staffing?
11/14/96	C. Kovach 12 Piquin Roast Princeton, WV 24740	7.4.3.5 B - The kindergarten level needs a full time aide.
11/14/96	Jennifer Bates Short Line School PO Box 328 Reader, WV 26167	If a kindergarten requires an aide for over 10 students and the aide can be assigned in 1st and 2nd grade 50% of the time, what about the kindergarten guidelines this other 50% of the time.
11/14/96	Linda O. Shupe PO Box 130 Anawalt, WV 24808	7.4.3 - I strongly object to the idea of being taken out of kindergarten and placed in 1st and 2nd grade 50% of my time. I have worked in kindergarten for over 10 years in the position as an ECE aide, and during those years I have always felt like I am needed there, not only for the educational aspects but also for the safety factor. I can not imagine (nor do I want to) of a classroom of 20-23 5 year olds and only one adult in the room. I also feel that we would not meet our goal -- every child will enter the first grade ready to learn. I also believe that 1st and 2nd grade teachers do need an aide but not at the expense of the kindergarten program. More monies should be appropriate to hire additional aides for this purpose.

Date Received	Individual/Organization	Comment
11/14/96	Barbara Keene Berwind Elementary Box 190 Berwind, WV 24815	I feel very strongly that the kindergarten aide should remain in the kindergarten classroom at all times. A teacher cannot provide adequate supervision for more than 10 five year olds. Also five year olds need individual help and one person cannot meet all their needs alone.
11/14/96	Vicki Kellam PO Box 273 Rainelle, WV 25962	The kindergarten aides is a vital part of the kindergarten program and is needed in the classroom all day. These children are in school for the first time and need much individualized attention and assistance not only in academic areas, but in self-help skills and all other aspects as well. A teacher working alone with these students could not possibly do everything that needs done during a normal school day and this would be a great dis-service to the children.
11/14/96	Linda T. Smith PO Box 775 Lewisburg, WV 24901	7.4.3 - The kindergarten teachers need their aides all day. The kindergarten children are still very dependent upon the assistance of the kindergarten aides. A lot of kindergarten children come to school lacking a lot of readiness skills. Such children need extra help that the teacher does not have time to provide unless she is assisted by an aide. It would be unfair to the kindergarten children to deprive them of an aide for even 50% of the day. The first and second grade teachers need aides, but please do not provide them with aides at the expense of the kindergarten children.
11/14/96	Joetta L. Fisher 2339 School House Road Fainmont, WV 26554	I am not in favor of taking aide time away from kindergarten. I feel it would be a disservice to our students. I use my aide to help students!
11/14/96	James Stealey 1812 Washington Avenue Parkersburg, WV 26101	7.4.3 B - It would be detrimental to the learning process by limiting the types of instructions that normally occur.
11/14/96	Faculty & Staff Switchback Elementary Drawer E Maybeury, WV 24861	7.4.3 - The LSIC wishes to express a concern that the WV kindergarten students academic needs and personal safety would be compromised if the kindergarten aides are removed from their classroom. If the board deems it necessary to provide instructional assistance in grades 1 and 2, we suggest that funding be allocated to hire appropriate personnel. 7.2.11 - The LSIC opposes increasing daily instructional time in grades 5-8 to 345 minutes because this would eliminate "banked time" which can be used for motivational activities within the school day. Due to a transportation problem, the majority of our students are unable to return to school for such activities if they take place after school.

Date Received	Individual/Organization	Comment
11/14/96	Miss Haymaker	I am a kindergarten teacher in Calhoun County school system. I have been teaching for 21 years and 14 of that was first grade. I am totally against the removal of kindergarten aides and paraprofessionals to be used 50% of the allocated by the principal. First of all it takes a K teacher much longer to prepare for a school day compared to other teachers on staff. When you use whole language or thematic approach you spend a lot of your time preparing for the day. My aide is very important to me in that respect because I can teach while she prepares things for me. Second, because of all the severe disabilities of children coming into the system, how am I going to teach and change diapers and such at the same time. The idea that aides should take on more responsibility in the deliverance of health care where the children are concerned is absolutely crazy. These people are not health professionals and they should not be asked to perform these services. Every school should have a school nurse on duty at all times. Once again, where is the funding going to come from. I am all for appropriate professional development for all people in education, including paraprofessionals if it is based on subjects dealing with our grade level.
11/14/96	Carol Kay Cline HCR 68, Box 68 laeger, WV 24844	Each child in kindergarten has individual needs. A teacher cannot meet each child's needs without an aide's help (emotionally, intellectually, and physically). The students will be the one to suffer the consequences due to lack of assistance.
11/14/96	Deborah S. Redmond 18 Mirable Street Welch, WV 24801	Whenever the aide is absent from the room it will affect those children that I have identified as "at risk." They need so much instruction in all areas that it impossible to reach them all at this age by myself.

Date Received	Individual/Organization	Comment
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	7.2.2a - What criteria determines "at grade level?" Will they stay in 4th grade until they turn 16 and drop out? If they choose to say, will funds be available to build student parking lots at elementary schools? 7.2.7 - Requirements of the County Steering Committee need to include specific numbers of representatives from business, parents, students, teachers, and administration in appropriate proportions to ensure that those most affected (teachers and students) have the greatest input. 7.2.9d - This amounts to extending work hours. Will teachers be compensated as service personnel are when they work over their regular day? Again, as in 6.7.1 & 6.7.2, most of our students will not participate in activities outside the school day. 7.4.3 - While grades 1 & 2 certainly need the assistance an aide would provide, it should not come by weakening the kindergarten or pre-kindergarten programs.
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	7.2.2a - Is a goal or stated. 7.2.9g - STT duties assumed by school curriculum team. 7.6.5 - Unfunded mandate, funds for staffing, utilities, etc.

Date Received	Individual/Organization	Comment
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	7.2.2.a - Definitions and interpretations of "academic," "rigorous," and "relevant" are critical. The council supports high expectations. Can the IEP define/modify these high expectations for exceptional students? What happens if a student is not performing at grade level at the end of the 4th grade or cannot meet criteria on 11th grade achievement tests? How does the individual nature of special education services interact with these expectations? 7.2.4 - Great ideal! Currently there is minimal latitude in the school calendar and no fiscal support for extended learning opportunities. 7.2.6 - Unified planning is a must! 7.2.8 - Efforts to include students with disabilities in these experiences must be part of this requirement. 7.2.9.c.d. - Schools will need encouragement and support to get beyond legislated inflexibility. Special education and Title I personnel can help in this effort. How will we fund these extended learning activities? 7.2.10 - Schools determining time allocation for instructional programs based on student needs, as opposed to teacher and calendar needs, is a worthy goal. 7.2.11 - How will this occur within current personnel rules and regulations? 7.3.2.a-2 - These strategies are clearly consistent with efforts to move to more inclusive educational programs for students with disabilities. The council applauds these exceptional standards and exceptional standards and excellent words. Where is the time and support for collaborative efforts? 7.4.1.b.a - The council supports this emphasis on instructional management and support. 7.4.1.b.a-m - Meaningful parental involvement will make a difference in all that we do. 7.4.1.c - Professional development planning should include people with responsibility for exceptional students. 7.4.2.b-3 - Flexible teacher scheduling equates to renegotiation of personnel rules and increased fiscal support. 7.4.4.a-b - Current fiscal support for a comprehensive system of staff development is terribly inadequate. We recommend placing our dollars where our mouth is. Although the WV Department of Education has invested in training and staff development, more is needed to involve all school personnel in a continuous process of skill improvement.

Date Received	Individual/Organization	Comment
11/14/96	Lori Butler 1204 West Virginia Avenue Parkersburg, WV 26104 Patricia J. Gayombek 1103 Plum Street Parkersburg, WV 26101	7.4.3 - This is unsuitable in providing a developmentally appropriate program as required by law. It would be detrimental to the learning process by limiting the types of instruction that normally occur.
11/14/96	Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070	7.2.9 - Part d -- funding 7.4.2 - Integrating technology into the learning process -- Training for teachers? 7.4.3 - Support staffing -- aides Kindergarten aide may spend 50% of time in 1st and 2nd grades. Aides for 1st and 2nd grades should be provided but not by using aides from kindergarten where they are also needed full time.
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	7.2.7 - The county steering make-up should be spelled out and educational employees should be equally represented in proportion to business, parents, etc. Shouldn't county boards be able to seek input in ways they deem appropriate. The elected board must still maintain the authority, control, and decision making over the county school system. 7.2.8 - The work-based experiences via computer or simulation will not provide an experience equal to an actual work-site exposure. How is a county to oversee this experience and provide transportation costs? Where is the funding? 7.2.9.d - The board is requiring extending learning time before and after school. Where is the funding? 7.2.9.p/w - Creating more committees and teams to meet after school provides hardships for employees. 7.3.2.p - Who supervises/transport, etc., these students? Where is the funding? 7.4.3.b - The WVEA opposes reallocation of the kindergarten aide. If more staffing is needed to implement these policies then provide the funding. Robbing one program to assist another is not the solution. 7.4.3.d - Job posting must designate jobs and responsibilities. Simply posting an aide job at x-school with job descriptions/duties later is inappropriate.

Date Received	Individual/Organization	Comment
11/15/96	Lisa Mizina Coalton Elementary Coalton, WV 26257	7.4.3.B - I strongly urge you to reconsider the section of SB 300 that deals with kindergarten aides. Kindergarten aides are a vital part of preparing students to be successful in their education. Aides duties include a lot of time dealing directly with students, and this would suffer tremendously if their time was reduced up to 50%. Placing aides in first and second grade classrooms is a wonderful idea, but not at the expense of kindergarten students.
11/15/96	Esther Lauderman Williamstown Elementary 418 Williams Avenue Williamstown, WV 26187 Marcia Rurak 4703 6th Avenue Vienna, WV 26105	7.4.3 - The removal of kindergarten aides for 50% of the day is unsuitable for a developmentally appropriate program. It would be detrimental to the learning process by limiting the types of instruction that normally occurs.
11/15/96	Mary Quesenberry Box 167 Squire, WV 24884	I have been a kindergarten aide since 1972. I feel like it is so important to the children to have a full time aide. One thing that is so essential they have stability. You cannot give anyone justice by being in three or four different places during the day. I strongly object to this.

Date Received	Individual/Organization	Comment
11/15/96	Mary White PO Box 303 Stollings, WV 25646	7.4.3 - I feel this is a very unfair policy that could seriously effect the education of kindergarten children. I do agree that first grade teachers need extra help but not at the expense of the kindergarten teachers, aides, and children. Right now I have 21 students in my class which is one over the maximum. The other two kindergarten teachers at my school have the maximum number of students and will probably get more students. Our kindergarten enrollment is predicted to stay at these high levels do to consolidation of other schools and our centralized location. It is unrealistic to think that we could serve all our students needs just as well without assistance from our aides. If the policy says we are to be provided an aide for more than 10 students, then how can you then say they may work in another classroom for as much as half of their work day? This seems to be a contradiction. Our school serves many high risk students and we do not have a preschool program. Also we have most of the children that have special needs without any additional help except for our aides. Many of these children will receive services when they are in first grade from reading and math specialists and from special education teachers but rarely are any of these children served in kindergarten. I urge you to give serious consideration to deleting the section of this policy that allows kindergarten aides to be removed from the kindergarten room to work in other grades. Our aides are already out of our rooms to supervise other classrooms from time to time and to perform other tasks that the principal deems necessary. I do not feel that our kindergarten program can withstand further cutbacks in staff without having a negative impact on the children.

Date Received	Individual/Organization	Comment
11/15/96	Desire Guire North Elementary Route 2, Box 320 Elkins, WV 26241	7.4.3.B - I think that adding classroom aides to the first grade rooms (part-time) is wonderful. However, accomplishing this at the expense of the kindergarten students is horribly unjust. In rural areas such as Randolph County, kindergarten students come to school with many varied developmental levels. I have toilet trained children (as a fairly common practice), instructed non-talkers and children who have never been away from home or traveled out of the county. The majority of my 23 students are also severely economically deprived. My job is to have all 23 of my students ready to read and to compute math equations by June. This is nearly impossible with so many varied levels of experiences. In addition, I must teach all school type procedures from rules, name recognition, penmanship, forming lines, general manners, and social skills. Mandating full time kindergarten classes was a great step forward in equalizing children's early education. However, removing the classroom aide for even 50% of the time would greatly reduce the effectiveness of full time classes. My aide instructs with my supervision, remediates with students experiencing difficulty, reteaches daily, evaluates programs in conjunction with myself, provides additional comfort in times of student stress, directs expansion activities, guides computer usage and prepares materials. These are only a few of her many daily responsibilities. These could never be accomplished in 50% of the time. It is not feasible to teach 23 kindergarten students without a classroom aide and still meet the high expectations of SB 300. If first grade is to receive classroom aides, additional staff should be hired -- not reassigned at the expense of the kindergarten students in West Virginia. 7.4.3.B - If an aide is required for over 10 students, why are you trying to take away from this kindergarten class. If additional help is needed in grades 1 and 2, then additional workers need to be hired. In our kindergarten classes we work with groups or individuals on a daily basis. This will be taking quality time away from the kindergarten students that need our help. How can these kindergarten students be ready for first grade when you are greatly taking away from their learning time by removing the aide for 50% of their work day. This is something that needs to be looked into again. I am greatly against this policy. I am for the children, so I do not like to see the help that they need taken away from them.
11/15/96	Lisa Shanholtz Inwood Primary PO Box 509 Inwood, WV 25428	

Date Received	Individual/Organization	Comment
11/15/96	Carol L. Fox HC 61, Box 50 Mabie, WV 26278	7.4.3.B - A kindergarten aide is very much needed for the entire school day. As the law now stands -- any kindergarten teacher with more than 10 students must be provided an aide. To change this would be nearly impossible for a classroom to function properly.
11/15/96	Kindergarten Parents Nitro Elementary 1921 19th Street Nitro, WV 25143	7.4.3.B - I was shocked to read the question in the State Education Magazine concerning pulling kindergarten aides (possible for as much as 50% of the time) for tutoring other grades. As K teachers at Nitro Elementary, we find this unacceptable. We use our aides as other teachers as well as tutors all day long. During morning hours the aides are totally involved with tutoring and as a second teacher at group time. Often, aides will have to stop afternoon hours, tutoring continues, and the aides help set up for our one-hour choice time. This is an extremely busy hour whereby students work/play in small groups. Many of our art and social skills curriculum is covered at this time. The aides also help to supervise then so that the teachers can do some one-on-one conferencing. The other grades do not have to plan the 8 to 12 centers that we do. I agree that it is critical for children to master skills at an early age. To pull K aides out of their rooms would have a negative impact upon the quality/quantity of skills to be covered. I truly think that to pull aides would cause this county to regress instead of progress.
11/15/96	Mary Nunn WV Department of Education	7.4.1.c - This statement does not seem to belong here, because it is in a different format than 7.4.1.a and b. Suggest it be renumbered as 7.4.4.b.B and inserted on page 32 under heading "Staff Development" (7.4.4.b.). 7.4.2.a.B - Revise as follows: "Ensure that teachers implement their responsibilities within programs of study and/or other instructional areas." Rationale: Special education personnel may be providing instruction in areas, such as behavioral or social skills or functional living skills, that are not considered to be a recognized program of study as defined in the Glossary and proposed Policy 2510 or Policy 2520. 7.4.3.a.C - Revise statement as follows: "Aides are available for students with disabilities as needed to implement individualized education programs (IEPs) and as set forth in the Regulations for the Education of Exceptional Students (Policy 2419). Rationale: IEPs should describe the services a student needs not specific personnel. 7.4.3.b - To be consistent with 7.4.3.a. reword as follows: "Use community resources, when appropriate, in innovative ways . . ."

Date Received	Individual/Organization	Comment
11/15/96	Deborah Ginschall	7.2.11 - Our days are long enough. Many children now have a 9 hour day before you add work experience and extra curricular. Not only hours, more productive hours are needed. 7.4 - Flexible days? Yes, some may begin early with busses and then some may stay late. This is better than bus duty for students and possibly teachers. After school meetings and volunteering for nonpay activities needs to be kept to a minimum. We are professionals. You cannot keep expecting us to give of our quality time so freely. We are not public servants. Slaves were freed in 1863, but the public's mind set has not.
11/15/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	7.2.4 - Funding must be provided for extended day and extended year learning opportunities. 7.2.8 - Extend timeline for providing work-based learning to Effective Fall of 1999. 7.2.11 - Fifteen minute increase should be made flexible for staff development needed to implement all of the changes required by state board policies.
11/15/96	Wetzel County Schools 333 Foundry Street New Martinsville, WV 26155	7.2.9.d - As stated in this section, extended learning time is an unfunded mandate. It will require additional resources to provide the extended time no matter which strategy is used. This should be either funded or re-written to make it optional, not mandatory. 7.2.11 - As stated earlier, to add minutes to the school day is to take away the opportunity.

Date Received	Individual/Organization	Comment
11/15/96	Mark C. Fawcett Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Velinda Phillips Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Jeanne Fawcett 210 Riverside Drive New Martinsville, WV 26155 Rebecca J. Moore 120 South 1st Avenue Paden City, WV 26159 Darrel Ballard Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Keith Herrick Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	7.2.8 - Will this require additional staff to coordinate student experiences? 7.2.9 - Who will provide funding for staffing?

Date Received	Individual/Organization	Comment
11/15/96	(Names Continued) William D. Aberegg 254 Long Drive New Martinsville, WV 26155 Nettie Jo Herrick 1225 Robin Drive New Martinsville, WV 26155 Lavena J. Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Elizabeth Beale 47 Oriole Drive New Martinsville, WV 26155	7.2.8 - Will this require additional staff to coordinate student experiences? 7.2.9 - Who will provide funding for staffing?
11/15/96	Rebecca Goodwin Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311	7.2.7 - This committee should be a local option. It could interfere with site-based management and should not be required.
11/15/96	Rebecca Goodwin Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311	Increasing the instructional day by 15 minutes at each programmatic level will place a tremendous burden on the younger students. They already have an extremely long day because they have to wait for the buses to arrive from the high school in the afternoon. An additional 10-15 minute wait for elementary students is too much. Many are presently not getting home until 4:45 - 5:00 p.m. 1. Make no change from the present time requirements. 2. Change the legislation to increase the school year, not the school day.

Date Received	Individual/Organization	Comment
11/15/96	Vickie Wagner Iager Elementary School Box 358 Waters Street Iager, WV 24844	7.4.3 - This policy states that kindergarten aides may be sent 50% of the day to first and second grade. I strongly object to this policy. I have taught kindergarten in McDowell County for 20 years. I know the importance of an aide in kindergarten. We usually have 20 or more students in class. It would be nearly impossible to meet educational needs of the students without an aide to assist. Many of my students have never been away from home. They need constant attention and reassurance. I need an aide with me to support my educational plan. <u>Please let us use the kindergarten aides in the kindergarten.</u>
11/15/96	Pat Mason Mineral County Schools One Baker Place Keyser, WV 26726	7.2.11 - Eliminate 15 minutes increases. 7.2.2 - "all students have an opportunity to . . . " Good!
11/15/96	Sandra Phillips 600 Academy Street Ronceverte, WV 24970	7.2.11 - A guarantee of fewer classroom interruptions would ensure quality learning time. Primary level students have limited attention spans and do reach a saturation point. Some of these children are on a school bus beginning at 7:00 a.m. and returning to home at 5:00 p.m. by our current school day. A longer comment period and more input from educators in the field is needed!
11/15/96	Carol S. Workman Ronceverte Elementary 600 Academy Street Ronceverte, WV 24970	7.2.11 - Students at the primary level can only stay focused a certain number of hours. We (educators) should become more focused on our objectives and more aware of how we use our time.
11/15/96	James Murphy Gathoun High PO Box 898 Grantville, WV 26147	7.2.4 - Who pays? 7.2.7 - Another committee? 7.2.11 - Some of our students leave in the dark and get home after dark now.
11/15/96	Susan Lamp 1616 25th Street Parkersburg, WV 26101	7.4.3 - Please consider requiring aides in 1st grade who 50% of the time could be allocated to help with 2nd grade. If you cut out some of the new bureaucracy then you could afford this. More committee's aren't needed even statewide ones!

Date Received	Individual/Organization	Comment
11/15/96	Catherine Marino Box U Holden, WV 25625	7.4.3 - This negates the purpose of having an aide in the kindergarten classroom. Developmental, kindergarten children are dependent on adults to assist them in almost every task from tying shoes and buttoning pants to holding a pencil for proper writing strokes and finding a page in a book. This makes a full-time kindergarten aide invaluable to the smooth delivery of the kindergarten curriculum. She is able to assist the teacher by helping children with all the small jobs that would take away from the instructional flow. When kindergarten was instituted in West Virginia, 25 years ago, the need for full-time kindergarten aides was recognized. Since that time, the curriculum has changed from a socio-emotional emphasis to one of high academic achievement. But, the typical five year old is still the same child. Attention spans, muscles that work scissors, basic interests and so forth are the same for the children of 1997 as they were for children in 1972. The kindergarten teacher is constantly being challenged to create new and innovative methods of program delivery. A full-time aide is an integral element for that delivery.
11/15/96	Bridgeview Elementary Center 5100 Ohio Street So. Charleston, WV 25309	7.2.4 & 7.2.9.d - We would like a definition of extended day and extended year. We would also like to know where the funding would come from to support extended activities. 7.4.3.B - We feel that it would be very difficult for a kindergarten teacher to handle 20 students alone if the aide spends up to 50% of her time in grades 1 & 2. This would not "assure quality education." 7.4.2 - Accountability A. - When is the duty free planning period? We already have this now during the instructional day. Would we keep it during the day or does this mean that it would be during before or after school hours.
11/15/96	Faculty Senate Berkeley Heights Elementary Route 5, Box 490 Martinsburg, WV 25401	7.2.8.f - At what cost? 7.2.9.i - Besides being aware of the individual student differences, teachers must know three different curriculum levels in multiple subjects. 7.2.11 - Again, extra classroom time, but no compensation. 7.3 - The State Board seems to have a very low opinion of the teachers in this state to even make a policy re: this. Teachers in West Virginia are among the best in the nation and know what is expected of them.

Date Received	Individual/Organization	Comment
11/15/96	Lawrence Hitt Shepherdstown Elementary 410 S. Church Street Shepherdstown, WV 25443	Is this attainable and reasonable? Funding and training? Funding, responsibility, repair, etc. Who will do this? What happens if reteaching doesn't work? Will we have test data bank in time to do this.
11/15/96	Carol L. Obermann Wheeling Park High School 1976 Park View Road Wheeling, WV 26003	7.2.2.a - What happens if a student is not performing at grade level by the completion of fourth grade? 7.2.9.c & d - I disagree with flexible staff scheduling and extended learning time if it means that teachers will be expected to work in the evenings or on Saturdays.
11/15/96	Barbara Cox Braxton County Schools 411 N. Hill Road Sutton, WV 26601	Resources with regard to funding and time at county level need to be provided by state/legislature for staff development/training.
11/15/96	Faculty Senate Alban Elementary 2030 Harrison Avenue St. Albans, WV 25177	Language arts and math need to be the emphasis at elementary school level. The requirement to teach both social studies and science daily will take time away from language arts and math. Physical education/music/art are to be enjoyed and many skills are reinforced through this. To eliminate the participation of some children is not right. Students should not be punished for learning at a slower rate. Extended day programs may be an alternative to eliminating music, art, physical education for some students.
11/15/96	Faculty Senate Peterstown Elementary School 108 College Drive, PO Box 640 Peterstown, WV 24963	We are concerned about the increase time required by professionals to serve on committees to prepare annual unified school improvement plans, serving on county steering committees, etc. Also we are concerned with the proposal that all students be at level by the end of grade four while requiring 95% of the students to be promoted. Also we are concerned about the removal of kindergarten aides for up to 50% of the school day.
11/15/96	Jill Brown Short Line School PO Box 328 Reader, WV 26167	If a kindergarten requires an aide for over 10 students and the aide can be assigned in 1st and 2nd grade 50% of the time, what about the kindergarten guidelines this other 50% of the time.

Date Received	Individual/Organization	Comment
11/15/96	Faculty Senate Lester Elementary Box 727 Lester, WV 25865	Schools should best decide how and when to manage and implement teach/reteach. Due to problems such as scheduling, when there is only one teacher per grade level and large class sizes, teach/reteach may not be the most feasible at every school. There are other methods. This should be a site based decision.
11/15/96	Elizabeth Mitchell Franklin Elementary Evick Drive Franklin, WV 26807	Educators should be able to schedule when reteaching is necessary. Many skills are retaught many times in a text. Educators experiences allow them to judge the need for reteaching. Teachers are also able to decide whether subjects need to be taught daily (question English, social studies, and science daily). 7.2.4 - If extended year and day, I hope there are extra programs not a part of the instructional day. 7.4.3 - Kindergarten classrooms need aides more than 50% of time. I have been there!
11/15/96	Ron Short Altizer Elementary Huntington, WV 25705	I am also concerned about the possible removal of aides from kindergarten classrooms and being sent to other rooms. It is true that aides are needed in other classrooms, especially primary grades. But this policy would have a negative impact on kindergarten classes.
11/15/96	Marjorie Bauer Altizer Elementary Huntington, WV 25705	I also have concerns that removing paraprofessionals one-half day from kindergarten for possible placement in first or second grade classrooms is highly unacceptable. Yes, first grade needs paraprofessionals but kindergarten does too. . full days! "Robbing from Peter to pay Paul" is extremely poor and inefficient educational thinking.
11/15/96	Diane L. Gillespie Lewisburg Elementary 206 North Lee Street Lewisburg, WV 24901	7.4.3.B - I feel it is important that aides remain in kindergarten for the full day. Kindergarten students require much assistance throughout the day not just part of the day. A kindergarten teacher needs assistance for the full day when the class enrollment exceeds 10 students.
11/15/96	Faculty and Staff Confidence Elementary HC 63, Box 163 Red House, WV 25168	Who is supposed to get supplies ready for activities? Who will be in the room in case of an emergency? Who does aides work while she or he is out of the room? If this purpose is to be achieved, our kindergarten students need the aides to ensure help needed at the kindergarten level. Kindergarten aides are already over worked, under paid, and under appreciated. If you put an additional load on these valuable employees it will cause an additional hardship and be a detriment to the kindergarten program.

Date Received	Individual/Organization	Comment
11/15/96	Linda Gentry Kimball Elementary Box 308 Kimball, WV 24853 Susan Hardy Kimball Elementary Box 308 Kimball, WV 24853	7.4.3 - This part of Policy 2510 is very distressing. I am very strongly opposed to this aspect of Policy 2510. A kindergarten classroom cannot function properly without proper full-time assistance.
11/15/96	James Piccirillo Weirton Heights School 160 South Twelfth Street Weirton, WV 26062	I agree 100% with allowing principals to use kindergarten aides for up to 50% with grades 1 and 2. Kindergarten aides are of great value but the transition from grade K to 1 is not magical. Many grade 1 students need and demand the help of aides. I feel that we could better use these aides as instructional tools to help students make that transition. Most policies often seem to be employee driven thus meeting the needs of employees. This is one change that can bring dramatic impact to students. Good aides are clearly more than people used for cut out and paste helpers. Parents and volunteers can serve that role. Good aides can make a difference to grades 1 and 2 students. Taking a child from a room of 20 with 2 trained adults and moving them to a room of 25 with one teacher cannot be justified because of the 6 to 12 month age maturity.
11/15/96	Jeanette Powell 140 May Apple Lewisburg, WV	I am very concerned about the extending of the school day. Students begin arriving at 7:15 a.m. and they are the last ones to leave at 3:45 p.m. This is a very long day especially for young, five year old kindergarten students. Need an effective transportation schedule or an effective solution.
11/15/96	Sandy Weese Tyler County Schools PO Box 25 Middlebourne, WV 26149	Increasing the instructional day by 15 minutes at each programmatic level will place a tremendous burden on the younger students. They already have an extremely long day because they have to wait for the buses to arrive from the high school in the afternoon. An additional 10-15 minute wait for elementary students is too much! Many are presently not getting home until 4:45 p.m. - 5:00 p.m. 1) Make no change from the present time requirements. 2) Change the legislation to increase the school year, not the school day.

Date Received	Individual/Organization	Comment
11/15/96	Linda Moore Homestead School PO Box 158 Dailey, WV 26259	Extended day & extended year learning opportunities -- Is this mandatory or on a need based guideline? Electronic portfolio -- What is it? A computer disk with records?
11/15/96	Jennifer Snyder	7.4.3 - I feel we would be moving backwards if we only let kindergarten have a half time aide. I feel that kindergarten and 1st grade should both have a full-time aide all day.
11/15/96	Cynthia Leonard East Park Elementary 261 Homewood Avenue Fairmont, WV 26554	First grade does need aides. However, we do not want this at the expense of our kindergarten students. We will need additional aides, while keeping kindergarten the same.
11/15/96	Megan Scott Route 2, Box 3026 Inwood, WV 25428	7.4.3 - There are many reasons why I believe kindergarten aides are necessary in the classroom. The most important reason supporting this belief is that more than one person is needed to ensure the safety of 20 small students of the kindergarten level. Students of this age group often need special attention. For example, if a student is ill someone must be available for support. If the classroom teacher is occupied with an ill student this will result in a lack of education for other students. Small children often have special needs that occupy classroom time. One person cannot address all of these special needs and successfully run a kindergarten classroom.
11/15/96	Eva B. Furgason PO Box 508 Rivesville, WV 26588	It would be impossible for one person to teach and properly supervise 20 young children. The help of an aide is necessary for a successful and happy first school experience.
11/15/96	Elizabeth F. Taylor Route 2, Box 3026 Inwood, WV 25428	7.4.3 - As a former kindergarten teacher, I know how important it is to have a classroom aide. Managing 20 or more 5 year olds in a safe and secure environment would be an impossible job for one adult. This age child needs constant supervision and guidance. It is necessary to have two adults in the classroom to properly watch over their learning and cooperative play areas. It is almost a daily occurrence for one adult to accompany a student(s) to the restroom, playground, and other special activities, while the other adult is with the remaining students in the classroom. As a parent, I can't imagine sending my 5 year old to school with 19 other children and expect one person to care for all of their needs (education or emotional) along with the needs of the other children in the classroom.

Date Received	Individual/Organization	Comment
11/15/96	Janet Sanders Route 3, Box 166-B Mannington, WV 26582	Having worked in the kindergarten class, I feel a full time aide is necessary.
11/15/96	Carolyn S. Markley PO Box 181 Farmington, WV 26571 Genevieve Daniel Blackshere Elementary 206 Locust Street Mannington, WV 26582	As an aide in a kindergarten classroom, I feel that if a principal assigns me for any amount of time outside the kindergarten class that it would be detrimental to the success of the kindergarten program and directly to the students. Other than thirty minutes of duty free lunch, I am working with the students or taking them to lunch and have lunch duty with them. I go with them to the specialists and assist the specialist while other students are in their class. The teacher I assist feels my presence is needed full-time in the classroom. First grade classes need their own aides to be divided with second grade classes.
11/15/96	Ann Dawson RR 1, Box 405 Farmington, WV 26571	More teachers and/or aides are needed, not divide the aides among K, 1 & 2 grades.
11/15/96	Janet Winter Kathryn Smith Janet Garrison Linda Reeder Monica L. Roberts Kristen Hatfield Brenda Young Judy Alford Mary Craddock Cathy Ellison	7.4.3 - We strongly feel that kindergarten aides should remain in the kindergarten classroom where they are much needed on a full-time basis for aiding with instruction and other duties as fits their job description. Your Educational Goals, as stated in 126-42-3, We do not feel this goal is possible without a full-time aide in the kindergarten classroom. We do not feel that kindergarten aides should have any additional duties other than their assigned classroom. We realize the aides in grade one would be very beneficial but not at the expense of the kindergarten children who cannot do many things without assistance and demand more one to one instruction than a teacher alone can supply. We also feel that these aides would be used to give teachers planning time and they are not trained teachers as per and music teachers are. They should not be required to teach a class of students in any grade without the required training. We ask that this policy be reviewed and the second sentence deleted from Policy 2510 and SB 300.
11/15/96	Judith Pyles 1734 Rolling Hills Circle Charleston, WV 25314	7.2.8.f. - Staff development for mentors is important. 7.3.2.f. - Family and Consumer Science teachers have training in cooperative learning. 7.3.2.h. - We teach good work habits in the classroom.

Date Received	Individual/Organization	Comment
11/15/96	Sarah Dixon 1870 Crossroads Kenova, WV 25530	7.2.4, 7.2.9.c and d. - Facilities? Who? How Paid?
11/15/96	Boone County Brd. of Educ. Dr. Richard Adkins, Exec. Dir. Of Curriculum Tech. Staff 69 Avenue B Madison, WV 25130	7.2.2. Mastery End of 4th Grade - How will this mastery be determined (standardized tests, teacher assessment, etc.)? What will happen if mastery is not met? 7.4.3. - Support Staffing - Kindergarten class of 10 or more students need a full time aide if appropriate identification and remediation of kindergarten students is taking place. If this policy recognizes a need for aides in grade 1 and 2 to assist with reteaching instruction, then funding should be provided for additional aides. If not, the proposal needs to rethink the requirements placed on a classroom teacher for reteaching and remediation.
11/15/96	Jackee Long WV School Service Personnel Route #2, 2015 Northwoods Drive Martinsburg, WV 25401	7.4.4.b. - Staff Development (a) Implement a process for staff development activities which include the implementation of Policy 5500.02. This staff development program provides job related training for service personnel. Such a system includes: (1) Assuring that all service staff participate in at least 18 hours of staff development each year. Job enhancement means educational training options designed to meet the needs of service personnel in all 6 employment categories. (2) These training options should consist of sessions developed to enhance job performance and/or present informative trends and techniques that have been established by County Staff Development Councils. (3) Staff development should be a continuous, developmental process ultimately based on staff needs to meet county and state goals. (4) The developmental process must be strictly done by service personnel. The County Staff Development Council shall consist of two employees from each category of employment. Such councils shall have final authority to propose staff development programs for their peers based upon rules established by statute and the council on service personnel education. Administration is to serve in an advisory capacity only. (5) Unused funds must be carried over to the proceeding year.

Date Received	Individual/Organization	Comment
11/15/96	Elizabeth Beale 47 Oriole Drive New Martinsburg, WV 26155 William D. Aberegg, Nettie Jo Herrick, Lavena Jane Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	7.2.8. - Will this require additional staff to coordinate student experiences? 7.2.9. - Who will provide funding for staffing?
Section VIII - Program Accountability		
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	8.2.8 - "Any student?" Students with mental retardation will <u>not</u> perform above the 50%ile in reading, math, and language no matter how many "skills improvement programs" they are placed in. They are mentally impaired. Get a grip!
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	8.2.11 - How can you provide electronic portfolios of a student's work if we don't have access to this technology?
11/13/96	Judith B. Schuda 1236 Park Avenue Charleston, WV 25302	8.2.3 - Awarding credit for mastery, while sound in theory, will be impractical and labor-intensive. Please consider the problems involved with implementing this aspect of the policy.

Date Received	Individual/Organization	Comment
11/13/96	Glen Karlen Randolph County Vo-Tech Route 3, Box 246 Elkins, WV 26241	8.2.6 - Revise the contents of the Certificate of Proficiency to reflect the results expected of schooling including various forms of credentialing and mastery of content. Completion of a program of study needs to be tied to receiving a Certificate of Proficiency. 8.2.8 - State students below 50th percentile are to be placed in skill improvement program. Counties need to have flexibility in the delivery mode for skill improvement sessions. 8.2.7 & 8.2.9 - Same warranty issues addressed earlier. 8.2.10 - a. Change effective date to the year 1998-99. A. Change effective to 1998-99. b. A. Change effective date to 2000-2001. d. B. Change effective date to 2002. 8.3.1 - Needs to reflect working with partnerships and information obtained. 8.3.2 - Change section designation from 8.1.C to 7.2.7.
11/13/96	Dr. Frieda Owen Wood County Schools 1210 13th Street Parkersburg, WV 26101	8.2.7-9 - The warranty, which is not mentioned in SB 300, focuses inappropriate attention on basic skills in the high school curriculum. The warranty is not recognized by business or higher education. Moreover, it is a misuse of norm-referenced testing. If this requirement remains in policy, the required skills improvement programs should be state-funded.
11/13/96	Homer Preece WV Vocational Association Mid-Ohio Valley Center 2513 Jackson Avenue Pl. Pleasant, WV 25550	8.2.10 - Plan development and initial implementation should begin in 1998-99. Graduating class should be 2002. This would allow all schools time to comply.
11/13/96	Sharyn Urey 307 Morgantown Street, Apt. 4 Kingwood, WV 26537	8.2.7 & 8.2.11 - Where's the funding? Where's the maximum eight hour day for professionals?
11/13/96	Willia Dambro 116 East King Street Martinsburg, WV 25401	Who will monitor this and how will they be reimbursed, when it takes place outside of school day?

Date Received	Individual/Organization	Comment
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	8.2.3 - This would be wonderful. 8.2.7 - Again not every 11th grade student is average.
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	I am glad to see the new method of testing! Test, Teach, Test.
11/13/96	Gail Flesham 609 Pennsylvania Avenue Rainelle, WV 25962	8.2.8 - The implementation of skill improvement programs will necessitate additional staff to teach these classes. Our high schools are already struggling with increasing class size as unfunded mandates require cuts in teachers in other areas. If a student is placed in a skill improvement program and must also pass his required courses, it will create a frustration level that could lead to increased dropout levels. Students who need vocational training electives will be unable to take these classes. This will increase the feelings that school is not where they want to be.
11/14/96	Joan Saban New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	What is an electronic portfolio?
11/14/96	Donna Martin Lincoln County Schools 10 Marland Avenue Hamlin, WV 25523	8.2.4 - What constitutes mastery of instructional goals? 8.2.8 - We have a concern about the level at which proficiency is set. This could result in an increased number of students requiring skills classes and decreasing time available for other classes. 8.2.9 - Will the post-secondary warranty create scheduling problems if students are returned to the graduating school? 8.2.10D - Is the gifted provision containing the term "must" going to lack in curricular offerings? 8.2.11 - The questions the logistics of the electronic portfolio in terms money, technology, and appropriateness for all students.

Date Received	Individual/Organization	Comment
11/14/96	Amos J. Hamrick & Betty L. Hamrick 5234 Big Tyler Road Charleston, WV 25313 William A. Barham 5329 Koontz Drive Cross Lanes, WV 25313 Joyce Games Route 3, Box 274-A Hurricane, WV 25526 John Ford 114 Bartlett Avenue Spencer, WV 25276 Rodney K. Elam 1710 Dogwood Drive Sissonville, WV 25320 Judy O'Dell 110 Matthew Avenue Poca, WV 25159 Mary Crosier 1175 Bills Creek Winfield, WV 25213 Brenda J. Lewis 516 Seville Circle Hurricane, WV 25526	Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) Wendell Williams 89 Lake Shore Drive Cross Lanes, WV 25313 William Hamrick 5234 Big Tyler Road Charleston, WV 25313 Eugene G. Anderson Winfield Middle School 3280 Winfield Road Winfield, WV 25213 Virginia Rhodes Route 1, Box 435 Buffalo, WV 25033 Ellen Osborne PO Box 91 Eleanor, WV 25070 Peggy Blair 1003 John Street Culloden, WV 25510 Peggy Basham 5329 Koontz Drive Cross Lanes, WV 25313	(Continued) Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) W. M. Shoffner 3500 Winfield Road Winfield, WV 25213 Greg & Kathy McDilda 206 Sun Valley Estates Scot Depot, WV 25560 David L. McClure 339 Country Roads Poca, WV 25159 Robert Lamb PO Box 7072 Cross Lanes, WV 25313 Charlotte Lager 5303 Koontz Cross Lanes, WV 25313 Jacqueline King Ray King PO Box 40 Winfield, WV 25213 S. D. Smith 328 Birch Street St. Albans, WV 25177	(Continued) Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science

Date Received	Individual/Organization	Comment
11/15/96	(Names Continued) M. W. Denning 3500 Winfield Road Winfield, WV 25213 Beth Caudill Hurricane Middle School 518 Midland Trail Hurricane, WV 25526	(Continued) Chart III - Add: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught daily) *Social Studies *Science
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	8.2 - What provisions will be in place to prevent county, school, and teacher comparisons based on test score? Will teacher input be sought in considering advancement or will it be based only on test scores? Will social skills be considered in advanced placement?
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	8.2.6 - Needs clarification 8.2.9 - Remove 70th percentile warranty section.

Date Received	Individual/Organization	Comment
11/14/96	Robert L. Dillon, III 807 Greenbrier Avenue Ronceverte, WV 24970	This section needs to be deleted in its entirety. The whole notion of a warranty on a human being is ridiculous. We put warranties on cars and kitchen appliances, not people and certainly not our youth. This, again, labels the student and results in low self esteem which fosters violence, subcultures, and under achievement. I question the constitutionality of this warranty notion. I believe it is a violation of Civil Rights. The information to be placed on a Certificate of Proficiency (8.2.6) is violation of the Privacy of Information Act. Finally, this is not enforceable. As an employer, I would not consider "sending a kid back." Consideration for employment is based upon the applicants ability to communicate during the team interview and whether or not he/she can spell his/her hometown on the application form. The notion that states the school system can totally prepare a student for post secondary education or gainful employment is just not realistic. These are people we are dealing with, not machines. I wonder if Bill Gates came with a warranty or Thomas Jefferson; maybe, Abraham Lincoln? Forget this section! Rewrite!
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	8.2 - Assessment issues have potential implications for students eligible under IDEA and Section 504 of the Rehabilitation Act. The council supports the language that focuses assessment on improving student instruction. We also have concerns, expressed in the 1996 <u>Annual Report</u>, regarding large scale assessment. The modified diploma is an issue for some students not found to be severely disabled, especially if the regular diploma gains meaning beyond a record of attendance.
11/14/96	Fayetteville Middle School LSIC 135 High Street Fayetteville, WV 25840	8.2.8 - If it is determined necessary to place those 8th grade and above students who fall below the 50th percentile in to skills improvement programs, then should not students in the lower grades have this same opportunity. 8.2.11 - Although the electronic portfolio is not available at this time, confidentiality concerns must be addressed with the development of this record keeping format.

Date Received	Individual/Organization	Comment
11/15/96	Mary Nunn WV Department of Education	8.2.5 - Revise as follows: "Modified graduation requirements for a student with disabilities who has been determined by an Individualized Education Program (IEP) Committee to be unable to meet state and county standard graduation requirements are recorded on the student's IEP and the Individualized Student Transition Plan (see Policy 2419)." 8.2.6 - Delete the phrase "along with the diploma." Rationale: Some students with disabilities may not earn a standard diploma but should be provided with some record of their achievements in grades 9-12. 8.2.11 - Change "graduates" to "graduate's," "skills, competence, and readiness for . . ." 8.3.1.b - Procedures for gathering and processing, delete "a", specific performance data . . ."
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	8.2.3/4 - How will this be done? Does the department plan to create such a testing vehicle to ensure uniformity throughout the state? 8.2.6 - The certificate of proficiency is much work for someone. Is this necessary and can't employers contact the school to get such information? Why not hold off on this until the electronic portfolio system is complete? 8.2.7 - The entire warranty process creates a concern. What good is a diploma if it cannot ensure proficiency? What becomes of the student with a diploma and no warranty? Too much emphasis is placed solely on the ability to do well on a standardized test. County school systems with a large employer base or institutions of higher education will have an unfair coverage for someone else's product (student). Who pays these costs and why should it be passed on to other counties. Is the warranty coverage good for employers across state lines in Hagerstown, MD, for example, and where do they get their refresher courses? 8.2.10 - What and who is the "school advisor" that will assist in these transition plans? If you are planning on teachers to do this when do you expect this to get done and what training is provided? 8.2.10.d - While the fifth year survey instrument may be a good idea, in actuality it will be a nightmare. Since this also appears in Policy 2320 as a performance measure schools will assign staff to track down these surveys. Do we really need to such an emphasis on this type of extra paperwork?

Date Received	Individual/Organization	Comment
11/15/96	Penelope Engel Educational Testing Service 1776 Massachusetts Ave., NW Suite 620 Washington, DC 20036	8.2.9 - If a post-secondary institution finds that a warranted high school graduate does not perform at the stated level of proficiency, such graduate may return to the graduating school system to receive additional schooling in the areas lacking. We find the warranty an appealing concept but urge that the determination for the award of such a warranty be based on more than one indicator. We suggest that a review of several indicators and types of evidence of students' performance be required for warranty decisions. Such evidence might include: students' grades, students' writing samples, 11th grade reading, mathematics, and language scores from the Stanford Achievement Test, as suggested in the proposed regulation; and other evidence collected over time and documented in students' electronic portfolios. Such evidence could be weighted according to State Board developed specifications. There is too much risk, given the measurement error associated with tests, of misclassifying students as either "warranted" or "not warranted," when only one measurement indicators is used. If the desired consequence -- that West Virginia employers ultimately seek to hire only "warranted" students from the public education system -- is achieved, determination of warranty awards becomes a high stakes decision in both students' lives and employers' selection policies and should be made with great caution. Studies of the evidence required by the warranty should be conducted to determine their validity in determining students' readiness for post-secondary education in West Virginia public institutions. The College Board and Educational Testing Service suggest the set of reading, mathematics (arithmetic and elementary algebra) and sentence skills scores produced by the Computerized Placement Tests of the Accuplacer program as an additional and very appropriate measure for determining readiness for college in West Virginia. We recommend that such scores be included, along with other types of evidence mentioned above, as an alternative to the single-measure approach now being considered. "PASS," the high school component of the Accuplacer program, offers the same computer-adaptive tests that the colleges use and the placement threshold scores from local colleges are easily entered in to the software. High school sophomores or juniors can thus ascertain well in advance if they will require remedial courses at local post-secondary education institutions. If necessary, they can get the additional help while still in school and are thus motivated to plan for college. We suggest that the WVDOE support a pilot project which would involve specified high school (using PASS) in collaboration with the public post-secondary institutions they feed, using the

Date Received	Individual/Organization	Comment
11/15/96	Penelope Engel Educational Testing Service 1776 Massachusetts Ave., NW Suite 620 Washington, DC 20036	(Continued) (same) Computerized Placement Tests of the Accuplacer program. Data from this pilot, which would follow high school graduates as they progress through their post-secondary education experience, could be used to assist both the State Board of Education and the higher education governing boards in establishing Accuplacer scores which accurately reflect readiness for post-secondary education in the State of West Virginia. These scores could then become official and validated alternative warranty measures.
11/15/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	8.2.6 - Receiving a Certificate of Proficiency must be linked to the completion of a program of study. 8.2.8 - Counties need flexibility in delivering skill improvement sessions. 8.2.10 - Change effective implementation (a.) from 1997-98 to 1998-99. (A) Change effective date from 1997-98 to 1998-99. 8.2.10.b.A. Change effective date from 1999-2000 to 2000-2001. 8.2.10.d.B. Change effective date from 1998-99 to 2002.

Date Received	Individual/Organization	Comment
11/14/96	Mark C. Fawcett Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Velinda Phillips Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Jeanne Fawcett 210 Riverside Drive New Martinsville, WV 26155 Rebecca J. Moore 120 South 1st Avenue Paden City, WV 26159 Darrel Ballard Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Keith Herrick Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	8.2.4 - What constitutes mastery of instructional goals? 8.2.8 - We have a concern about the level at which proficiency is set. This could result in an increased number of students requiring skills classes and decreasing time available for other classes. 8.2.9 - Will the post-secondary warranty create scheduling problems if students are returned to the graduating school? 8.2.10.D - Is the gifted provision containing the term "must" going to lack in curricular offerings? 8.2.11 - We question the logistics of the electronic portfolio in terms of money, technology, and appropriateness for all students.

Date Received	Individual/Organization	Comment
11/15/96	(Names Continued) William D. Abernethy 254 Long Drive New Martinsville, WV 26155 Nettie Jo Herrick 1225 Robin Drive New Martinsville, WV 26155 Lavena J. Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155 Elizabeth Beale 47 Oriole Drive New Martinsville, WV 26155	8.2.4 - What constitutes mastery of instructional goals? 8.2.8 - We have a concern about the level at which proficiency is set. This could result in an increased number of students requiring skills classes and decreasing time available for other classes. 8.2.9 - Will the post-secondary warranty create scheduling problems if students are returned to the graduating school? 8.2.10.D - Is the gifted provision containing the term "must" going to lack in curricular offerings? 8.2.11 - We question the logistics of the electronic portfolio in terms of money, technology, and appropriateness for all students.
11/15/96	Theron Bittle 709 Trails Branch Elkview, WV 25071	8.2.4 - This is unclear and reflects back to "unit" ambiguity. What happened to the gifted program that would take care of students who are "extra progressive?" 8.2.10.a.A - This is too early in a child's life for definite career choice, or "plan." 8.2.10.a.B - Career planning should begin here. Students are really just beginning to understand a career. 8.5 - This probably fringes on violation of privacy. Student information should be secure and confidential.
11/15/96	Rebecca Goodwin Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311	The Student Transition Plan being done in two parts is an improvement.

Date Received	Individual/Organization	Comment
11/15/96	John McClure 1500 Bridge Road, Apt. 505 Charleston, WV 25314	8.2.7 - How was the 50th percentile selected as the standard for proficiency? By definition, nearly half of the norm group scored at a lower level. 8.2.8 - See comments on 8.2.7. I am not aware of any research that relates the 50th percentile to a need for remediation. 8.2.9 - On what basis was the 70th percentile selected? Is there any evidence that persons who score above that level are competent to perform post-secondary work? A criterion level should be based on evidence of a score-subsequent success relationship.
11/15/96	Pat Mason Mineral County Schools One Baker Place Keyser, WV 26726	8.2.7 - No! This implies only 50% of students are prepared to enter the workplace upon graduation. 8.2.9 - No! This implies only the top 30% of students should attend college.
11/15/96	Harold Garber Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	8.2.9 - 70th percentile unrealistic--institution should set own standards.
11/15/96	Bridgeview Elementary Center 5100 Ohio Street So. Charleston, WV 25309	8.2.2 - If data is to be analyzed before the beginning of the school year, when would that be exactly? (During the summer, past school days?) Where would funding for this come from?
11/15/96	John W. Rose Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414	8.2.7 - The possible costs to a county school system for remediation is prohibitive. 8.2.8 - It should not be mandatory that a parent conference be scheduled. The parent should be advised that the parent may schedule a conference.
11/15/96	Carol L. Obermann Wheeling Park High School 1976 Park View Road Wheeling, WV 26003	8.2.10.b - It is premature and unreasonable to require high school students to select and implement a career major. We should be exposing students to a wide range of experiences and academic offerings, including career awareness. I do not think that students should be forced to choose a career major at this age.

Date Received	Individual/Organization	Comment
11/15/96	Faculty Senate Peterstown Elementary School 108 College Drive, PO Box 640 Peterstown, WV 24963	We are concerned with the lack of definition of the graduation warranty that is awarded to graduates; retraining of warranted students, certificates of proficiency/electronic portfolios which are required to be implemented without additional funding or additional staff.
11/15/96	Elizabeth Mitchell Franklin Elementary Evick Drive Franklin, WV 26807	Good plans for extended illness in children Local School Improvement Council and School Faculty Senate time has been good to plan our school improvements in the education of our children, scheduling, and improving our building, community, and staff unity.
11/15/96	Twila White Route 2, Box 21-A Frametown, WV 26623	Please do not increase the instructional day. In a rural county that means the elementary kids get to school even earlier. In our schools some four and five year olds arrive at school day 7:00 and leave school at 4:20. This is too much of not developmental appropriate.
11/15/96	Jenny Jones One Valley Avenue Richmond High School Richmond, WV	I have had many students tell me that the only reason they took business classes was so that they could participate in FBLA. My son is one of them and he has gained many valuable skills from his business classes. Many students could not participate if it were not on school time because of jobs and responsibilities at home. Advisor also would not have time because of their own family responsibilities. Student organizations as we know them now would not exist. Sufficient advisors could not be found - fewer students would be able to participate. Enrollment in vocational classes would go down. We would them have fewer people trained for occupations.
11/15/96	Judith Pyles 1734 Rolling Hills Circle Charleston, WV 25314	8.2.4, 8.2.6, 8.2.8. - Students in 8th grade are not ready to declare a major or career cluster. It is good that a sophomore (10th) will be able to reconsider and/or change a career. Follow-up of students after high school is a good ideal. 8.2.10.B. - Students in the 8th grade are not prepared to select a career cluster unless they are educated starting in elementary grades. Parents need a lot of information to help their child select a career.

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11/15/96	Elizabeth Beale 47 Oriole Drive New Martinsburg, WV 26155 William D. Aberegg, Nettie Jo Herrick, Lavena Jane Higginbotham Magnolia High School 601 Maple Avenue New Martinsville, WV 26155	8.2.4. - What constitutes mastery of instructional goals? 8.2.8. - We have a concern about the level at which proficiency is set. This could result in an increased number of students requiring skills, classes and decreasing time available for other classes. 8.2.9. - Will the post-secondary warranty create scheduling problems if students are returned to the graduating school? 8.2.10.D. - Is the gifted provision containing the term "must" going to lack in curricular offerings? 8.2.11. - We question the logistics of the electronic portfolio in terms money, technology and appropriateness for all students.
Section IX - Optional Delivery Systems		
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	9.3.1 - Who will supervise the building during this extended period? This whole section could lead to long school days for administrators or other custodial staff.
11/13/96	W. M. Shoffner 3500 Winfield Road Winfield, WV 25213	Allow to be integrated or separate course.
11/13/96	Willia Dambro 116 East King Street Martinsburg, WV 25401	How will this take place, who will be responsible, what funding will cover re-educating all the dysfunctional adults?
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	9.3.2 - County boards of education should provide summer school for all students who want or need to attend. Elementary schools should not be excluded. 9.3.5 - All counties should provide a setting for elementary schools.

Date Received	Individual/Organization	Comment
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	9.1 - I like the idea of community linkages and partnerships for some students. 9.2.1 - Great!
11/14/96	Glenda Follett PO Box 328 Reader, WV 26167	9.3.1.a - Good ideal! Year Round School
11/14/96	Linda Fommer New Martinsville School 20 E. Benjamin Drive New Martinsville, WV 26155	9.3.5 - This section makes sure disruptive students are in a setting conducive for this learning. What about if their behavior puts well-behaved students in a setting not conducive to learning?

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11/14/96	Amos J. Hamrick & Betty L. Hamrick 5234 Big Tyler Road Charleston, WV 25313 William A. Barham 5329 Koontz Drive Cross Lanes, WV 25313 Joyce Games Route 3, Box 274-A Hurricane, WV 25526 John Ford 114 Bartlett Avenue Spencer, WV 25276 Rodney K. Elam 1710 Dogwood Drive Sissonville, WV 25320 Judy O'Dell 110 Mathew Avenue Poca, WV 25159 Mary Crosier 1175 Bills Creek Winfield, WV 25213 Brenda J. Lewis 516 Seville Circle Hurricane, WV 25526	Allow to be integrated or separate course.

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) Wendell Williams 89 Lake Shore Drive Cross Lanes, WV 25313 William Hannick 5234 Big Tyler Road Charleston, WV 25313 Eugene G. Anderson Winfield Middle School 3280 Winfield Road Winfield, WV 25213 Virginia Rhodes Route 1, Box 435 Buffalo, WV 25033 Ellen Osborne PO Box 91 Eleanor, WV 25070 Peggy Blair 1003 John Street Culloden, WV 25510 Peggy Basham 5329 Koontz Drive Cross Lanes, WV 25313	Allow to be integrated or separate course.

Date Received	Individual/Organization	Comment
11/14/96	(Names Continued) Jack Mossburg 910 9th Avenue Parkersburg, WV 26101 John Bird 230 Bird Court So. Charleston, WV 25303 Franklin Howerton 501 Twin Towers East Huntington, WV 25701 Frank Beurer 126 Scenic Drive Scott Depot, WV 25560 John W. Leneu 379 E. South Street Jackson, OH 45640	Allow to be integrated or separate course.
11/14/96	Jennifer Bates Short Line School PO Box 328 Reader, WV 26167	9.3.1.a - Good idea (year round school) Lets do it!
11/14/96	Faculty & Staff Davis Elementary School 113 5th Street Gassaway, WV 26624	9.3.1 - Will teachers be compensated for exceeding an 8 hour day? Will funds be provided to replace materials that are used and equipment that is worn-out prematurely? We are seeing this happen in our computer lab where adult classes are being taught at night. Will the buildings be adequately heated and cooled for use in evenings, weekends, and summers?

Date Received	Individual/Organization	Comment
11/14/96	William K. Hudgins Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	9.3.1 - Funding required 9.3.2 9.3.3
11/14/96	West Virginia Advisory Council for the Education of Exceptional Children 100 Angus E. Peyton Drive So. Charleston, WV 25303	9.3.4 - This responsibility has been inappropriately placed in special education for some time. This is a positive move.
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	9.3.6 - The Association commends the recommended use of schools as service centers.
11/15/96	Mary Nunn WV Department of Education	9.3.4.c.B - Add language to statement as follows: "Home/hospital instruction . . . (IEP) and the regular school programs of study in which that student participates." Rationale: The IEP may only address a portion of a student's instructional program; therefore, it is important that the student also receive home/hospital instruction in the regular programs of study also.
11/15/96	Theron Bittle 709 Trails Branch Elkview, WV 25071	9.3.1.a - There should be no need for this. At worst, it should remain an option. Do not force it upon counties/schools. 9.3.3.a - I agree -- communities need this. 9.3.6 - Schools should not be used as service centers. The focus should be on public education, not baby sitting or nursing.
11/15/96	Rebecca Goodwin Kanawha County Schools 200 Elizabeth Street Charleston, WV 25311	Funding must be available for extended student learning.

Date Received	Individual/Organization	Comment
11/15/96	Joyce Hobbs Berkeley County Schools 401 S. Queen Street Martinsburg, WV 25401	9.3.4.E - Providing Teacher's Edition to a variety of Home Bound Instructors may be too costly but would be unwise to provide to those parents who home school their children. The integrity of teacher's material could be compromised and become useless in the classroom. Please define home instruction vs. home schooling more closely.
11/15/96	Bridgeview Elementary Center 5100 Ohio Street So. Charleston, WV 25309	9.3.7 - Again, "flexible" is stressed. Please define flexible scheduling. Who needs to be flexible? (Classroom teachers, support staff, librarians, phy ed teachers?)
11/15/96	Ernie K. Dotson Berkeley County Schools 401 S. Queen Street Martinsburg, WV 25401	9.3.4.E - Define home instruction and home schooling more clearly -- integrity of teachers manual/material may be compromised and be too costly.
11/15/96	Carol L. Obermann Wheeling Park High School 1976 Park View Road Wheeling, WV 26003	9.3.7 - I disagree with flexible scheduling of educational personnel within the daily or yearly schedule.
11/15/96	Facultly Senate Peterstown Elementary School 108 College Drive, PO Box 640 Peterstown, WV 24963	Extended student learning although optional, is another unfunded mandate as there seems to be no funding available to hire and/or pay staff to do this.
11/15/96	Linda Moore Homestead School PO Box 158 Dailey, WV 26259	Extended student learning -- Is this just for students not succeeding?
11/15/96	Sarah Dixon 1870 Crossroads Kenova, WV 25530	What plans are for year round schools needs addressed.

Date Received	Individual/Organization	Comment
Additional Comments		
11/13/96	Judy Fisher PO Box 326 Ripley, WV 25271	Teachers are being penalized for lack of parental and student involvement. Most professionals are treated as such and not required to put in nearly as much time after working hours. The greater amount of time spent on "paperwork"/ accountability, the less time left for instruction. Good teachers are leaving!
11/13/96	Martha B. Wine PO Box 37 Burnsville, WV 26335	This whole policy seems geared toward turning out factory workers rather than educating a whole child who is given enough experience and guidance to become a happy citizen through self-exploration, student responsibility, and self-confidence.
11/13/96	Richard Kendall 118 Dodd Drive Spencer, WV 25276	Would we no longer be excused to take a class to hear a performance by the WV Youth Symphony, compete in Regional Band Festivals, etc.?
11/13/96	Lesa Spears Beckley Junior High 423 Ewart Avenue Beckley, WV 25801	Policy 2510 has some excellent recommendations for change and implementation. However, I feel that you will be eliminating valuable learning if you do away with co-curricular activities. I also believe these opportunities for extended learnings could lead to some staff members having increased days and extra supervision responsibilities.
11/13/96	Jolea Martin 4 Scenic Drive Ripley, WV 25271	Teachers are being punished. We are professionals. No other professionals are expected to give so much of their free time. Parents as well as students should be held accountable for the education of the children in this state. As a tax paying person I object to Policy 2510. I have children in the public school system and I feel all educational programs should take place at school during the normal school time. One child is in band and very much enjoys the educational activities.
11/13/96	Lois Winters Route 1, Box 75 Ripley, WV 25271	Teachers are being penalized by Policy 2510. The wording is not in lay terms for the general public's understanding. As a retiring teacher: God help the new teachers!
11/13/96	Melissa Pugh 104 King Drive Evans, WV 25241	As a teacher who has taught both literature and writing classes, it is my concern that these <u>not</u> be addressed in the same class period. The content is too great to be fairly treated except as separate courses.

Date Received	Individual/Organization	Comment
11/13/96	Judith B. Schuda 1236 Park Avenue Charleston, WV 25302	Chart IV-A - AP tests are expensive. If students must take the test to get credit, you foist an enormous bill onto the local schools. Between this provision and the only allowing college credit for high school courses, you are dooming the Advanced Placement programs in West Virginia.
11/13/96	Phyllane Johnson Route 2, Box 131 Ravenswood, WV 26164	These policies were developed without an indepth look at today's classroom.
11/13/96	Rebecca A. Gilkeson 318 Ohio Avenue Rainelle, WV 25962	We now have a part-time (2 days a week) counselor. We need someone every day. Who is going to pay for the foreign language teachers in grades 7 & 8? The fee for the AP test is ludicrous. You are charging a kid to be taught. They'll reject the AP classes.
11/13/96	Amy Cibik 1216 Wren Drive New Martinsville, WV 26155	As a kindergarten teacher, I can say that every year the students I teach need more and more individual help. Let's not take their aide away! We have to look out for the "average" and "above average" child and without our aides our time will be spent on at-risk-behavior problems.
11/13/96	Judy L. Malcolm 2730 Forrestal Avenue St. Albans, WV 25177	According to the final line of the impact statement, you want to help them be responsible as adult roles, as family members, community members, etc. It is not logical to then eliminate family and consumer science courses like STEPS, Adult Roles and Parenting as electives!
11/13/96	Pat Conaway Sylvester Elementary PO Box 610 Sylvester, WV 25193	It appears to me that in order for the mandates in 2510 to be effectively implemented, the legislature is going to have to appropriate large amounts of additional monies.
11/13/96	Darla K. Edgell Washington District Elementary Route 7, Box 234 Buckhannon, WV 26201	With the geographical layout of our county and the organization of our bus transportation system, all of the schools would need to add the 15 more minutes. The students do not need the additional minutes. Teachers need to use the time they have more wisely.
11/13/96	Vikki Griffith Sherman Elementary School Route 3, General Delivery Comfort, WV 25009	Parenting classes need to be a "required" course in high school. Many of the schools problems are because of poor parenting skills.

Date Received	Individual/Organization	Comment
11/13/96	Lydia Dolen Sherman Elementary PO Box 369 Comfort, WV 25049	I agree with many facets of Policy 2510. However, I feel that reading, language arts (i.e. communication skills and math) should be of primary importance today; for a strong future.

Date Received	Individual/Organization	Comment
11/13/96	Dale Slack 5309 Doc Bailey Road Cross Lanes, WV 25313	I am a Technology Education teacher at Winfield Middle School. I have a degree in Industrial Arts from Fairmont State College. Over the past ten years, I have transformed an old woodworking shop into a Technology Education Lab. This lab is state of the art and is preparing our students for the 21st Century. My first question is who wrote Policy 2510 and does anyone out of that panel know what Technology means? I will proceed to tell you: Technology is the application of knowledge, creativity and resources to solve real world problems and extend human capabilities. This leads me into my next question: What is Technology Education? Technology Education's main focus is teaching students a process that will enable them to understand and apply technology to solve problems. The components of Technology Education are as follows: students will integrate math, science, social studies, and language; construct and apply their own knowledge; "Design under Constraints;" analyze social, environmental and economic impacts; use multiple resources. As you can see, this new focus of the old Industrial Arts to Technology Education is preparing our students for the 21st Century. To make you aware of how many labs that are in place in the State, 16 and another 10 have been approved. The programs these have been installed into are all Industrial Arts Labs because of the technical background these teachers have to help setup and run these labs. Does the panel have any idea of this? What will be done with these labs if you cut these programs on the middle level and junior high level? Also, being a parent of a future student in Kanawha County, I have problems with cutting this class and introducing a foreign language. Being an educator, I can tell you that for a lot of our students, the English language is enough of a foreign language. Please rethink what you are trying to accomplish for our students. Don't make it look good on paper. You are dealing with <u>our</u> children. I would like to refer you to the technology plan for the State of WV. The vision they have on page 8 reads as follows: Students of all ages and citizens as lifelong learners will have the necessary skills and access to technology tools to take responsibility for their own learning, to be actively involved in critical thinking and problem solving, to collaborate and cooperate, and to develop as productive West Virginia citizens in a worldwide economy. I invite you to come to Winfield Middle School and see the Technology Education Lab. I am sure you will see this vision a true reality. Thank you and please come see the students at work.

Date Received	Individual/Organization	Comment
11/14/96	Yolanda Skeens PO Box 143 Ashford, WV 25009	I feel too much emphasis is being placed on reteaching. In some instances reteaching may be all that is achieved in a class lesson. If this is the case very little content curriculum may be taught due to the large amount of reteaching being taught.
11/14/96	Kathleen Burke 5 Birch Tree Lane Charleston, WV 25314	Who will teach social studies, science, art, music, etc. while we are reteaching or extending instructional time? This policy is not realistic -- and should be rethought and rewritten putting students as the center of education rather than career awareness.
11/14/96	Marian Treadway Shady Spring High PO Box 2001 Shady Spring, WV 25918	The impact statement discusses the importance of students making a "successful transition into responsible adult roles as family members, community members, and valued employees." The Adult Roles and Functions courses teaches job seeking and keeping skills, team development, critical thinking, etc., in addition to coping skills for the family member/wage-earner dual role. This course has been scratched in 2320.
11/14/96	Barbara Smith Poca Elementary PO Box 647 Poca, WV 25159	As a Putnam County music specialist, I would like to know how you plan to include music and the arts in your push toward the use of technology in the classroom! As it states in Policy 2510, all curriculum areas are to be provided staff development, equitable access and technology integrated into their lesson plans. So far we have been politely excluded while large sums of money have been funneled into all other areas. This is not equitable treatment.
11/14/96	Joyce Hoffman Franklin Elementary HC 74, Box 10-A Sugar Grove, WV 26815	Please allow me the professional courtesy that my Masters degree +45 and 20 years of experience deserve and let me plan my own day based on the needs of my students.
11/14/96	James Stealey 1812 Washington Avenue Parkersburg, WV 26101	Please pay close attention to what the teachers are saying about this proposal. It seems to me they are in the best position to make judgements about these policies. If they cannot make these judgements, then they should not be teaching in the first place.
11/14/96	Carolyn McVicker PO Box 277 Reedsville, WV 26547	Adult Roles and Functions and Parenting Education may be the only courses offered in our schools today which address critical issues facing our culture today. Dysfunctional families, work attitudes, child/people abuse, ethics, volunteerism, environmentalism, consumerism, voluntary simplicity, include them..

Date Received	Individual/Organization	Comment
11/14/96	Faculty Senate Franklin Primary School 1305 Washington Pike Wellsburg, WV 26070	We the Faculty Senate are concerned that not enough safeguards are in place to insure that areas which are now working well will remain in place. Too much emphases on test scores, technology, and less emphases on all subjects in the curriculum have us concerned. Students need a well rounded education in all areas of students who would do very well in the other subjects. The interest in science will often improve reading skills. Art and music can create an interest in school. Also, how can we achieve a 75% passage of the President's Fitness program if we de-emphasize physical education. Students, even in the k-2 grades, need to be exposed to various and interesting areas. We need to make school as appealing as possible to the most students. We are also very concerned about the amount of committees on which professionals will be expected to participate. There seems to be more than may be needed. Time spent working on committees is taken away from less planning and teaching. If the plans are developed after school then special funding will be needed. More consideration needs to be given to the effectiveness and need for so many special committees.
11/14/96	Kevin Boggs WVEA 1558 Quarrier Street Charleston, WV 25311	This policy is extremely lacking in specifics and requires many new programs that require funding. The lack of resources sets this policy up for a difficult, if not, impossible task of successful implementation.
11/14/96	Leah Offutt Pleasant Hill School HC 68, Box 2 Grantsville, WV 26147	I do not think the school day should be extended. I do not think aides should perform specialized health care procedures. I think students at K-4 level should be required to have a set amount of time in art and music and all students should have access to library facilities staffed with a library/media professional.
11/14/96	Jim Morgan Pleasant Hill School HC 68, Box 2 Grantsville, WV 26147	This policy has some very good qualities. However, please check over this. This policy covers too many things which have not been thought out. Some things look great on paper but are not practical.
11/14/96	Joyce Chapman Winchester Avenue School 650 Winchester Avenue Martinsburg, WV 25401	Requirements should exist in K-12 for art, music, and PE. Reteaching can be conducted at other times during the school day. A focus on every child becoming a "reader" by the end of 1st grade should be the primary goal of any change to insure quality education for the child's future.

Date Received	Individual/Organization	Comment
11/14/96	Stan Traylor RESA VI 30 G.C. & P. Road Wheeling, WV 26003	Please note that law enforcement training was omitted on chart 5 under the Public Service Training Programs. Please add law enforcement training under Public Service Training, page 20, Chart 5.
11/14/96	Patricia Hubbard Jefferson County Schools PO Box 987 Charles Town, WV 25414	Holding students more accountable in basic skills in the primary grades and stressing the link between careers and education is most appropriate. I feel most students will benefit from this process. Most of 2510 is something that can be accomplished by timelines need to be adjusted to allow for staff development and planning before implementation.
11/15/96	Weitzel County Schools 333 Foundry Street New Martinsville, WV 26155	To state that there will be no cost associated with the change of this policy is just not true. Additional programs such as reteaching and extra time after school or in the summer are costly. Also, alternative learning programs are costly to keep a very few students in school. In order to be held accountable, additional funding must be provided to implement and expand programs.

Date Received	Individual/Organization	Comment
11/15/96	W. Douglas & Mary L. Given Braxton Health Associates, Inc. 707 Elk Street Gassaway, WV 26624	My husband and I would like to deviate from this form some what to express our views and experiences. After attending a Teaching Theories course at Glenville State College, I understand the difficulty in making a program for learning possible. The proposed policy seems to have limitations on the student's scope of education. Is the purpose to "program" our children as we would a computer, to learn the "basics?" Do we drill education into their minds? Please re-evaluate your philosophy in making regulations for education programs. Taken from Jim Trelease's, <u>The New Read Aloud Handbook</u>: "Testimony to the importance of an unforced learning schedule in these formative years comes from all corners of the fields of psychology and education, including one that dates back nearly three thousand years: 'Avoid compulsion and let early education be a manner of amusement. Young children learn by games; compulsory education cannot remain in the soul,' was the advice offered by Plato to parents." We have a daughter 10 years, 5th grade (Braxton County Middle), a son 8 years, 2nd grade (Davis Grade, Braxton Co.), and another daughter 5 years, Kindergarten (Davis Grade, Braxton Co.). If you have volunteered in a kindergarten room you would realize the importance of an extra aid to help. There is no question that children ages 5-6 years need individual attention and assistance in their learning process. The Pediatric Board of Medicine advises no more than 1/9 ratio with 5-6 year old children and more adult attention for younger children. There is no time for our daughter to go outside and play during the day. Can you force physical education, hopefully a daily, life-long habit? Do you think a nature walk, jump rope, tether ball, or hopscotch games are out of line for 10 year olds? Do you believe music and art are nonessentials to a child's soul, to a child's motivation? The importance of Read Aloud programs is underestimated. Please read <u>The New Read-Aloud Handbook</u> by Jim Trelease. This book is helpful in setting definitions as to what our educational systems should do. Many forms of education at our fingertips and are inexpensive.
11/15/96	Harold Garber Grant County Schools 204 Jefferson Avenue Petersburg, WV 26847	Much good work has gone into this document. However, adoption without proper "clean-up" of areas such as those mentioned above could create chaos. These are being written for the students -- not to stand alone as pedagogic rhetoric.

Date Received	Individual/Organization	Comment
11/15/96	John W. Rose Jefferson County Schools 110 Mordington Avenue Charles Town, WV 25414	This policy does not address parent and student responsibilities. Too much emphasis is placed on a student's ability to take a test. Actual student achievement in an approved curriculum is a better measure of student performance.
11/15/96	Lawrence Hitt Shepherdstown Elementary 410 S. Church Street Shepherdstown, WV 25443	I feel many of the proposed policies lack clear definition, job related descriptions, etc. I believe the elimination of the defined eight hour day is a mistake. Possibly, all of those policies will lead us where we want to go, but we are getting more and more regulations. Where is site-based management going? We need time to work into these policies. Training, etc. must be provided first. Funding is a concern. All of these policies indicate no additional funding is needed, but we all know that is inaccurate. State Department officials are not answering questions real well either. Who has the answers?
11/15/96	Carol L. Obermann Wheeling Park High School 1976 Park View Road Wheeling, WV 26003	In Chart IV, the word "course" should be replaced with "unit" or "credit." The math requirement is that two of the three credits will be Algebra I and above, and one course from the approved elective list. I assume, then, that one credit may be below Algebra I. The only such courses on the elective list are Applied Math I, Algebra/Geometry Preparation, and Algebra Support. However, another document describing the math curriculum states that these last two courses may not be counted toward the math requirements for graduation. Isn't this a contradiction?
11/15/96	Susan Childers 51 Wakefield Addition Washington, WV 26181	I understand the State of West Virginia has accepted thousands of dollars to establish the Healthy Schools program, since WV statistics on the health of its people is very low--how can we then continue to accept money on one hand when we are supporting (proposing) policies that would reduce students time in physical education and health on the other?
11/15/96	Twila White Route 2, Box 21-A Frametown, WV 26623	Please put back in the language that was "inadvertently" left out that guarantees teachers a work day limit of 8 hours. I love my job, but I am not a "missionary."
11/15/96	Kathy C. Yost 250 Spring Valley Drive Berkeley Springs, WV 25411	There is no mention of Parenting, Adult Roles and Functions, and Steps. Needs to be added as required electives. These classes involve critical thinking, decision making, interpersonal relations, etc. They teach life skills!

Date Received	Individual/Organization	Comment
11/15/96	Little Birch Local School Improvement Council PO Box 10 Little Birch, WV 26629	We would like to see the inclusion of "bank time" which has allowed our staff time for staff development. Our students already receive 30 minutes over the current required minutes of instruction. Adding 15 minutes, even at the high school level, will lengthen our bus schedule. Students are here from 7:15 until 4:00 at the current time.
11/15/96	Shirley A. Layne 703 Brezement Drive Charleston, WV 25302	More public relations need to be done on this policy and all policies related to Senate Bill 300!!! Time also need to be given to this!!!
11/15/96	Lois Christine Bright 435 Flatwoods Run Road Sutton, WV 26601	The material covered in FACS curriculums is beneficial in each career offered. What about the population which become parents, but they are not interested in a career in parenting?
11/15/96	Suzanne Floyd 1235 College Park Fairmont, WV 26554	Family is the center of our society and at no other time in history has it been in greater need than now. Eliminating Family and Consumer Sciences is absurd. It's great to prepare our students for a successful job, but at the end of a day we all do the same thing - go home to our families. Its success should be a top priority in our lives. We need to teach skills toward that goal. Most students are not learning it at home.
11/15/96	Anne Lorentz Murphy Calhoun County High School Grantsville, WV 26147	Family and Consumer Sciences area has the expertise in communication, leadership, critical thinking career skills, management skills - With WV having one of the highest rate of pregnancy, child abuse, and children in poverty. To be successful in life and be a good worker, one needs to be taught in the areas of Family and Consumer Science.
11/15/96	Carolyn S. Keaton Summers County High School HC 41, Box 11A Hinton, WV 25951	Because almost every student will become a parent, parenting should be taught to every student in high school. Family and Consumer Science classes teaches "everyday life skills" such as management, critical thinking and practical reasoning skills.
11/15/96	Donna Z. Heuneman Executive Director WV Develop. Disabilities Planning 110 Stockton Street Charleston, WV 25312	SEE INDIVIDUAL COMMENT ATTACHED TO THE BACK OF LOG.

Date Received	Individual/Organization	Comment
11 15 96	Patty Moffett 1210 Edgedale Drive St. Marys, WV 26170	SEE INDIVIDUAL COMMENT ATTACHED TO THE BACK OF LOG.

C.W. "Butch" Powell
Nicholas County High School
Summersville, WV 26651

Anytime a new program is implemented rumors abound. With the Senate Bill 300 set to begin educators are concerning about academic programs which might be eliminated. Being a teacher for 28 years I have seen my share of programs come and go. Whenever a new guru with "quote" the answer comes along administrators quickly jump into action and believe this will solve all the problems of education. During those 28 years I have seen Power of Positive Students, Effective Schools, Assertive Discipline, Testa and others that I have long since forgotten. Once upon a time not so long ago a guru said students could not maintain their attention span for more than 20 minutes and Modular Scheduling was born. Today Block Schedule with it's 90 minute classroom session is now "the answer". It's working so effectively we probably don't need Crest with Fluoride any more.

In the implementation of School to Work are we going to eliminate programs designed such as creative arts, driver education and home economics which are vital to the full development of a young person? My daughter and son in law teach in Durham, North Carolina and last week their latest guru indicated the need for more Creative Arts programs. I quote from a workshop given by the Durham Public School System,

"The arts because there are no right answers allow us to experience success and help raise self esteem, give us a way to express our feelings constructively, make academic learning more accessible to those who need to receive information visually or kinesthetically, teach team work, teaches concentration and discipline and helps us appreciate and understand cultures different from our own."

Now whose guru is right for education in the 21st century. Let's be careful about eliminating programs which are developmentally sound and have worked effectively for years. Surely these programs can fit nicely into the School to Work program. In all of the programs I've seen it still comes down to one question, does the teacher in that classroom care about doing an effective job with their students? If not all the guru's in the world can not change the system.

West Virginia Board of Education Public Hearing
Lewisburg: Eastern Greenbrier Junior High School

Comments Regarding Policy 2510 & Schools to Work Program

Name of Individual/Organization: John R. Staats, Director of Bands

Address: Nicholas County High School, 30 Grizzly Road,
Summersville, WV 26651

Thank you for the opportunity to speak on this evening's forum. I find it difficult to believe that it is necessary to speak at a public meeting to defend a system of education that has led us to be the leading nation in the world. It has been the educational philosophy that students need to be well rounded with the ability to do many different skills. If 2510 is inacted as it is, the well rounded education will be a thing of the past. This policy calls for the addition of several core electives but does not offer any funding options. As a result, the school systems will be forced to make hard decisions as to what programs must go to make room for the new requirements. It is obvious that music, art, home economics, and drivers education will bare the brunt of these cuts.

Not only do the arts offer students the ability to cultivate the aspects of human experience, and develop better employment opportunities, it has a profound impact on the economy. It has been well documented by researchers (including John Naisbitt and Patricia Aburdene in their book Megatrends 2000) that communities which support the arts have a far better chance of developing a strong economy. Widespread support and understanding of the arts is not possible without a comprehensive, sequential arts education program in the public schools. Why would the schools of WV want to limit their contribution to the economy of the state by not offering

Page 2.

John R. Staats

adequate training in the arts?

Research indicates that experience in the arts improves learning in many other subjects, including mathematics and reading. There are many schools in our country that place the arts at the center of the curriculum. These schools are generally well-known for cultivating the highest of academic standards. Many of the finest thinkers this country has known have strongly supported the arts and/or participated in the arts. The list includes Albert Einstein, Abe Fortas, Thomas Jefferson, John Dewey, Albert Schweitzer, George Washington, John F. Kennedy, George Eastman, and many, many others.

These great thinkers clearly understood the relationship between experience in the arts and general intellectual health. Why would the schools of WV want to cheat our students of the opportunity to achieve their highest intellectual potential by not offering adequate training in the arts?

The arts are considered a core subject area in the national education legislation. Should WV schools lower their expectations by not including the arts as a core subject area also? When other states are increasing program opportunities for their students, are we willing to allow our state to decrease our children's educational opportunities?

I encourage you to respond to the policies by November 15.
Thank you for this opportunity to be heard.

West Virginia Board of Education Public Hearing
Lewisburg: Eastern Greenbrier Junior High School

Comments Regarding Policy 2510

Assuring the Quality of Education: Regulations for Education Programs

Name of Individual/Organization: Judy D. Staats, Music Rep./Nicholas County Schools to WVDE; completing 2 year term as Secretary of West Virginia County Music Directors Association and President-Elect of the same organization; teacher of 8th grade Reading and 7th and 8th grade general music at Summersville Junior High.

Address: Summersville Junior High, 40 Grizzly Road, Summersville, WV 26651

Thank you for the opportunity to speak regarding Policy 2510. At the fall music curriculum conference, Dr. David Bess, representing the Coalition for the Arts, brought to our attention several items of 2510 that concern the progress of the arts in WV.

Purpose 2.2 reads: At early levels students will achieve basic skills in reading, writing, mathematics, and computer applications." This implies that these are the only skills that will be achieved in grades 1-4. Suggested statement: At early levels students will develop skill in the required basics--reading, writing, mathematics, and computer applications--as well as in other required programs of study (see Charts I and II, pp. 15-16).

Glossary 5.5 The Arts - The programs of study in music, visual and performing arts, and dance. This definition of the arts does not conform to the definition that is used in national legislation. This statement should read: The Arts - The programs of study in dance, music, theatre, and visual art.

Glossary 5.14 Core Academic Programs of Study - The English language arts, mathematics, science, and social studies programs of study. This definition of the core academic programs of study does not conform to the definition that is used in national legislation and national education reports, including "Prisoners of Time." For WV to become a viable participant in national reform efforts, Policy 2510 should include the arts among the core academic programs of study.

Program Definition 6.3.1 ...Science, health, social studies, art, music, and education are woven into the schedule as students demonstrate mastery of the required basics. Not knowing the author's intent the term "woven" makes the statement unclear. Students must achieve skills in English language arts and mathematics, but the policy should never imply that non-achievement of required goals, and objectives in science, health, social studies, art, music, and physical education is acceptable for any student.

Charts I and II: Teachers may not be able to schedule students on some days for instruction in the following programs of study if they require reteaching or extended instructional time in English language arts or mathematics. This statement should be stricken from the document for two reasons: (1) The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. As stated above, non-achievement of goals and objectives in ANY required program of study IS NOT acceptable. (2) Certain administrators may be tempted to use this statement as a justification for limiting (or essentially eliminating) instruction in programs of study other than English language arts or mathematics.

Chart III: *Choral and instrumental music must be offered no later than grade six. THANK YOU for maintaining this requirement! It is suggested that WV also maintain the flexibility of the old policy by allowing students who participate in choral or instrumental music to waive the general music requirement.

Chart IV: THANK YOU for requiring one credit in the arts for graduation!

Non-Core Electives 9-12: Under the arts, courses required to be offered should be indicated by asterisks as they are under science, mathematics, and social studies. Also, the chart should indicate that there are four levels of Instrumental Music (band), Instrumental Music (strings), and Choral Music.

The arts disciplines provide unique opportunities for students to cultivate the qualitative aspects of human experience.

- * Research indicates that students who participate in the arts simply feel better about their day-to-day experiences in school.
- * The arts teach a unique form of cognition, often referred to as aesthetic condition, which provides a wholistic view of the emotional aspects of life.
- * Most leading educational theorists include aesthetic cognition among the most significant forms of human intelligence.
- * Why would the schools of WV want to limit the opportunities of our students in this significant form of intelligence?

Students who develop skill in the arts disciplines will have better employment opportunities.

- * One third of the jobs in this country require high levels of skill in at least one of the arts.
- * Research indicates that the arts are powerful tools for teaching critical thinking skills and creativity, both of which are highly valued by today's employers.
- * Why would the schools of WV want to limit the employment opportunities of our students by not offering adequate training in the arts?

The arts have a profound impact on the economy.

- * It has been well-documented by researchers (including John Naisbitt and Patricia Aburdene in their book Megatrends 2000) that communities which support the arts have a far better chance of developing a strong economy.
- * Widespread support and understanding of the arts is not possible without a comprehensive, sequential arts education program in the public schools.
- * Why would the schools of WV want to limit their contribution to the economy of the state by not offering adequate training in the arts?

Research indicates that experience in the arts improves learning in many other subjects, including mathematics and reading.

- * There are many schools in our country that place the arts at the center of the curriculum. These schools are generally well-known for cultivating the highest of academic standards.
- * Many of the finest thinkers this country has known have strongly supported the arts and/or participated in the arts (i.e. Albert Einstein, Abe Fortas, Thomas Jefferson, John Dewey, Albert Schweitzer, George Washington, John F. Kennedy, George Eastman, to name a few). These clearly understood the relationship between experience in the arts and general intellectual health.
- * Why would the schools of WV want to cheat the students of the opportunity to achieve their highest intellectual potential by not offering adequate training in the arts?

The arts are considered a core subject area in national education legislation.

FOR ALL OF THE REASONS STATED, THE ARTS SHOULD BE CONSIDERED ONE OF THE CORE ACADEMIC PROGRAMS OF STUDY IN WEST VIRGINIA. IF WE DO NOT PROVIDE OUR STUDENTS WITH A COMPREHENSIVE, SEQUENTIAL PROGRAM IN THE ARTS, WE ARE CLEARLY LIMITING THEIR OPPORTUNITIES FOR A SUCCESSFUL AND SATISFYING LIFE.



West Virginia Graduate College

*School of Education and Professional Studies
Humanities Program*

TO: Keith Smith
West Virginia Department of Education

FROM: Bobbi Nicholson, Ph.D. *Bobbi*
Associate Professor, Humanities
West Virginia Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303-1600

RE: Public comment, Senate Bill 300

DATE: November 12, 1996

Keith, I regret I'm unable to attend the public hearing concerning the implementation of Senate Bill 300 at the Cultural Center tonight. I'm submitting herewith my thoughts on the issue, although they have less to do with implementation than with underlying philosophy. I appreciate your considering them nonetheless.

The idea that all children possess equal intellectual capacities, one of the premise on which the most recent spate of education reform efforts like Senate Bill 300 is predicated, is an extraordinary proposition. Were we to attempt to apply the same claim to adults, its dubiousness would be instantly recognized and duly dismissed. Followed to its logical conclusion, such a premise asks us to believe that any one of us, given an equal opportunity, could be Albert Einstein, Marie Curie or even Bill Gates.

Were we to apply that logic to extracurricular pursuits, its absurdity would be even more obvious. Would we seriously suggest that every high school quarterback can materialize into Joe Montana? Every thespian into Katharine Hepburn? And yet Senate Bill 300 says to children that they will, in fact, all achieve at an inflated norm or else:

Student performance on national measures of
student performance will equal or exceed national
averages and the performance of students falling
in the lowest quartile will improve by fifty percent...

What accounts for this be-above-average-or-else mandate? It is not, as one might expect, an interest in ensuring that students have an education experience that allows them to reach their individual goals, be productive citizens and live meaningful lives. To the contrary, it has little to do with the individual and everything to do with the economy. For the first time, the United States fears it is in danger of losing its economic hegemony. Author David Halberstam says that "for the first time, the football field is level — that is, it no longer tilts in our favor. We have dissipated the enormous head start we had, and other nations have caught up with us." Even so, the World Economic Forum declared the United States economy the most competitive in the world in both 1994 and 1995.

Unable to accept the possibility that the increasing success of foreign competition lies not in their improvement but in our complacency, we lash out at our favorite target: public education. America's students, we are told, are outperformed by their foreign counterparts. Louis Gerstner, the CEO of IBM, has been claiming for several years now that "American high schoolers come in last or next to last in virtually every economic measure." Compounding his alarmist rhetoric with hyperbole, he goes on to say that unless we improve our schools, we'll soon be a Third World economy. American Federation of Teachers president Albert Shanker shares Gerstner's agitation, worrying that "international examinations designed to compare students from all over the world usually show American students at or near the bottom."

The problem with those dire warnings is that they grossly overstate the case. The full-page ad in the January 31st New York Times, for example, which showed a list of 15 countries rank-ordered by the performances of 13-year-olds on the math section of the Second International Assessment of Educational Progress, placed the United States 14th. While that rank is accurate, reflecting American students' 55% average, it does not reveal that the average score was 58% — a difference of only three percentage points. We obsess as well about students' performances on the Scholastic Aptitude Test (SAT), worrying about a persistent downward spiral in scores. What is not made clear, however, is that the norms against which contemporary students' scores are measured were established in 1941, and that the 10,654 students whose scores were used for standardization were all white, living in the Northeast, and planning to attend Ivy League schools. More than forty percent of them had attended private college-preparatory schools as well.

In addition to the questionable devaluation of American students' academic skills, there's another reason to be concerned about policies which reduce public schools to providers of human capital for economic investment. The speed and proliferation of technological change make predicting the economic future difficult at best — and disingenuous at worst. Ernesto Cortes, MacArthur Foundation fellow and member of the Greater Houston Partnership, reports that this year's graduate will change jobs at least five times in her life, maybe more, and that of those five jobs, two don't even exist yet. Under those circumstances, doesn't it make more sense to provide students with a learning experience that allows them to develop a broad range of critical thinking and application skills that will give them the kind of cognitive flexibility to move comfortably between and among jobs or careers? The versatility of mind that comes not from learning what a specific career requires but how to learn in and adapt to a constantly changing economic environment? How can we, as Senate Bill 300 requires, ask fifth graders to choose "career clusters" or tenth graders "career majors" when the likelihood is that those careers not only will not provide sustainable employment, but may not even exist by the time they graduate?

Proponents of initiatives such as Senate Bill 300 will argue its demands are rooted in egalitarianism and optimism, and will accuse those who doubt of expecting too little of students and insulating them from the realities of the market. This bill, however, and other such policies not only make unrealistic intellectual demands, but ignore the difficult economic truth: Even if all students were capable of achieving at exceptional levels, not all of them can reap the employment rewards that presumably accrue with that achievement. There's a limit to the number of telecommunications engineers and systems analysts we can employ. To pretend otherwise is both obstinate and cruel.

The liberal arts curriculum trusts that all children can think, learn and contribute. This is not, however, the same as saying that the schools which educate them can erase differences in intellectual ability or produce an economy that provides a lifetime of employment in a career chosen in fifth grade. It says merely that schools can improve the lives of young people in ways that make them both productive and meaningful, and that they needn't be hostage to inflated standards or conscripted into international economic wars to do so.

COMMENT LOG

Policy 2510

Assuring the Quality of Education: Regulations for Education Programs

Name of Individual/Organization: Donna Z. Heuneman, Executive Director, WV Developmental Disabilities Planning Council

Address: 110 Stockton Street, Charleston, WV 25312

Section 126-42-3 Education Goals Overall, the WV DD Planning Council supports the goals as stated in this section for ALL students - including those with disabilities. Our basic questions relative to these students are: How will students with disabilities be affected by these measurements? Will there be "special" efforts made for students who have very significant disabilities to prepare them for gainful employment? If so, how would that differ from current practice? Many students with disabilities currently exit the school system functionally illiterate. What changes are anticipated in the present system to address this particular issue?

The Council strongly supports the System Requirements expressed in Section 3.3, and believe they should be enforced for ALL students.

126-42-5 Glossary: The DDPC is curious about how the school systems will acquire funds to "provide additional instruction in the basic skills at not cost to the student, employer, or post-secondary institution" if a student does not function successfully after graduation.

126-42-6 Program Definition: In 6.5, Instructional Goals and Objectives, curricula modifications and functional curriculum for individual students with disabilities are minimally addressed. Will allowances be made for students who require these modifications and varied curriculum models to graduate with their peers?

Section 6.8 addresses Student Assistance Teams. The Council believes that if a student has been referred to the team, the parent should have more than an invitation to review recommendations and provide feedback. Parents should be part of the decision making process. Additionally, the student, where appropriate, should be involved as well.

126-42-7 Program Delivery: Many students with disabilities in the special education system currently participate in community work experience as indicated in their IEP. Will this change under 7.2.8? One concern we have is that students with disabilities might end up in simulated work place situations or school-based enterprises over their non-disabled peers when "real" work experience is available on a limited basis in the community. What measures are in place to prevent this from happening? Additionally, students with disabilities typically spend more time in community work experience learning appropriate work skills, exploring career alternatives, etc. Would this opportunity be reduced due to teacher availability, curriculum changes, etc.?

Will additional funds be made available for the extended learning time referenced in 7.2.9?

We strongly support the accountability measures referenced in 7.4b, and would like to reiterate the need to provide all teachers with training around disability issues, curricula modification, best practices, national trends.

Please explain the difference between the caliber, assignment and workload of Aides applies in 7.4.3a.A and 7.4.3aC.

126-42-8 Program Accountability: The Council would like to see some monitoring around the potential issue of "blanket" IEP exemptions for all students with disabilities from assessments. We believe that, to the extent appropriate for individual students, assessments should include students with disabilities. For those students who are appropriately exempted from "normed" assessments, is there some type of alternative assessment available?

I.D.E.A. and the Rehabilitation Act both specify the requirement for individual transition plans for students with disabilities. Many teachers do not understand the need for, not the requirement for these types of plans. While we support a broader application and use as indicated in 8.2.10, we are unclear about enforcement in this area.

126-42-9 Optional Delivery Systems: The Council supports the options available for extended student learning as addressed in 9.3.1, but we are concerned that the current extended school year options available for students with disabilities be all that is made available. We have been told by some parents that the ESY for their children is little more than a "babysitting" service, and that little education/learning takes place in that environment. We would encourage a close look at that option.

At the same time, students who are receiving home/hospital instruction (as referenced in 9.3.4) should receive the maximum time from instructional staff as they are able to attend/participate. We have heard from some families that homebound teachers are often available for only a portion of the instructional day, even though the student may be capable of far more participation.

Please submit comments by November 15, 1996 to:

Lenore Zedosky
WV Dept. Of Education
Office of Healthy Schools
Building 6, Room 309
1900 Kanawha Blvd., East
Charleston, WV 25305-0330
FAX (304) 558-3787

COMMENT LOG

Policy 2510

Assuring the Quality of Education: Regulations for Education Programs

Name Patty Moffett

Address 1210 Edgedale Drive

St. Marys, WV 26170

Proposed Policy	Comment(s)
126-42-2. 2.2 p. 2	The National Education Goals include the arts in the basic "challenging subjects" for which students will demonstrate competency. Statement 2.2 should include more than just reading, writing, mathematics, and computer skills.
126-42-3 3.3 p. 3	The "understanding of the creative arts" included in this statement leaves no room for children to be deprived of learning in music, dance, theatre, or visual arts. The arts must be a vital part of each child's educational experience.
126-42-4 4.1.1.a. p. 4	"High quality education standards pertaining to <i>all</i> education programs" points out the need for increased attention to specialists in music, visual art, theatre, and dance.
126-42-4 4.1.1.b. p. 4	Ample opportunities and time should be allocated to the learning of the arts for <i>all</i> children. Often a child will be able to succeed in an artistic field even though he or she has trouble in other areas. The arts may be the child's saving grace. Everyone needs to enjoy and experience success in something. If we are to nurture the <i>whole</i> child in <i>every</i> child, we must ensure that they are given their right to discover their potential and intelligences in all areas. The theory of multiple intelligences bears this out: there are more areas of intelligence than the traditional language arts and mathematics. The self-esteem of each child is the most valuable gift we can provide through education. If they have a healthy self-esteem then they will find their way to lifelong learning.

126-42-4 4.2.3. p. 5	Research increasingly shows that education in the arts improves education overall and specifically in other areas. There is mounting evidence of this in many ways, but perhaps most significantly in the higher ACT and SAT scores achieved by students who participate in the arts. Music, dance, theatre, and visual arts reinforce learning processes, provide different perspectives on other subjects, and reach the affective domain of the learner. Therefore, the best practices based on research would be to encourage and provide arts education for all children.
126-42-5 5.5 p. 6	National legislation defines the arts as : "dance, music, theatre, and visual art."
126-42-5 5.14 p. 7	The arts need to be included in the Core Academic Programs of Study. The National Education Goals certainly recognize and provide for education in the arts. West Virginia should not do any less. In fact, recent state events in arts education (i.e. The Governor's School for the Arts, an increase in the number of arts educators in the schools, and the Governor's Task Force on Arts in Basic Education) would suggest that West Virginia is a leader for the nation in arts education.

126-42-6 6.3.1. p. 11	The National Education Goals state that "By the year 2000, all American students will leave grades four, eight, and twelve having demonstrated competency in challenging subjects including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography . . ." To limit West Virginia students' required basics to reading, writing, mathematics, and computer skills will not allow them to keep in step or in competition with the rest of the nation. Arts education will contribute significantly to the educational goals of providing "developmental activities designed to stimulate the intellectual, physical/motor and social/emotional development of the child" at any level. To be sure, all subject areas can work together for the most excellent educational program, but each subject area also deserves to stand on its own merit and be addressed according to its own program of study. The prime windows of learning for many subjects, including the arts, occur at a young age. Our West Virginia children need and deserve to receive wonderful learning experiences and a good arts foundation during their best years for learning, so that they may develop all of their potential, talents, and intelligences without hindrance.
126-42-6 Charts I and II. pp. 15-16	Please see statement above referring to the National Education Goals. The arts (music, art, theatre, and dance) should be included in the core curriculum to provide a complete education for every child, and to keep West Virginia students in line with the rest of the United States. To exclude some students from certain areas because they need reteaching or extended instructional time in English language arts or mathematics would be to deprive them of a complete education. Students succeed in various areas and need to find success in school and in life. It would indeed be a disservice to keep children from the areas in which they do well. Self-esteem would suffer and there would be a great risk that the child would not be able to discover or develop his or her strongest talents and intelligences.

126-42-6 Chart III. p. 17	It is good to see that "choral and instrumental music must be offered no later than grade 6." I suggest that we keep this flexible enough so that choral and instrumental music <i>may</i> begin earlier. Children are able to enjoy very artistic experiences at younger ages. Children's choirs are a growing trend in the United States and are a unique genre of music. By grade six young people are beginning to lose their "child" voices and might have missed out on a world of wonderful artistry available only to true children's choirs.
126-42-6 Chart IV p. 18	Thank you for requiring one credit in the arts for graduation.
126-42-6 6.7.2. p. 22	There are many instances when co-curricular and extra-curricular activities best occur <i>within</i> the school day and contribute significantly to the overall educational experiences.

ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

POLICY 2510 COMMENT LOG

November 15, 1996

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

Date Received	Individual/Organization	Comment
Section I - General		
11/15/96	Barbara Guiseppi Mary Jane Merendino Tina Pinn Tama J. Core Joanne Edgell Cheri Stout Ruth Ann Jordan Alice Current Parker Washington Yvonne Parker Barnes Elementary Marion County	Concerns: 3.1.1(A) Who and how these students will be prepared to enter first grade. It is impossible to legislate preparedness. 7.4.3 (Supporting Staffing) Use of the aide. Obviously if the aide is hired according to the number of students in kindergarten, why would it be beneficial to remove that aide to first or second grade? What or who would assist the kindergarten teacher once the aides [sic] is out of the room? I would advise the State Department to take a second look at the wording of the existing policies presently out on comment and re-work them. Take into consideration the funding required as well as the monumental disruption to the scheduling of the school. Examine the written comments sent to you and provided for you by those attending the various state-wide public hearings ... these policies to align more closely with the, already tried and true, best practices that are already in existence.

Date Received	Individual/Organization	Comment
11/15/96	Wanda Starcher Edna Fisher Connie Graves Cathy Cobb Buffalo Elementary Putnam County	We wish to challenge the policy change under section: 7.4.3. Support Staffing on page 32. We strongly feel that kindergarten aides should remain in the kindergarten classroom where they are much needed on a full time basis for aiding with instruction and other duties as fits their job description.
11/15/96	Dorothea Fuqua Katherine Stout Wendy Fisher JoAnn Pickens Pam Pappas Holz Elementary Kanawha County	Kindergarten Aides - This proposed change is very alarming to the professionals who work daily in the kindergarten classrooms. The aide is of vital importance. The aide assists in moving the children from one location to another. The classroom aide serves as an assistant teacher. With the move to full-day kindergarten, the curriculum was given new avenues. If aides are removed from the classroom, it is our fear that we will be forced to move back to a worksheet driven curriculum because we will not have the time to build teepees and log cabins when we study Indians and Pilgrims, or we will not have time to set up a doctor's study office complete with crutches, medicine bottles, and x-rays during the About Me unit, etc. Aides are essential to the transition each child must go through when they enter the public school. Please do not destroy a program that is so far ahead of any in the country. We need for move forward, not backward!
11/15/96	Pamela J. Brewer 216 Broadway Ave Nitro WV 25143 Upshur County Mary Stout Joann L. Dupuy Loretta K. Watson Veronica Bland	Pulling kindergarten aides - as teachers at Nitro elementary, we find this unacceptable. We use our aides as other teachers as well as tutors all day long. The aides also help to supervise so that teachers can do some one-on-one conferencing. To pull K aides out of their rooms would have a negative impact on the quality / quantity of skills to be covered. I truly think that to pull aides would cause this county to regress instead of progress.

Date Received	Individual/Organization	Comment
11/15/96	Brenda Moss Rose Casto Jessie Thompson Bonnie S. Pate Steven Perrine Kim Herron Candace Mather(?) Martha A. Pan Kathy Miller Kathy Simmons Sally Lane Baly(?) Hudson Susie Hall Kenna Elementary Kanawha County	The removal of kindergarten aides would be very harmful to students' progress. Requiring all employees to work on snow days could be extremely dangerous. It would also be difficult for most educators to be stretched any further by having more committee meetings to attend, such as county technological teams. Changing OSF days to days when teachers would be visiting local businesses would not be of any benefit to elementary educators. Extending the school year would be detrimental to families who rely on crops for their livelihood. The family unit would suffer because of the differences in break times. The proposal that all students be at level by the end of grade four while requiring 95% of the students be promoted is an unrealistic expectation, especially for those students with learning disabilities.
11/15/96	Bruce D. White PO Box 713 Rivesville WV 26588	I strongly protest the passage concerning the cutting of Creative Arts. I urge you to block the passage of this bill for the enrichment and enhancement of future band members.
11/15/96	Betty Nuzum PO Box 101 Ravenswood WV 26164	Foreign Language - who will pay for the teachers? Arts - you need to be exposed to all of the arts. De-Emphasizing P.E. College - 70% college bound, this would eliminate your so called 'late bloomers'

Date Received	Individual/Organization	Comment
11/15/96	Jennifer Trout Jarvis Jarvis-Saber Advertising 540 Olg Goff Mt. Rd Cross Lanes WV 25313 <i>parents of k students in Mrs. Blands class:</i> John Caldwell Robert Jarvis William Williams Elizabeth Williams Michael (?) Jo Beth Sigman Cherly Stickham Jamie Spaulding --- --- Amy McLaughlin Victoria Godfish	100% of the parents I contacted agree with Mrs. Bland's request. Please consider the ramifications that a decision such as the elimination of teachers aids [sic] could have in the classroom. As teachers at Nitro elementary, we find this unacceptable. We use our aides as other teachers as well as tutors all day long. Many of our art and social skills curriculum is covered at this time (afternoon hourse). The aides also help to supervise so that teachers can do some one-on-one conferencing. To pull K aides out of their rooms would have a negative impact on the quality / quantity of skills to be covered. I truly think that to pull aides would cause this county to regress instead of progress.
		Proposed Policy
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	4.5 - How can the promotion rate be at 95% when every student must be at grade level? 4.6 - This does not address class size for grades 7 - 12 - Students at this level still need attention.
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	5.1.16 - 5.1.2 - Teach / Reteach is great, but for how long? Some students will never get the concept. While we reteach, who will enrich other students?
		Section II - Purpose
11/15/96	Mary Rose Varavelli Logan High School	2.1 - 2.3 -- according to training, conference on schools-to-work, etc., we agree on purpose.

Date Received	Individual/Organization	Comment
11/15/96	David R. Miller East Bank Jr. High Kanawha County	5.42 - Technology Integration - Technology should be defined. Random House Dictionary says "the branch of knowledge that deals with industrial arts, applied science and engineering." 6.46 - Technology must play a major role. Technology is a much larger picture than the students using and developing computer skills. Computers do play a major role in the future of technology. However, they are only a tool used to solve a problem or store information and can do many things. Computers are not the only areas in technology that needs to be promoted. Technology programs need to be all these areas such as robotics, CAD, CAM, plastics,, laser light transmission, etc. Who is better to teach technology than teachers who have been trained in technology. Please reestablish exploring technology as a core class, or at least a suggested elective.
11/15/96	Cathy Linger Tennerton Elementary Upshur County	I realize first and second grade teachers could use some assistance, but do the people who proposed this realize the importance of what the aide does and is to a kindergarten program?
Section III - Scope		
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	3.1.1 - A. How will we get <u>all</u> students ready for first grade if we are expected to pass 93% of all students?
11/15/96	Mary Rose Varavelli Logan High School	We find elements of scope to be worthwhile and concise.
11/15/96	Cathy Linger Tennerton Elementary Upshur County	I feel removing an aide from a kindergarten program would effect the quality of kindergarten program and jeopardize the type of hands-on and concrete learning experiences the kindergarteners need.

Date Received	Individual/Organization	Comment
11/15/96	Wanda Starcher Edna Fisher Connie Graves Cathy Cobb Buffalo Elementary Putnam County	We wish to challenge the policy change under section: §126-42-3. Scope and 3.1.1. Educational Goals. We do not feel this goal is possible without a full time aide in the kindergarten classroom. We do not feel that kindergarted aides should have any additional duties other than their assigned classroom. We realize that aides in grade one would be very beneficial, but not at the expense of the kindergarten children who cannot do many things without assistance and demand more one to one instruction than a teacher alone can supply. We also feel these aides would be used to give teachers planning time and they are not trained teachers as P.E. and Music teachers are. They should not be required to teach a class of students in any grade without the required training. We ask that this policy be reviewed and the second sentence deleted from Policy 2510 and Senate Bill 300.
11/15/96	Jennifer Wood Harpers Ferry Jr. High Jefferson County	Many teachers fell you are trying to change too quickly. We need to progress with quality education. Some teachers wonder how realistic the Educational Goals are under "Scope" of Policy 2510.
Section IV - General Responsibilities		
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	What criteria will be used to keep a child out of Art / Music / PE for reteach?
11/15/96	Mary Rose Varavelli Logan High School	Responsibilities are through. Some have already been implemented. Implementation of responsibilities will rimprove the program.
11/15/96	David R. Miller East Bank Jr. High Kanawha County	5.42 - You have a curriculum established in 1990 that more than covers 5.42 if used. Please follow the competency based exploring technology in the middle school.
Section V - Glossary		
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	If schools already meet the standard for minutes for each day, does that school still add 15 minutes? This does not address the 8 hour day. This takes away bank time, why?

Date Received	Individual/Organization	Comment
11/15/96	Mary Rose Varavelli Logan High School	Helpful and an absolute to determine program guideline and responsibilities.
11/15/96	David R. Miller East Bank Jr. High Kanawha County	5.42 - 2510 - before the revisions - required exploring technology (industrial technology) and pre vocational exploration for all students.

Section VI - Program Definition

Concerns:

6.3.1 (Program Definition) How these subjects will be woven into the schedule when these very subjects are the planning periods for the regular education teachers - which is assured in the West Virginia Code. Who is going to be hired to reteach these students who fail to go with the rest of their class to music, art, and physical education because these are woven into the schedule and because these students have not mastered the basic skills in the classroom?

Requiring social studies and science to be taught daily is not consistent with the emphasis on integrating curriculum. Research shows this to be a more effective and realistic experience than teaching isolated subjects.

It would be very difficult to schedule a field trip outside of the school day, not only because most events in the 'outside world' occur during the regular work day, but also because of the rural nature of the state. It involves driving time (substantial) to get to a designated event or activity from which students could benefit.

6.7.2 - Co-curricular & Extracurricular Activities -- DELETE

Date Received	Individual/Organization	Comment
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	Not all students will show mostly in basic skills. These students still need Art / Music / PE.
11/15/96	Mary Rose Varavelli Logan High School	6.1 - 6.4.11 - Programs clearly stated. They provide for flexibility and implementing technology, schools to work, etc. It would be wonderful if computers were added to all classrooms. FL classes could benefit from them, too.
Section VII - Program Delivery		
11/15/96	Barbara Guiseppe Mary Jane Merendino Tina Pinn Tama J. Core Joanne Edgell Cheri Stout Ruth Ann Jordan Alice Current Parker Washington Yvonne Parker Barnes Elementary Marion County	Concerns: 7.2.2 (Program Delivery) It is unclear who is going to assure the level of performance. Exactly how this determination is made is of concern to all educators.
11/15/96	Hillsboro Elem/Middle Pocahontas County	Where does this leave Special Education students? Do we go on or leave them behind?
11/15/96	Mary Rose Varavelli Logan High School	7.6.5 - Very thorough and rigorous. Can we do it? Are we up to the challenge?
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	Steering Committee needs guidelines as to numbers of each area. Teachers, parents need the same input as businesses.

Date Received	Individual/Organization	Comment
Section VIII - Program Accountability		
11/15/96	Hillsboro Elem/Middle Pocahontas County	I realize testing is an important component in accountability, but should a child be placed in a skills improvement class based solely on one day of testing?
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	We all have accountability but we can not make all children equal, therefore, all students will not reach the goals that have been set.
11/15/96	Mary Rose Varavelli Logan High School	8.1 - Program is well defined and efficient. However, local resources are limited. Will businesses and medical be able to accommodate everyone?
Section IX - Optional Delivery Systems		
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	Extended day - year - who will pay for the staff needed?
11/15/96	Mary Rose Varavelli Logan High School	Option is the key word here. How can students education be clarified through homebound wife trying to complete program of external agencies. Must to deal with here.
Additional Comments		
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	This has some good ideas - however, where are the extra people needed to implement the plan - who is going to <u>PAY</u> for this?
11/15/96	Patricia Hedge Casper 40 Lake Drive Parkersburg WV 26101	If these programs are to be implemented in the schools, we will need smaller classes, more staff and more money. Instead, we get fewer staff and less money each year.
11/15/96	Mary Rose Varavelli Logan High School	We're glad to see that foreign language is being recommended (required would be wonderful). It has been neglected too many years. May the saints bless this program and guide us teachers. A tough act, but we can do it.

Date Received	Individual/Organization	Comment
11/15/96	Julie A. Rowan-Wolford HC60 Box 113A Points WV 25437	What a dismaying list of proposals from a supposedly education group! It's hard to imagine out children surpassing national expectation. Having to back up to teach cardinal directions is a handicap. Physical education is good for encouraging life-long health habits. Art and music provide sensitive outlets. The urge to make these young 'Einstein's' solely on the backs of the teachers is unconscionable.
11/15/96	Janice White Sutton Elementary Braxton County	Art, Music and Gym - these are very essential components of a well rounded student. West Virginia already has a problem with obesity. It is an asset to every student, teacher, parent and community for our students to continue with these components.
11/15/96	Paulette Trimble Barrackville Elementary Marion County	How do you expect a K teacher to teach 22 children without an aide? Taking our aide for the other grade (I'm not saying they don't need one) is automatically creating the need for an aide in first and second grades. They will be receiving students that are not academically ready.

ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

POLICY 2510 COMMENT LOG

November 15, 1996

ACTION **TYPE**

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 A = Accepted 0 = Neutral

Date Received	Individual/Organization	Comment
Section I - General		
Section II - Purpose		
11/15/96	Jackie Tawney Greenmont Elementary 209 58th Street Vienna WV 26105	How will this be determined?
11/15/96	Jennifer Wiley 1110 Sunset Terrace Milton WV 25541	Are these the only "skills" to be achieved? The statement should include the five arts as well as P.E. and social studies and science.
11/15/96	Joanne Perkins, Art Instructor Moorefield Elementary School 400 N. Main Street Moorefield WV 26836	This statement implies that these are the only skills that will be achieved in grades K-4. Suggested statement: At early levels students will develop skill in the required basics - reading, writing, mathematics, and computer applications - as well as in other required programs of study.

Date Received	Individual/Organization	Comment
Section III - Scope		
11/15/96	Barnes Elementary School 100 Naomi Street Fairmont WV 26554 Jean Underwood Dorothy Janicki Linda Jones Marianne Yerkovich Barbara Swanson Tina Peterman Dodie Montgomery Christine Redelman	My concern is exactly who and how these students will be prepared to enter first grade. I believe it is impossible to legislate preparedness.
11/15/96	Vallery Higginbotham Judy Jett - Teacher Becky Mallett - Aide Kathy McClure - Teacher Elaine Withrow - Aide Debbie Keeney - Teacher Anna Short - Aide Jicia Wallace - Teacher (sub) Frances Kay Vickers - Aide Judy K. Weaker - Aide Victoria Beller (sub) Karen Ward - Teacher Joanne McCalister - Aide Lauretta Ghavami - Teacher Brenda Kay King Carolyn D. Rogers	We do not feel this goal is possible without a full time aide in the kindergarten classroom. We realize that aides in grade one would be very beneficial but not at the expense of the kindergarten children who cannot do many things without assistance and demand more one to one instruction than a teacher alone can supply. We also feel that these aides would be used to give teachers planning time and they are not trained teachers as P.L. and Music teachers are. They should not be required to teach a class of students in any grade without the required training. We ask that this policy be reviewed and the second sentence deleted from Policy 2510 and Senate Bill 300. Your consideration in this policy is greatly appreciated.

Date Received	Individual/Organization	Comment
11/15/96	Phillip L. Atkinson 607 33rd Street Vienna WV 26105	How will this be determined? (Not clear)
Section IV - General Responsibilities		
11/15/96	Donna Simmons - Kindergarten 400 North Main Moorefield WV 26836	Kindergarten aide are placed in kindergarten because they are needed. First grade would be even worse off the next year, as student without the attention of the aide (who often does small group work) would be gone out to half of the day in kindergarten. Does this really help? No!
11/15/96	Lauretta Ghavami West Teays Elementary 3676 Teays Valley Road Hurricane WV 25526	According to the curriculum and philosophy of our county, we as educators of young children should try to teach without the encumbrments of the past. If I am to teach hands-on learning then I need every pair of loving hands that I can get. Classroom aides in a kindergarten are as necessary as the books that we put in a child's hands. I feel that it is a wonderful idea for first grade teachers to have classroom aides or to reduce the members in the classroom. My question would be why? Why would we want to five an aide to one set of children at the expense of another set? Are we disadvantaging a child because of money? Can we not see that all young children need an adult close at hand?
Section V - Glossary		
11/15/96	Eileen Shaver PO Box 251 Elizabeth WV 26143	To provide "every" student an opportunity to participate in extracurricular & co-curricular activities they <u>must</u> be scheduled during the instructional day.
11/15/96	Roger Shaver Wood County Technical Center 1515 Blizzard Drive Parkersburg WV 26101	I am totally opposed to this. We in vocational education have had school release time for many years. We give numerous hours of our time even now with many of our students working after school hours, this would end all of their participation in these educational activities.
11/15/96	Phillip L. Atkinson 607 33rd Street Vienna WV 26105	Bank time schedule should be recognized. Workday should be included (length of workday) What about schools that already exceed the 330 minutes? 345 min? Or 360 min.?

Date Received	Individual/Organization	Comment
11/15/96	Jackie Tawney Greenmont Elementary 209 58th Street Vienna WV 26105	Bank time is no longer recognized. We want bank time. There should be something in policy that states the work day not exceed 8 hours. I didn't like extra & co-curricular taken out of instructional day.
11/15/96	Jennifer Wiley 1110 Sunset Terrace Milton WV 25541	For WV to align with national reform and national legislation, the core academic programs must include the arts among the core programs.
11/15/96	Joanne Perkins, Art Instructor Moorefield Elementary School 400 N. Main Street Moorefield WV 26836	The definition of the arts does not conform to that used in national legislation. It should read: The Arts - The programs of study in dance, music, theater, and visual art. This definition of the core academic programs of study does not conform to that in national legislation. Policy 2510 should include the arts among the core academic programs of study.
11/15/96	Nellis Elementary Madison WV 25130 Sherry Waugh Nancy Woody Helen Arbogast Marianna L. Lyon Lisa Lowe Bryan Elkins	Increases in instructional day are not accompanied by increased in pay. The length of the school day should be defined as 8 hours.
11/15/96	Lyn Guy, Superintendent Monroe County	Increasing instructional time at the high school level will place an undue hardship on students in counties when the high school schedule dictates the schedule of K-8. Students are already setting in bus halls for 45 minutes in the morning and 45 minutes in the afternoon so high school students can have their required 345 minutes of instructional tie plus time to eat breakfast and lunch, as well as get to classes. Elementary and middle schools in Monroe County already meet additional time, not by design, but by nature of high school schedule. Many of our youngest students have their days start at 6:30 a.m. and end at 5:30. The proposal is made to create "bank time" which can be used to provide staff development. Why not amend 2510 and appropriate laws to allow time for professional development rather than penalizing students?

Date Received	Individual/Organization	Comment
11/15/96	Patricia Stealey PO Box 572 Shepherdstown WV 25443	FHA relates to leadership and teamwork. These activities have been co-curricular and part of the school day. I believe they should continue to be so that all youth have an opportunity to participate. Graduation requirements should not include the Arts. Life Skills are more important. These subjects should be required at the middle school level. Allow activities within the school day when all youth can participate.
11/15/96	Judy Kepple 1008 Tinsley Shepherdstown WV 25443	Allow for some activities within the school day -- transportation is not available to all.
11/15/96	Pamela Wilmer Jr High Family Consumer Science Shenandoah Junction WV 25442	No definition for extra curricular definitely different form co-curricular. Co-curricular has many benefits in some programs such as FFA - valuable teaching goes on in these programs: Also in rural areas there is not much after school activities.
11/15/96	Patricia Wilmoth 204 Sybil Court Shepherdstown WV 25443	Agree, but extra-curricular is not defined. Allow co-curricular time during the school day. Future Homemakers of America Chapters participate in life skill activities that promote self-esteem and decision-making.
Section VI - Program Definition		
11/15/96	Harriett L. Kopp Rt. 1, Box 154 Gerrardstown WV 25420	Chart IV-A Credit for AP requires taking AP Exam. I disagree for the following reasons: 1. Students can benefit from a class taught on the college level in many ways without taking the test. It can serve as preparation in a factual way or in teaching study skills, particularly time management in dealing with long term assignments and large quantities of material. 2. In small schools, requiring the test will decrease the number of students taking the class and there may not be sufficient students to warrant offering the class. 3. State and county Boards of Education are placed in the awkward position of recruiting for the Educational Testing Service.

Date Received	Individual/Organization	Comment
11/15/96	Barnes Elementary School 100 Naomi Street Fairmont WV 26554 Jean Underwood Dorothy Janicki Linda Jones Marianne Yerkovich Barbara Swanson Tina Peterman Dodie Montgomery Christine Redelman	My concern is "how" these subjects will be "woven into" the schedule when these very subjects are the planning periods for the regular education teachers - which is assured in the West Virginia Code. Chart 1 Early Childhood K-2 (p.15) English Language Arts Mathematics "Reteaching is to occur daily for those students needing more help." At this point the main concern is who is going to be hired to reteach these students who fail to go with the rest of their class to music, art, and physical education because these are woven into the schedule and because these students have not mastered the basic skills in the classroom?
11/15/96	Eileen Shaver PO Box 251 Elizabeth WV 26143	Why require two years of foreign language to graduate when most students will never need this language nor even remember enough of it to use. At least require a skill that can be used in all areas that will make the student a faster more productive student or worker. Club meetings are where every student has an opportunity to develop leadership skills, where will they have an opportunity to lead, learn to use parliamentary procedures correctly, have opportunities to compete nationally, practice good citizenship, work together for a common goal as a team, etc.?
11/15/96	Roger Shaver Wood County Technical Center 1515 Blizzard Drive Parkersburg WV 26101	I am opposed to extra and co-curricular activities being held after the instructional day. These activities are some of the most valuable educational experiences that our students have the opportunity to participate in. If these activities occur after school or on weekends, many students and teachers would not participate.
11/15/96	Phillip L. Atkinson 607 33rd Street Vienna WV 26105	Programs of study are being mandated by the State not the county board of education! Lack of importance placed on art, P.E., & music. Not Good!
11/15/96	Jackie Tawney Greenmont Elementary 209 58th Street Vienna WV 26105	I am not pleased in the de-emphasizing of social studies and science in grades K-2. Music and P.E. are also very important.

Date Received	Individual/Organization	Comment
11/15/96	Nellis Elementary Madison WV 25130 Sherry Waugh Nancy Woody Helen Arbogast Mariana L. Lyon Lisa Lowe Bryan Elkins	Chart I Early Childhood: Re-teaching should be allowed within the class period and not required to be separate. Chart II Early Childhood: Social studies and science do not have to be taught every day and could be integrated.
11/15/96	Jane S. Yokum, Educator/Parent HC 32, Box 418 Petersburg WV 26847	This chart does not show any courses in the agriculture-related fields. If my child wants to become a veterinarian, work in agri-business, or run a successful farm, he needs to be able to enroll in as many agriculture-related courses as possible, while also being able to enroll in college-preparatory courses as might be required by the college or university he plans to attend.
11/15/96	Jennifer Wiley 1110 Sunset Terrace Milton WV 25541	The statement is too vague in its intent. It seems to imply that the arts are not important enough for each student to achieve their goals and objectives or that some students - low achievers - will be punished by being denied these classes.
11/15/96	Patty Stansberry 2 Ashwood Drive Vienna WV 26105	How will mastery be determined for K-4: mastery isn't always possible for every student needs art, music, P.E.. Requires teach/reteach daily how, when, where - done already.
11/15/96	Pamela Wilmer Jr High Family Consumer Science Shenandoah Junction WV 25442	Life skills important on the middle school level.
11/15/96	Patricia Wilmoth 204 Sybil Court Shepherdstown WV 25443	Allow co-curricular during the school day as they are an extension of the classroom curriculum and provide experience for workplace skills, such as cooperation, critical thinking, and interpersonal relationships.

Date Received	Individual/Organization	Comment
11/15/96	Joanne Perkins, Art Instructor Moorefield Elementary School 400 N. Main Street Moorefield WV 26836	While it is certainly important for children to demonstrate mastery of required basics, the policy should never imply that non-achievement of required goals and objectives in science, health, social studies, art, music, and physical education is acceptable for any student. Research has shown that participation in the arts actually improves learning in other areas. Exposure to the arts or to the other areas named should not be dependent upon mastery of the required basics. Charts I and II: This statement should be stricken from the document for two reasons: 1) The statement implies that some students may not be given the opportunity to achieve K-4 goals and objectives in programs of study other than English language arts and mathematics. This policy is NOT acceptable. 2) Certain administrators may be tempted to use this statement as a justification for limiting or eliminating instruction in programs of study other than English language arts or mathematics. Chart III: Thank you for maintaining this requirement. I suggest that we also maintain the flexibility of the old policy by allowing students who participate in choral or instrumental music to waive the general music requirement. Chart IV: Approve of the requirement of one credit in the arts for graduation! Under the arts, courses required to be offered should be indicated by asterisks as they are under mathematics, science and social studies. Also, the chart should indicate that there are four levels of Instrumental Music (Band), Instrumental Music (Strings) and Choral Music.
Section VII - Program Delivery		
11/15/96	Barnes Elementary School 100 Naomi Street Fairmont WV 26554 Jean Underwood Dorothy Janicki Linda Jones Marianne Yerkovich Barbara Swanson Tina Peterman Dodie Montgomery Christine Redelman	It is unclear who is going to assure the level of performance. Exactly how this determination is made is of concern to all educators (i.e. is the standardized test score to be used - or are grades going to be the determining factor). The concern here is the use of aide. Obviously if the aide is hired according to the number of students in kindergarten, why would it be beneficial to remove that aide to 1st or 2nd grade? What or who would assist the kindergarten teacher once the aide is out of the room? These and other nuances in the policy written to implement Senate Bill 300 are disturbing to say the least.

Date Received	Individual/Organization	Comment
11/15/96	Eileen Shaver PO Box 251 Elizabeth WV 26143	Rural communities do not have enough work based opportunities for the students to shadow. It would be very boring to come to school and have to be put on a computer simulation workplace situation for every class. This could take away a few jobs from the poor working class.
11/15/96	Jackie Tawney Greenmont Elementary 209 58th Street Vienna WV 26105	The steering committee should consist of a large percentage of teachers if we have to have yet another committee.
11/15/96	Hazel C. Hagler War Elementary School Caretta, WV	I don't feel it's necessary to have an aide for grades 1 & 2. I feel its more important to have an aide in the kindergarten programs, because we do so many things that takes 2 people. We sometimes have to do certain things with smaller groups and we are needed in kindergarten. I don't feel its a good ideal and I would not like to do this. Younger children need more time and attention.
11/15/96	Yvonne K. Guidi War Elementary School PO Box 168 War, WV 24892	As a kindergarten aide, I feel my time would be more valuable in the kindergarten class full time. Each student needs individual attention - this is extremely hard for one person - checking students work - washing hands - just going through the hall with 22 students is much easier with a teacher and an aide. With an aide only 50% of the time would be a step backwards for the kindergarten program. I sincerely hope this proposed policy does not pass.
11/15/96	Thea Christian Box 334 War Elementary School War WV 24892	I strongly disagree with this policy! If kindergarten can operate without an aide 50% of the time - then this bill is saying we don't need anyone at all. If this bill passes - this will surely put us a step backward in education! Five year olds certainly need more individual attention and help. It is here that the basis for education begins. Also, principals will use this "50%" time to use kindergarten aides however, they want. Let's get children off to a good start - we now have grades in K and reading and math levels which is much more then they use to have when I started teaching 2 years ago. Why would we suddenly after all these years <u>not</u> need 2 people per 20 students.
11/15/96	Tammy Huffman Box 3856 Bluefield WV 24701	Aides in kindergarten are a necessity. Due to the age of these children and this being their 1st year in school and aide is helpful with this adjustment period. My aide provides individual attention that some students need, attending those that are sick or that has had accidents and helping with the preparation of each day. Removing the aides from kindergarten would be detrimental for both the teacher and the students.

Date Received	Individual/Organization	Comment
11/15/96	Nellis Elementary Madison WV 25130 Sherry Waugh Nancy Woody Helen Arbogast Marianna L. Lyon Lisa Lowe Bryan Elkins	Support staffing aides in first and second grades is a good idea but they should be provided and funded separately <u>not</u> at the expense of the kindergarten program.
11/15/96	Jane S. Yokum, Educator/Parent HC 32, Box 418 Petersburg WV 26847	While instructional assistance may certainly be needed in grades 1 and 2, it does not seem logical to remove aides from the kindergarten classrooms for up to ½ day for this purpose. It would seem that if the kindergarten students receive more assistance instead of less, the need for reteaching in grades 1 and 2 would be diminished. A better solution would be the funding of additional aide positions for grades 1 and 2.
11/15/96	Brenda Stephens Mineral Wells School PO Box 40 Mineral Wells WV 26150	An aide may be allocated to assist grades 1 and 2 fifty percent of the time. Kindergarten aides are essential to a well developed curriculum for five year olds. I sympathize with first grade teachers. I am sure they could use an aide, but provide an aide for them. Please, don't make our kindergarten curriculum less effective.
11/15/96	Patty Stansberry 2 Ashwood Drive Vienna WV 26105	Equal representation on steering committee. Proportion of classroom teachers needs to be more than other members.
Section VIII - Program Accountability		
11/15/96	Jackie Tawney Greenmont Elementary 209 58th Street Vienna WV 26105	The warranty would be good if businesses would use them.

Date Received	Individual/Organization	Comment
11/15/96	Jane S. Yokum, Educator/Parent HC 32, Box 418 Petersburg WV 26847	Students at the eighth grade level have not had the opportunity to find, explore, and develop their greatest talents. The "broad career cluster" may in actuality turn out to be rather narrow, particularly in smaller rural schools. Not only may the student never unearth his/her true talents, but he/she may be denied access to certain courses which do not fall in the career cluster but which would be very valuable to the individual throughout his/her life.
11/15/96	Lyn Guy, Superintendent Monroe County	Greater involvement by school counselors in student planning pushes to the breaking point the already overburdened guidance counselor - additional guidance counselors desperately needed and must be funded for implementation. Problems in smaller counties for implementing the work based experiences.
11/15/96	Patty Stansberry 2 Ashwood Drive Vienna WV 26105	Everyone needs to be accountable.
11/15/96	J. Hill/Bobbie S. Lerry Hurricane WV 25526	ADD: (Taught each year) *Industrial Technology *Consumer/Homemaking (Life Skills) Retain: (Taught Daily) *Social Studies *Science
		Section IX - Optional Delivery Systems
11/15/96	J. Hill/Bobbie S. Lerry Hurricane WV 25526	Allow to be integrated or separate course.

Date Received	Individual/Organization	Comment
		Additional Comments
11/15/96	Barnes Elementary School 100 Naomi Street Fairmont WV 26554 Jean Underwood Dorothy Janicki Linda Jones Marianne Yerkovich Barbara Swanson Tina Peterman Dodie Montgomery Christine Redelman	I would advise the State Department of Education to take a second look at the wording of the existing policies presently out on comment, and re-work them. Take into consideration the funding required as well as the monumental disruption to the scheduling of the school. Examine the written comments sent to you and provided for you by those attending the various state-wide public hearings and reframe these policies to align more closely with the, already tried and true, best practices that are already in existence. West Virginia has taken great strides. West Virginia cannot afford to take any steps backward. Please take these concerns to the balance of your committee and ultimately the State Board of Education for reconsideration.
11/15/96	Eileen Shaver PO Box 251 Elizabeth WV 26143	Don't destroy the good opportunities our educational system is giving to all students. What happens to the student who does not go on to college? Join welfare? Why is keyboarding not required for graduation?
11/15/96	Judy Jett 112 Popular Estates Scott Depot WV 25560	My aide and I are always tying shoes, helping with snapping pants, teaching the basic things like walking in a line and following directions. These kindergartners come form an environment where they are use to having almost everything done for them and "we" are responsible for helping them to be more responsible. It takes two and sometimes more to see that this is accomplished. Please see that the aides stay in the kindergarten classroom all the time. I need mine! Thank you!
11/15/96	Phillip L. Atkinson 607 33rd Street Vienna WV 26105	Lack of funding!! Unfunded mandates! Too many committees! Too broad in scope! Too detailed!
11/15/96	Jackie Tawney Greenmont Elementary 209 58th Street Vienna WV 26105	The time needs to be extended to send comments in. We need to know where funding is going to come from.

Date Received	Individual/Organization	Comment
11/15/96	Patricia Stealey PO Box 572 Shepherdstown WV 25443	Please rethink what the current policy does to non college bound youth. High school is their only opportunity for organizations like FHA when they interact with peers in a constructive way.
11/15/96	Nellis Elementary Madison WV 25130 Sherry Waugh Nancy Woody Helen Arbogast Marianna L. Lyon Lisa Lowe Bryan Elkins	I disagree that no extra curricular events can ever be held during the instructional day.
11/15/96	Jennifer Wiley 1110 Sunset Terrace Milton WV 25541	The fine arts must be core at all levels K-12 in order to meet the National Standards of Arts Education. Higher thinking skills such as interpretation and evaluation are practiced in the arts every day while other teachers struggle to meet demands for these skills to be utilized in the other programs in order to meet reform measures.
11/15/96	Patty Stansberry 2 Ashwood Drive Vienna WV 26105	This isn't humanly possible to implement and do an excellent job. This doesn't appear to have the everyday classroom teacher and student in mind. We are in the people business not robot business. Where's the time and money for this?? The comment period needs to be extended.
11/15/96	Judy Kepple 1008 Tinsley Shepherdstown WV 25443	Consult with and listen to experts in the field concerning how young children- birth - age 8 learn. Develop appropriate assessment techniques - not standardized, group administered tests which may be harmful to the children.
11/15/96	Pamela Wilmer Jr High Family Consumer Science Shenandoah Junction WV 25442	Please give thought and get more input from those of us on the firing line before adopting these policies. As an educator some of these are not workable in the schools. The business partners are a great idea and working good. Keep this.

Date Received	Individual/Organization	Comment
11/15/96	Patricia Wilmoth 204 Sybil Court Shepherdstown WV 25443	Family and consumer Sciences courses (previously called Home Ec. Or Consumer and Homemaking) should be included in middle childhood (5-8) and adolescent (9-12) education as a requirement. Our students are in desperate need of skills in the home which carry over to the workplace. No other courses addresses this!

2510ent 2
December 3, 1996

ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

POLICY 2510 COMMENT LOG

November 15, 1996

ACTION

TYPE

N = No Response
NA = Not Accepted
A = Accepted

- = Negative
+ = Positive
0 = Neutral

Date Received	Individual/Organization	Comment
Section I - General		
11/15/96	Sandra Gunther Route 1, Box 380 Ripley, WV 25271	The de-emphasizing of art, music, physical education, and health in grades K-4 -- I believe that students need to explore and search out all types of educational experiences. The fine arts and health related subjects enable students to develop healthy bodies and creative minds. I know of students who attend school solely for the fine arts, particularly music, and rhythmic activities. I also know of students who come to school because of the physical education they enjoy by participating in games and health related experiences.
Section II - Purpose		
11/15/96	Dot Pingley Route 3, Box 78-O Berkeley Springs, WV 25411	55 counties are floundering! The State Department doesn't know what is necessary to take us into the 21st Century or they would have taken the lead to organize and implement clusters, curriculum (with teachers input of course).
11/15/96	Carol A. Morris Greenmont School 12 Valley View Drive Vienna, WV 26105	Goals and improvement process good. This is too complicated to be workable and achieved. I like high quality standards but make them attainable.

Date Received	Individual/Organization	Comment
11/15/96	Margaret Kursey Valley View Elementary Route 4, Box 269 Martinsburg, WV 25401	There is no definition for an eight hour work day. Why are there no definitions of "extra duties." Without definitions people should not be required to do these. Too much unknown.
11/15/96	Suzanne Offutt 1205 Glen Road Shepherdstown, WV 25443	To bolster community/parent cooperation encourage flexible leave from work for parents to attend school meetings. Concerned about over-emphasis on student's future work roles. Should also encourage community involvement which leads to satisfaction with community life.
11/15/96	Karen Carrico 104 Evergreen Place Beckley, WV 25801	In my opinion, students who don't receive art in each of the K-12 levels will lack skills such as eye-hand coordination, fine-motor control, manual dexterity, self-discipline and self-control. They also may lack knowledge and understanding of art and the processes, dedication and discipline it takes to achieve any level of artistic mastery. I feel my program is important to my seventh, eighth, and ninth grade students because it gives them opportunities to explore different art media. They learn which media they don't enjoy and which media give them satisfying results. They become aware of the difficulties in turning out a good product in a certain medium. When art and academics are used interchangeably, the whole brain is being exercised and challenged. Without art, only the left brain is being utilized. Businesses need people in the job market who have knowledge in art. In merchandising, for example, you need to know color, texture, design and composition to create an aesthetic window display. Others who work primarily with the element of color include interior decorators, cake decorators, chefs, caterers, auto body painters, cosmetologists, landscape architects and anyone working in the fashion industry. The element of shape and sculptural processes are used in jobs such as cosmetic surgery, woodworking, dentistry and auto body repair. Art is intertwined with many occupations.

Date Received	Individual/Organization	Comment
Section III - Scope		
11/15/96	P. Douglas Perks Jefferson County Schools PO Box 987 Charles Town, WV 25414	3.1.1.C - The end of the sentence is unclear. What is meant by "... students falling in the lowest quartile will improve by fifty percent?" 3.1.1.E. - Again the intent is unclear, by when? 3.3 - There is mention of many aspects of education except healthy lifestyles which must be included.
11/15/96	Linda P. Smith South Jefferson Elementary Route 2, Box 151-B Charles Town, WV 25414	3.1.1.A - All kindergarten students are given the opportunity to receive instruction to prepare them for 1st grade but all small children do not mature or learn at the same rate. Many 5 year olds are not ready for formal instruction but enter kindergarten and make progress but may not be 1st grade ready but would not be deemed retainable.
11/15/96	Carol A. Morris Greenmont School 12 Valley View Drive Vienna, WV 26105	Sounds great. Pie in the sky; Can this happen. Accountability teachers, students, and parents?
11/15/96	Katie S. Hardin Greenmont Elementary 209 58th Street Vienna, WV 26105	How will it be determined if students are ready to continue to the next grade level!
11/15/96	Elizabeth Beamer South Jefferson Elementary Route 2, Box 151-B Charles Town, WV 25414	3.1.1.A - We work hard to prepare all our students for 1st grade. Unfortunately some of our students come with few skills, low self-esteem or are immature. We can not guarantee that every child will have every skill needed for first grade.
11/15/96	Suzanne Offutt 1205 Glen Road Shepherdstown, WV 25443	3.1.1.C - Object to this line of reasoning. Striving to have all of our students above average means "national averages" weren't average.
11/15/96	Carol Caffisch Route 3, Box 192 Berkeley Springs, WV 25411	3.1.1.C - The wording here is misleading. If our students all fall at or above national averages wouldn't that change the national average?

Date Received	Individual/Organization	Comment
11/15/96	Debbie Fazzenbaker 121 N. Church Street Charles Town, WV 25414	Exactly what programs or changes will be implemented to ensure that these educational goals will be accomplished?
11/15/96	Van Devander Junior Faculty Senate 918 31st Street Parkersburg, WV 26101	Again, this policy is of great concern because it de-emphasizes the areas of science and social studies in grades K-2. These are crucial learning ages for students, who at last published research, lagged behind many less wealthy countries in these areas. Also de-emphasized in this policy is art, music, physical education and health in grades K-4. West Virginia is very unique in that we have a diverse population that honors and respects our past. To deny art and music in our curriculum would be sinful. This past fall a study was published that ranked our state near the top in health concerns. The use of alcohol and tobacco, as well as, the general inactivity of all children, mandates the teaching of health and physical education.
11/15/96	Sandra Gunther Route 1, Box 380 Ripley, WV 25271	I do not believe that it is realistic to require all students to be at grade level by grade four because slower students need more time mentally and emotionally to grasp higher concepts in learning. All students do not learn at the same pace.
Section IV - General Responsibilities		
11/15/96	Katie S. Hardin Greenmont Elementary 209 58th Street Vienna, WV 26105	Criteria for pulling a student out of class -- unclear!
11/15/96	Elizabeth Beamer South Jefferson Elementary Route 2, Box 151-B Charles Town, WV 25414	Chart I - I feel reteaching should be accomplished during regular class time or recess. Children who need art, music, and pe (special classes) should not have their access to these classes denied. For some children these classes provide a chance for them to excel.

Date Received	Individual/Organization	Comment
11/15/96	Susan Childers 51 Wakefield Avenue Washington, WV 26181	Educating the mind and not the body is one of the most serious mistakes being made in schools across the nation. West Virginians must be convinced that quality physical education for every child is a necessity, not a luxury for the health of our children now and as adults in the 21st Century. The benefits of vigorous physical activity through quality physical education have been well documented. Children who are fit, skillful and healthy, are better students and more positive about learning than those individuals who are not. Improved self-confidence, muscular strength and endurance are other benefits. Physical education also helps children establish lifelong healthy habits such as not smoking, exercising regularly, eating well, and achieving goals in all aspects of life.
Section V - Glossary		
11/15/96	P. Douglas Perks Jefferson County Schools PO Box 987 Charles Town, WV 25414	5.18.1 - Either provide clear definition of "severe disabilities" or remove from statement. 5.22 - Co-curricular time is an important part of student life. Co-curricular should be removed from this section. 5.23 - Delete the last sentence. Inclusion prohibits a variety of alternative scheduling opportunities and is inconsistent with the concept that time is the variable. 5.26 - Thought should be given to the time spent traveling via school bus. This can potentially extend the school day by an additional 30 minutes? Is early departure/late arrival good for kids? 5.46 - Make warranty levels the same - 50%. Standards for the workplace should be equitable. This sends the message that one is superior to the other.
11/15/96	Dot Pingley Route 3, Box 78-O Berkeley Springs, WV 25411	5.12 - Co-curricular --- FHA is definitely co-curricular. 5.22 - Extracurricular. We apply what we learn in class. We have already established programs for volunteerism and public service. Don't throw the baby out with the bath water! FHA is composed of 4.5% of the schools population in grades 9-12. I can guarantee that all these students will graduate, won't have a teen pregnancy, and won't need to attend drug rehab.
11/15/96	Carol A. Morris Greenmont School 12 Valley View Drive Vienna, WV 26105	Work day not exceed eight hours. Bank tie recognized. Some schools already extend minutes.

Date Received	Individual/Organization	Comment
11/15/96	Katie S. Hardin Greenmont Elementary 209 58th Street Vienna, WV 26105	Missing: Work day -- not to exceed eight hours. Bank tie -- no longer recognized! Some schools exceed 330 minutes per day! Extra/cocurricular: We do not want students to lose in this area!
11/15/96	Deborah K. Rothacher New Martinsville School 42126 Rothacher Road Sardis, OH 43946	Students should be allowed to leave class for cocurricular activities but not for extracurricular activities, especially at the high school level; and the frequency should be limited.
11/15/96	Tuscarora Elementary Faculty Senate 2000 Tavern Road Martinsburg, WV 25401	5.46 - Simply not feasible -- where will funding come from?
11/15/96	Jamie Canfield 107 St. Johns Street Parsons, WV 26287	I don't think you should extend the hours of a school day because now there is only a few hours of daylight to play outside and if you extend the hours it will be dark before we get home. Another reason is we wouldn't have a lot of time to do our homework before it's time to go to sleep. We wouldn't get to spend enough time with our friends and family if the days were long. If the teachers wouldn't get paid for extra hours, they would probably go on strike and no one would be able to teach. School is long enough as it is. Every kid in the 6th grade agrees with me so don't disappoint us.
11/15/96	Van Devander Junior Faculty Senate 918 31st Street Parkersburg, WV 26101	This is a conglomerate of policies that discuss implementation, assessment, and the work day. Nowhere in this policy does it mention an eight hour work day for the staff. The concern we have is the deletion of the maximum eight hour work day, and the possible extension of the work day. The additional committees and plans that already over-worked and over-scheduled teachers are expected to serve on is, again, unrealistic.
11/15/96	Sandra Gunther Route 1, Box 380 Ripley, WV 25271	The deletion of the maximum 8 hour work day for professionals -- I believe teachers need a defined 8 hour work day to legitimize the working hours of the profession within the eyes of the law and protect the workers. The 8 hour work day defines the parameters for the teaching profession and will eliminate any possibility of imposing unjust and unrealistic working conditions.

Date Received	Individual/Organization	Comment
11/15/96	Sandra Gunther Route 1, Box 380 Ripley, WV 25271	I believe that each school should be allowed to bank time. Students need release from academic activities because of their built up tension and anxiety associated with upcoming events. Using "bank time" is always well planned and executed wisely from my experience.
Section VI - Program Definition		
11/15/96	P. Douglas Perks Jefferson County Schools PO Box 987 Charles Town, WV 25414	6.4.1.a & b - The issue should be who has authority over requirements. For state graduation requirements, state superintendent authority; county board for county requirements. Charts I & II - In both remove last sentence at bottom of page. Students should be provided enrichment activities instead of advancement to next grade level. Chart III - In order to allow alternative scheduling, you must say taught daily or the equivalent. Chart IV - Number English language arts, science, and social studies similarly, i.e., ELA 1, 2, 3, 4; CATS 1, 2; SS 1, 2, 3. 1 each course in Physical Education/Wellness, Health, and The Arts is inadequate for students in today's world. Chart IV-A - In science, grade levels should be removed to expedite acceleration. Students should not be required to take the AP exam. 6.7.1 - Strike the word co-curricular.
11/15/96	Dave Cooper Petersburg High 207 Bryan Street Petersburg, WV 26847	Chart IV - I do not agree wit the required "arts" credit for graduation. Instruction in the arts through the eight grade should be required but should only be available as an elective after the eight grade.

Date Received	Individual/Organization	Comment
11/15/96	Erin Shoemaker Jennifer Grogg 97 Laurel Avenue Berkeley Springs, WV 25411	6.7.2 - I think FHA should stay in our school system. It has helped and touched many students. I think the best time to have FHA is during school. Some students have after school jobs and some students may not be able to get a ride to the meetings. If people can't get rides. Then we will not have many people in FHA. With FHA you do more hands-on activities and learn about life. 6.33 - I have been involved in STEPS class for one nine weeks. I think STEPS class is just as important as any of my other classes because I have learned things that will help me in life. The things I am talking about are to use a sewing machine which can help me not only in my home but it could lead to a job in a sewing factory. To learn about child care which in today's society could help us to cope with family pressure. We have also done projects with planning meals. This helps us understand nutrition and again it could help us to get a job in the food industry.
11/15/96	Dot Pingley Route 3, Box 78-O Berkeley Springs, WV 25411	6.33 - As I reflect on what's happening this minute is a sport nutrition class lab. I can't imagine what would make anyone think that these kids are in a worthless class. Ask the teachers and kids what classes they learn from. Kids are honest!! Please have the wisdom to check programs out. Find out what's taught and how it affects the kids future. Our programs are the only programs that deal with the social problems of this world. Teen pregnancy, drugs, dropout prevention -- we are already in place -- we are effective -- don't make this terrible mistake!
11/15/96	Carol A. Morris Greenmont School 12 Valley View Drive Vienna, WV 26105	Curriculum is being mandated by state rather than board of education. Basis skills vs. skills for life? PE, art, music, and library not valued.

Date Received	Individual/Organization	Comment
11/15/96	Kathryn M. Paulus 98 Edgewood Street, C201 Wheeling, WV 26003	Chart I, K-2 and Chart II, 3-4 -- Will there be a timeframe for teachers to follow so one subject does not take up the majority of the instructional time. Chart IV, 9-12, Mathematics -- 1) Will students be able to take Algebra I in the middle school, and will this count as one of there three math courses? If these students are accelerated, shouldn't they take three additional math courses in grades 9-12? 2) Requiring every student to take Algebra I and one class beyond. Will this be implemented right away? Or will you wait until students are receiving more math in the earlier grades and then implement this as the students progress thru the grade levels? Chart IV-A - Consumer Math is missing from mathematics. Many adults do not know how to balance a checkbook, purchase insurance, calculate interest on a loan, etc. This is a course every student should be required to take.
11/15/96	Margaret Kursey Valley View Elementary Route 4, Box 269 Martinsburg, WV 25401	6.7.2 - As a teacher and a parent, I realize how motivating field trips and special activities can be for students. Co-curricular and extracurricular activities enhance learning and "bring alive" lessons and concepts. Mandating that these activities can only occur outside of the school day is unrealistic and detrimental to student success.
11/15/96	Katie S. Hardin Greenmont Elementary 209 58th Street Vienna, WV 26105	Teachers may not be able to schedule students on some days for instruction in the following programs of study: art, music, pe, health.
11/15/96	Suzanne Offutt 1205 Glen Road Shepherdstown, WV 25443	Increase emphasis on arts and music in early elementary grades since studies show there is a positive correlation between development of advanced cognitive skills and music and art study.
11/15/96	Carol Caffisch Route 3, Box 192 Berkeley Springs, WV 25411	I do believe that reading is the foundation of education, but I also strongly support the arts in elementary levels.

Date Received	Individual/Organization	Comment
11/15/96	Tuscarora Elementary Faculty Senate 2000 Tavern Road Martinsburg, WV 25401	6.3.1 - No mention of 3-4 grade. Chart III - How will it fit into regular day? What foreign language? Chart IV - Not all students can perform at or above skill level of Algebra I. Students need basic living skill math instead. 6.4.8 - Is this possible?
11/15/96	Susan Childers 51 Wakefield Avenue Washington, WV 26181	To de-emphasize physical education for K-4 students in West Virginia would be a step in the wrong direction for West Virginia. Education reform agendas around the country are including a concern for the physical activity levels of our children and young adolescents, and calling for an increase in schools commitments for teaching children the importance of being physically active, and giving them opportunities to learn basic motor skills and movement concepts that will help them to move proficiently in sports and other physical activities -- which in turn, will help them to be excited and committed to a lifetime of physical activity, and an increase in their levels of physical fitness.
		Section VII - Program Delivery
11/15/96	P. Douglas Perks Jefferson County Schools PO Box 987 Charles Town, WV 25414	7.2.9.q. - The school curriculum team should function as the technology team. Schools already have committees in place. Additions lead to inefficiency in effort. Technology is a part of curriculum. 7.6.5 - This is a wonderful idea, but it is an unfunded mandate. Funds should be allocated for a technician(s) (1 per 1500 students), equipment expansion/replacement, and funds to staff technology centers after school hours.
11/15/96	Linda P. Smith South Jefferson Elementary Route 2, Box 151-B Charles Town, WV 25414	As an aide in kindergarten classes, my tie is filled with meeting the needs of 38 to 50 5 year olds each day. Small children require so much individual attention that it takes 2 adults per room to accomplish their tasks. I am utilized as a hands-on aide who is involved in the instruction of the children with the teacher. Students enter kindergarten with a wide range of skills (many who have no exposure to "school" tasks or the ability to sit and listen to stories). Maybe all children should be exposed to pre-school classes and Head Start program to ready them for schools so they would have basic skills.

Date Received	Individual/Organization	Comment
11/15/96	Switchback Elementary LSIC Council Drawer E Maybeury, WV 24861	7.4.3 - The LSIC wishes to express a concern that the WV kindergarten students' academic needs and personal safety would be compromised if the kindergarten aides are removed from their classroom. If the board deems it necessary to provide instructional assistance in grades 1 and 2, we suggest that funding be allocated to hire appropriate personnel. 7.2.11 - The LSIC opposes increasing daily instructional time in grades 5-8 to 345 minutes because this would eliminate "banked time" which can be used for motivational activities within the school day. Due to a transportation problem, the majority of our students are unable to return to school for such activities if they take place after school.
11/15/96	Dave Cooper Petersburg High 207 Bryan Street Petersburg, WV 26847	7.2.11 - Instructional time of 15 minutes will not enhance learning. One or two minutes per class will not make a difference. It should not be increased. Will cause real problem for the usual counties and students. 7.3.2.K - Advanced placement program should not be mandated in place of college classes. It should be left "honors and advanced education programs."
11/15/96	Betty Stepp PO Box 99 Anawalt, WV 24808	Kindergarten aides are needed in kindergarten. When a teacher needs assistance because of children's illness, one on one assistance and the great need of diversity in changing subject matter to keep the child's short attention span at their peak, an average 5 year old goes through several colts, upset stomach and other related illnesses during his/her year at school. The aide assists with taking children to call home, changing clothes and comfort, while the teacher goes on with the other students in the class. Surely, if the need was there for an aide years ago when the Legislature enacted the law. The need is still there. A teacher and aide are now dealing with children where both parents work or one parent is home. The first years are the building blocks if anything we need additional aides in 1st through 3rd grades. An aide can step in when the teacher needs to be out of the room. She can give extra assistance when a child comes back to school after an illness.
11/15/96	Carol A. Morris Greenmont School 12 Valley View Drive Vienna, WV 26105	Too complicated and broad. Too many committees. Our board of education is our steering committee and they will determine if a Policy 2510 committee is needed. Make program workable.

Date Received	Individual/Organization	Comment
11/15/96	Margaret Kursey Valley View Elementary Route 4, Box 269 Martinsburg, WV 25401	7.4.3 - If it is mandated that "all children entering first grade will be ready for first grade" how can kindergarten programs be as effective without the help and cooperation of kindergarten aides for up to 50% of the time? The success of kindergarten programs will be greatly diminished with less manpower. Kindergarten programs that are developmentally appropriate recognize the need for a teacher and full-time aide for optimal supervision, guidance, and instruction of students in the classroom.
11/15/96	Katie S. Hardin Greenmont Elementary 209 58th Street Vienna, WV 26105	The proportion of teachers should be greater than the remainder of the committee. Too broad! Too detailed! Condense!
11/15/96	Elizabeth Beamer South Jefferson Elementary Route 2, Box 151-B Charles Town, WV 25414	7.4.3 - My classes of 20 and 17 are extremely active this year. The children's abilities range greatly and much individual instruction is needed. If my aide were used half of the school day in an older group classroom, I would be unable to meet the needs of the children and accomplish what we do in class.
11/15/96	Suzanne Offutt 1205 Glen Road Shepherdstown, WV 25443	Provide assurances that adequate time and support will be provided. Assure that these mandates are funded.
11/15/96	Carol Caffisch Route 3, Box 192 Berkeley Springs, WV 25411	Adequate funding should be provided to special education programs. Special education programs require specialized materials to accomplish the goals as stated.
11/15/96	Debbie Fazebaker 121 N. Church Street Charles Town, WV 25414	Special education students need alternative reading materials designed for special needs students. Often times special educators are given outdated materials for their program.

Date Received	Individual/Organization	Comment
11/15/96	Tuscarora Elementary Faculty Senate 2000 Tavern Road Martinsburg, WV 25401	7.2 - Should perform at grade level at the end of the year -- not test time. 7.3.1E - We need training on reaching strategies and how to find the time to do this. 7.3.2A - Parental involvement activities are poorly attended -- should be a part of welfare reform. 7.3.2 - Where will funding for materials and personnel come from. 7.4.3.B - Aides are necessary in kindergarten because students come to us at varied skill levels. Rather than take aides away from k -- please add aides to 1st and 2nd.
		Section VIII - Program Accountability
11/15/96	P. Douglas Perks Jefferson County Schools PO Box 987 Charles Town, WV 25414	As per previous comments, delete this section.
11/15/96	Dave Cooper Petersburg High 207 Bryan Street Petersburg, WV 26847	8.2.8 - Should read ninth grade or above instead of eighth grade. 8.2.10 d.B - Almost impossible to get information back from graduating seniors. Has been tried without success. A lot of work with no results.
11/15/96	Carol A. Morris Greenmont School 12 Valley View Drive Vienna, WV 26105	Funding by who. Program accountability? Administration? Teachers? Parents? Students?
11/15/96	Tuscarora Elementary Faculty Senate 2000 Tavern Road Martinsburg, WV 25401	8.2.2 - Good idea -- staff development before school year. 8.2.3 & 8.2.4 - What level constitutes mastery and what instrument will test mastery? 8.28 - Are parents also to be held accountable? How? What happens to students who take required class and still don't perform above 50%. 8.29 - Where is the funding and personnel to come from? 8.2.11 - It is difficult to comment without a definition of electronic portfolio.

Date Received	Individual/Organization	Comment
Section IX - Optional Delivery Systems		
Additional Comments		
11/15/96	Dave Cooper Petersburg High 207 Bryan Street Petersburg, WV 26847	Too many major changes for most people to comprehend. The process should slow down. Many times programs are changed before the old one is fully implemented. I also think that all students should have a "computer credit" before they could graduate. It should not be left to other content areas to teach "computer education."
11/15/96	Dot Pingley Route 3, Box 78-O Berkeley Springs, WV 25411	This policy seemed to be pitched together by a group of people in one track. I hope you really listened to all the problems brought out during your statewide meetings. This paper was even difficult to figure out. Did you all try to make it difficult? to respond?? Too short time factor!
11/15/96	Carol A. Morris Greenmont School 12 Valley View Drive Vienna, WV 26105	Not a flexible policy! Funding? Performance measures unreal. Goals are not attainable. Curriculum is not well mended and in the best interest of students when you do not value, pe, art, music, and library!
11/15/96	Elizabeth Beamer South Jefferson Elementary Route 2, Box 151-B Charles Town, WV 25414	While I would love to believe all our parents are involved in their children's education, I know this is not always true. I think we need to start remediation earlier with our students through four year old pre-school classes and head start programs. In 25 years of teaching there have been many changes in education and in the kinds of skills the children we have possess.
11/15/96	Suzanne Offutt 1205 Glen Road Shepherdstown, WV 25443	I am very concerned about the poor funding of special education services. We have not shared in the technological changes in the regular classrooms. To admit a student to services I still handwrite 18 forms.
11/15/96	Carol Caffisch Route 3, Box 192 Berkeley Springs, WV 25411	My biggest concern is the funding to achieve such lofty goals. I also don't see explanations of how these goals are to be achieved. Its ok to say something will happen, but I'd like to see the planned objectives to meet these goals.

KEN HECHLER
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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE (Plus all the volunteer
help we can get)

TO: Denore Zedlosky / Keith Smith
VIRGINIA HARRIS

AGENCY: EDUCATION

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: February 13, 1997

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

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

SERIES: 42 TITLE: 126 EDUCATION

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

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DATE: _____

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

SIGNED: Denore Zedlosky

TITLE OF PERSON SIGNING: Executive Director

DATE: 3/3/97

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