

Buckheit, James

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From: Buckheit, James
Sent: Friday, September 21, 2007 9:16 AM
To: 'David Livengood'
Subject: RE: Chap 16

2007 SEP 25 AM 9:02

INDEPENDENT REGULATORY
REVIEW COMMISSION

Dear Mr. Livengood:

I write to acknowledge receipt of your comments concerning the proposed Chapter 16 regulations of the State Board of Education that were published in the Pennsylvania Bulletin on September 8, 2007. Copies of your comments will be provided to the leadership of the House and Senate Education Committees, Independent Regulatory Review Commission (IRRC) and each member of the State Board of Education.

Members of the State Board will carefully consider your comments as they prepare the final form regulation. If you would like to be notified by mail and receive a copy of the final form regulation when it is submitted for final approval by the House and Senate Education Committees and IRRC, please send a written request to my attention at the address printed below.

Thank you for taking the time to share your thoughts with the State Board of Education.

Sincerely,

Jim Buckheit
 Executive Director
 State Board of Education
 Commonwealth of Pennsylvania
 333 Market Street 1st floor
 Harrisburg, PA 17126 0333
 (717) 787-3787
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Jim Buckheit
 State Board of Education
 717-787-3787

-----Original Message-----

From: David Livengood [mailto:DLivengood@bloomsd.k12.pa.us]
Sent: Wednesday, September 19, 2007 4:12 PM
To: Jim Buckheit
Subject: Chap 16

Dear Mr. Buckheit,
 i would like to make a couple of suggestions for Chap. 16.

When developing a form for the GIEP would you please consider putting a signature page on this document and eliminating the use of a NOREP having to be signed by a supt. and a parent each year? This is a waste of time and money. Chap. 14 requires the parents to sign the IEP but does not require a NOREP. Trying to keep the process more similar would be a big help.

I am not totally convinced that we need a program for the "gifted". I believe that a solid educational program for all students would not only meet the needs of the gifted student but also the student with a 129, 128, 127, 126... IQ. Or how about the student in the 99th % on all standardized testing but they only have a 117 IQ? Do they not deserve a chance to work at a higher level. There are many students that don't quite reach the guidelines set by Chap 16 that would benefit from such a program. Our district actually has an enrichment teacher who works with all of the elementary students providing higher level thinking skills and advanced projects.

By dropping the caseload roster from 75 down to 60 I foresee this as being expensive. Hiring another teacher is a quarter of a million investment over five years. And from what I see this is another unfunded mandate?

David Livengood, elementary principal and past special educator