

2976

Cooper, Kathy

From: Fawn Kline <theklinefour@windstream.net>
Sent: Thursday, November 07, 2013 8:48 AM
To: David Sumner
Subject: Reject the Keystone exams

I am writing to you today to ask that you reject the Keystone exams that will be required to graduate. Not only will this cause an unnecessary hike in school taxes, it is unfair to students who work hard to get good grades and may not do well on these exams!

Thank You for your time

Fawn Kline



2976

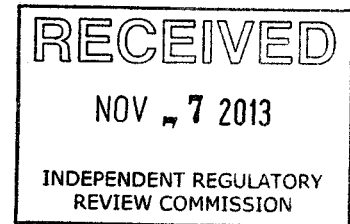
Cooper, Kathy

From: Lisa Beltz <lisa_beltz@hotmail.com>
Sent: Thursday, November 07, 2013 9:18 AM
To: David Sumner
Subject: Keystone testing

Say no to Common Core and Keystone tests. The financial impact from these will be overwhelming for our schools as will the psychological impact on our students. Pennsylvania needs to set a new precedence and step away from standardized testing and get back to the basics. More money than ever has been poured into our schools with no results. We need a fix and it's not more high stakes testing or the Federal Government. Please say no our future is at stake.

Sincerely,
Lisa Beltz

Sent from my iPhone



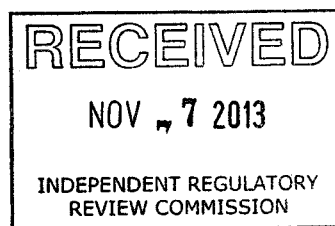
Cooper, Kathy

2976

From: paigeskelly@comcast.net
Sent: Thursday, November 07, 2013 9:38 AM
To: David Sumner
Subject: Opposing the Keystone Exams

I oppose the Keystone Exams as they are an unfunded mandate that does nothing to improve education for our children. It detracts from valuable classroom time and will result in teaching to the test. My children attend the Tredyffrin/Easttown School District schools where excellent results are achieved. At a minimum, high performing districts should not be required to waste classroom time administering a standardized test.

Paige and Bob Skelly
1271 Karen Lane
Radnor, PA 19087



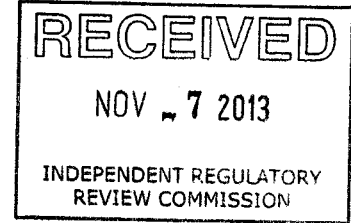
2974

Cooper, Kathy

From: Jenny Wessels <jennywessels@me.com>
Sent: Thursday, November 07, 2013 9:26 AM
To: David Sumner
Subject: Reject Chapter 4 Regulations

For the good of our state, our schools, our students and our future, I urge the IRRC to reject the proposed Chapter 4 regulations.

Jenny Wessels
610-662-0014
jennywessels@me.com



2976

Cooper, Kathy

From: Kecia Lee <keciacailey@msn.com>
Sent: Thursday, November 07, 2013 9:56 AM
To: David Sumner
Subject: Keystone Exams



Dear Mr. Sumner:

It is fundamentally wrong for these tests to decide whether a student will graduate. These students will now be faced with passing all of their required course work , but failing the Keystones and not graduating. Maybe we should be looking at not passing students whose grades are all below a C average instead. I knew several High School Seniors in my 1984 class that graduated having gotten D's in their respective required course work. That's what should be addressed.

It is illogical for the Pennsylvania Dept. of Education to expand Standardized Testing when increasing evidence challenges the perception that they are the best way to determine a student's achievement in learning a subject. Almost 20 days are lost in the school year to Standardized Testing instead of using them for Teacher Instruction.

The Keystone Exam only promotes "teaching to the test" instead of actually teaching the students the subject matter.

Please reject the Chapter 4 Regulations.

Thank you for your time.

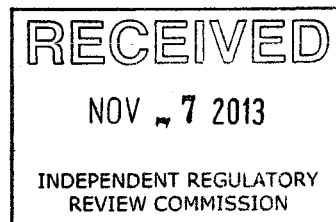
Kecia Lee, Malvern PA.
Great Valley School District

Sent from iPad

2976

Cooper, Kathy

From: Robin Marcoccia <randrshome@gmail.com>
Sent: Thursday, November 07, 2013 10:19 AM
To: David Sumner
Subject: Keystone Graduation exams



Director Sumner,

I am writing to express my extreme disapproval with the pending Keystone Graduation Exam proposal. I believe this will not only add a completely unnecessary hoop to jump through for our high school students, but also a costly and unweildy one as well. There is no proof that success in understanding information translates into good test scores and absolutely no evidence that backs up the acquiring passing test scores with career success. I think we need to re-evaluate and move away from our mindset of test, test, test and toward creating and implementing interesting materials and put our efforts into helping our seniors move forward instead of bogging them down with roadblocks to success.

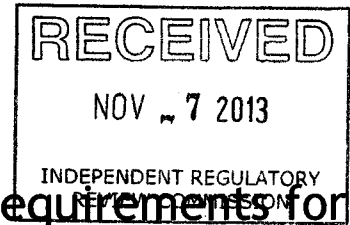
Also, where is the money coming from to pay for these tests? Do our already burdened school systems get to carry the load? Schools are being shut down left and right and services cut and children are the ones to suffer. I am fortunate to live in an excellent school system that has gobs of money, but I do not live on an island. We are all responsible to each other and creating a nonsensical hurdle for seniors and financial burden for schools seems to be unconscionable in the name of creating "accountability".

Sincerely,
Robin Marcoccia

2976

Cooper, Kathy

From: Krista Johnson <kristablush@gmail.com>
Sent: Thursday, November 07, 2013 10:49 AM
To: David Sumner
Subject: Keystone Exams



Please look in to changing the Keystone Exam requirements for Pennsylvania schools so that children who test poorly can still graduate if they have a passing GPA.

Sincerely,

Krista Johnson

2976

Cooper, Kathy

From: Al Austin <alaustinjr@comcast.net>
Sent: Thursday, November 07, 2013 10:05 AM
To: David Sumner
Subject: Further review of Keystone Exams Required

Dear Mr. Sumner:

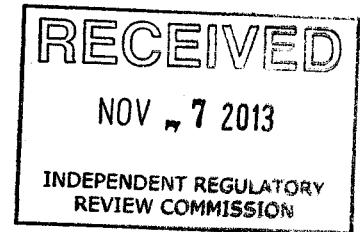
I urge the IRRC to reject the unfunded Keystone Graduation Exams proposed by the PA Department of Education at their November 21 vote and send the proposal back to the Department of Education for further examination and review.

This is a costly and unnecessary burden in our Tredyffrin/Easttown school district in Chester County where graduation requirements already far exceed the requirements of those proposed by the Keystone Exams. In fact, the Keystone exams and related curriculum are a step backward compared to the current curriculum at the Conestoga H.S. and tax our valuable teaching resources so that our students may follow a more advanced curriculum. I would hope this is not what is intended on the part of the PA Department of Education.

Some further review and changes to the Keystone Graduation Exams proposal are clearly required.

Sincerely,

Albert Austin
1114 S. Leopard Rd.
Berwyn, PA 19312

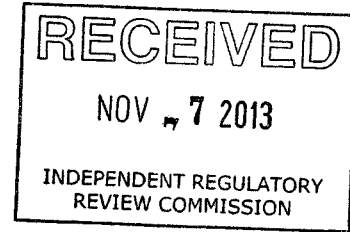


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Cooper, Kathy

From: Theresa <tschatzabc@aol.com>
Sent: Thursday, November 07, 2013 10:46 AM
To: David Sumner
Subject: More tests?

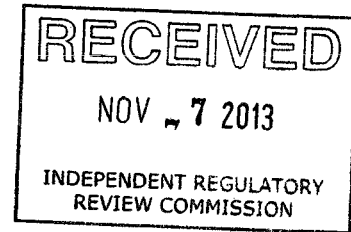
This Keystone Exams is questionable and unfair.
Please stop this test, test, test baloney ASAP!



Cooper, Kathy

2976

From: Victoria Rome <vhrome@cs.com>
Sent: Thursday, November 07, 2013 11:46 AM
To: David Sumner
Subject: Keystone Graduation Exams



Dear IRRC Executive Director David Sumner,

I am against the Keystone Graduation Exams, a program that ultimately hurts rather than helps our schools and students.

Therefore I ask that the IRRC reject the entire proposed Final-Form Chapter 4 regulations and send them back to the Pennsylvania State Board of Education for further review and changes.

Sincerely,

Victoria Rome
Strafford, PA

Cooper, Kathy

2976

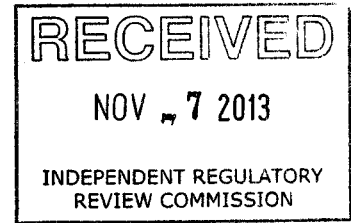
From: Judi Di Fonzo <sd-jd@ix.netcom.com>
Sent: Thursday, November 07, 2013 12:29 PM
To: David Sumner
Subject: Keystone Exams

I feel that a vote to approve that passing of Keystone Exams be a graduation requirement is premature at this time. For students who are not proficient or opt out of testing, an alternative, project-based assessment is being developed. Until the alternative assessment is developed and analyzed, no one knows what the whole Keystone Exam package looks like. Asking the Independent Regulatory Review Commission to approve something that still has many blanks to be filled in is not reasonable. Any votes that would make passing the Keystones required for graduation needs to wait until the other route(s) that demonstrate proficiency is completed.

A high school diploma opens many doors to employment and education after graduation. Those doors should not be closed with making the passing of Keystone Exams a graduation requirement at this time.

Respectfully,

Judith Di Fonzo



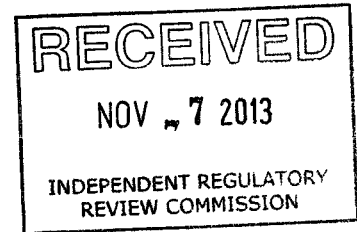
2976

Cooper, Kathy

From: Karen Klepsteen <ksklepsteen@me.com>
Sent: Thursday, November 07, 2013 12:06 PM
To: David Sumner
Subject: Chapter 4 Regulations

Please reject the Chapter 4 Regulations. A student's graduation shouldn't be hinged on a single test. One exam is certainly not a good measurement of thirteen years of education. There is no money to fund the Keystone Exams, and the costs absolutely do not need to be passed on to the taxpayers. My husband and I can't even afford to buy a home in Pennsylvania because the property taxes make up 30-50 percent of our proposed mortgage payment. Property taxes cannot afford to go up even more! Nothing in the Chapter 4 regulations is helpful to students or taxpayers. Please send them back to the State Board of Education for review and changes!

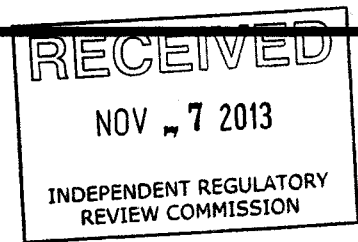
Thanks,
Karen Klepsteen
Adamstown, PA



Cooper, Kathy

2976

From: Nancy Colbert <nancapcol@msn.com>
Sent: Thursday, November 07, 2013 9:50 AM
To: andy@pasenate.com; David Sumner
Subject: corrected FW: keystone opposition



correction: the state of PA Education Dept is recommending, not IRRC. Please do not approve!

From: nancapcol@msn.com
To: dsumner@irrc.state.pa.us
CC: dinnimansenate@gmail.com
Subject: keystone opposition
Date: Thu, 7 Nov 2013 09:39:02 -0500

Mr Sumner,

I, like so many others who have appealed to you, am appalled that the IRRC recommends high-stakes testing. Indeed this Keystone Exam presents EXTREMELY high-stakes for a host of reasons that will WOEFULLY affect our entire state of Pennsylvania. In other words, using Senator Dinniman's, along with the majority of school superintendents who agree, the proposal is WRONG, FOOLHARDY, UNFAIR, IRRESPONSIBLE, UNSCRUPULOUS, PREPOSTEROUS, ILLOGICAL, and ILL-TIMED.

It ruins the meaning of education once again. Thus, it diseases the Commonwealth once again.

Please use your intelligence to take the right, wise, fair, responsible, scrupulous, sane, logical, well-timed action. You can stop the madness and bring vitality to Pennsylvania.

Thank you,

Nancy Colbert

P.S. Please reread below to get the "full spelling" of what this curse intends:

<http://www.senatordinniman.com/wp-content/uploads/2013/11/8ReasonsAgainstKeystones.pdf>

8 Reasons Why We Oppose the Keystone Graduation Exams

By State Senator Andrew E. Dinniman, D.Ed.
Minority Chair, Senate Education Committee

1. It is fundamentally wrong for three standardized tests to determine a student's high school graduation. The implementation of high-stakes graduation exams runs contrary to all of our efforts to reform public education, recognize different learning styles and embrace an individualized approach. **If the Keystone Graduation Exams are approved, high school students starting with current freshman (Class of 2017) will face the possibility of passing all their classes but failing a Keystone Exam and not getting a diploma.**

2. It is foolhardy to spend more than \$65 million a year on testing while more and more of our school districts

teeter on the verge of bankruptcy, despite school property taxes being at an all-time high. In Philadelphia, for example, schools face class sizes of nearly 50 students, have been forced to close their libraries and even struggle to afford textbooks and basic instructional materials.

3. It is **unfair** to stamp "failure" on the backs of teachers, schools and communities that lack the fiscal resources to adequately prepare students to pass these exams. Why should we expect students who are set up for failure to stick with the program? And how can we expect to revitalize economically distressed communities when their schools and students are labeled as substandard and second-rate?

4. It is **irresponsible** to implement a program of graduation exams that will result in the largest unfunded mandate in the past 50 years. If a student fails any of the three required Keystone Exams, the school district must provide supplementary instruction and student can take the test two more times. If a student continues to fail the exam, the student is entitled to a project-based assessment with a teacher. The Pennsylvania Department of Education provides no funding whatsoever for remediation costs. **It is conservatively estimated that it will result in an unfunded mandate of \$300 million a year. The buck will no doubt be passed onto taxpayers in the form of massive school property tax increases.**

The enormity of the costs (associated with remediation) to local school districts is illustrated by the results of the recent statewide Keystone Exams, which were taken by all high school juniors on a pilot basis. Results were first issued this summer and oddly enough, a different and improved set of results was released in September. The September results are being questioned by a number of school districts:

Exam	Summer	Fall
Algebra I – Failure Rate	60%	35.6%
Biology – Failure Rate	60%	54.4%
Literature – Failure Rate	45%	24.6%

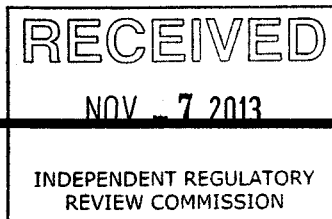
The Pennsylvania Department of Education has not provided a fiscal note or in-depth analysis of the extensive remediation obligations of the Keystone Exams for local school districts. Unbelievably, the department claims that there is no cost to school districts, which is simply not possible.

5. It is **unscrupulous** for the Pennsylvania Department of Education to continue to withhold data that is necessary for weighing the costs to local school districts. In response, I have been forced to file seven Right to Know requests in an effort to obtain exam results and breakdowns by individual school district, as well as information regarding the potential costs or estimates of such remediation. Keep in mind, such costs will weigh heavier on lower-performing and financially distressed school districts as they face a higher potential for students requiring remediation.

6. It is **preposterous** that a test developed by the state with no input whatsoever from a course teacher or local district should be the main deciding factor on whether a student passes and graduates. The school code leaves the decision as to who graduates to the local school district. **The imposition of state-required, make-or-break graduation exams represents a serious threat to local control.**

7. It is **illogical** for the Pennsylvania Department of Education to continue to expand standardized testing at a time when increasing evidences challenges the notion that it is the best way to gauge student achievement and learning. Already, anywhere from 10 to 20 days (out of a 180-day school year) of instruction time is lost to testing and test preparation. If the Keystone Exams are approved, an eighth-grade student taking Algebra I would face taking a class test for a class grade, the PSSA Math Test and the Keystone Exam, which would be banked for graduation purposes. **The Keystones will only further promote "teaching to the test," while sacrificing more valuable instruction time in the name of standardization.**

8. **It is clear that the Pennsylvania Department of Education is not ready for prime time and neither are the Keystone Exams.** The department is now under its third secretary in less than a year and in my view, lacks the ability to provide the leadership necessary to initiate and supervise the implementation of state-wide required graduation exams. The department has lost the confidence and trust of numerous school district superintendents. The fact that almost all (58 of 62) superintendents and Intermediate Unit Directors in the Philadelphia suburbs have signed onto a position paper in opposition to the Keystone Exams (due to the resulting loss of local control and its massive unfunded mandate) is a strong and clear expression of the loss of confidence in the Pennsylvania Department of Education and the State Board of Education



From: Rose Maloney <roo7215@yahoo.com>
Sent: Thursday, November 07, 2013 11:42 AM
To: David Sumner
Subject: I do not support Keystone Exams, and do support my state senator's advocacy against them

8 Reasons Why We Oppose the Keystone Graduation Exams

By State Senator Andrew E. Dinniman, D.Ed.

Minority Chair, Senate Education Committee

1. It is fundamentally **wrong** for three standardized tests to determine a student's high school graduation. The implementation of high-stakes graduation exams runs contrary to all of our efforts to reform public education, recognize different learning styles and embrace an individualized approach. **If the Keystone Graduation Exams are approved, high school students starting with current freshman (Class of 2017) will face the possibility of passing all their classes but failing a Keystone Exam and not getting a diploma.**
2. It is **foolhardy** to spend more than \$65 million a year on testing while more and more of our school districts teeter on the verge of bankruptcy, despite school property taxes being at an all-time high. In Philadelphia, for example, schools face class sizes of nearly 50 students, have been forced to close their libraries and even struggle to afford textbooks and basic instructional materials.
3. It is **unfair** to stamp "failure" on the backs of teachers, schools and communities that lack the fiscal resources to adequately prepare students to pass these exams. Why should we expect students who are set up for failure to stick with the program? And how can we expect to revitalize economically distressed communities when their schools and students are labeled as substandard and second-rate?
4. It is **irresponsible** to implement a program of graduation exams that will result in the largest unfunded mandate in the past 50 years. If a student fails any of the three required Keystone Exams, the school district must provide supplementary instruction and student can take the test two more times. If a student continues to fail the exam, the student is entitled to a project-based assessment with a teacher. The Pennsylvania Department of Education provides no funding whatsoever for remediation costs. **It is conservatively estimated that it will result in an unfunded mandate of \$300 million a year. The buck will no doubt be passed onto taxpayers in the form of massive school property tax increases.** The enormity of the costs (associated with remediation) to local school districts is illustrated by the results of the recent statewide Keystone Exams, which were taken by all high school juniors on a pilot basis. Results were first issued this summer and oddly enough, a different and improved set of results was released in September. The September results are being questioned by a number of school districts:

Exam Summer Fall

Algebra I – Failure Rate 60% 35.6%

Biology – Failure Rate 60% 54.4%

Literature – Failure Rate 45% 24.6%

The Pennsylvania Department of Education has not provided a fiscal note or in-depth analysis of the extensive remediation obligations of the Keystone Exams for local school districts. Unbelievably, the department claims that there is no cost to school districts, which is simply not possible.

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6. It is preposterous that a test developed by the state with no input whatsoever from a course teacher or local district should be the main deciding factor on whether a student passes and graduates. The school code leaves the decision as to who graduates to the local school district. The imposition of state-required, make-or-break graduation exams represents a serious threat to local control.

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Best Regards,

Rose Doolittle

31 Shady Hollow Lane

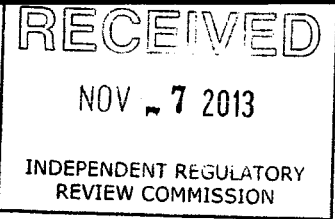
Malvern, PA 19355

parent, resident of Pennsylvania, employed tax-payer, and concerned citizen

Cooper, Kathy

2976

From: Christy Herschel <murrhersch@icloud.com>
Sent: Thursday, November 07, 2013 8:06 AM
To: David Sumner
Subject: NO to Common Core and Special Interests!



It is interesting that Pearson (article below) is making big bucks from the Common Core initiative that has been foisted upon the states and is being implemented in public schools (and many Catholic schools as well) throughout PA this year. Reprehensibly, the PA Board of Education (an unelected committee) totally bypassed our State Legislature when they signed onto Common Core in 2010. This action committed Pennsylvanians to huge unfunded mandates and paves the way for national control over our educational system.

No fiscal analysis has been presented by the PA Board of Education to date, although the costs to taxpayers are estimated to be huge. This transformational educational initiative is untested; there is NO EMPIRICAL EVIDENCE that it will improve student learning outcomes. There ARE innumerable evidences, however, that many corporations and special interest groups will make enormous profits from turning our educational system upside down.

The article below is just one example of indoctrination that is a prime concern of Common Core opponents.

Common Core lessons blasted for sneaking politics into elementary classrooms

By Perry Chiaramonte

Published November 06, 2013
FoxNews.com

<http://www.foxnews.com/us/2013/11/06/common-core-lessons-blasted-for-sneaking-politics-into-elementary-classrooms/>

In the worksheet, below, certain questions are misleading students on the basics of the US political system. Pearson Education, who produced this lesson worksheet told FoxNews.com that they are reviewing the worksheets and will make necessary changes for future copies. (eagnews.org)

It's exactly what critics of the Common Core school curriculum warned about: Partisan political statements masquerading as English lessons finding their way into elementary school classrooms.

Teaching materials aligned with the controversial national educational standards ask fifth-graders to edit such sentences as "(The president) makes sure the laws of the country are fair," "The wants of an individual are less important than the well-being of the nation" and "the commands of government officials must be obeyed by all." The sentences, which appear in worksheets published by New Jersey-based Pearson Education, are presented not only for their substance, but also to teach children how to streamline bulky writing.

"We are doing a terrible disservice to this generation and the next if we only present them with one side of the argument and bombard them with ideas contrary to the American ideal."- Glyn Wright, Eagle Forum "Parents should insist on reviewing their children's school assignments," said Glyn Wright, executive director of the Eagle Forum, a think tank that opposes implementation of Common Core. "Many parents will be shocked to find that some 'Common Core-approved' curriculum is full of inappropriate left-wing notions, disinformation, and fails to teach the truth of American exceptionalism and opportunity."

The politically charged lesson appears in a worksheet titled "Hold the Flag High," in which students are taught about Abraham Lincoln and the Civil War. The assignment asks students to make examples of sentences; "less wordy by replacing the underlined words with a possessive noun phrase." They are then presented with a half-dozen sentences describing the job duties of a U.S. president.

Here is the link to the full worksheet.<http://www.foxnews.com/us/interactive/2013/11/06/hold-flag-high-student-worksheet/>

But if the lessons are meant as a primer on the Constitution, there's another problem, note critics. The job of making sure laws are fair is not the president's, but the judicial branch's. The executive branch's duty is to administer laws. And the example that places the well-being of the nation above the "wants of an individual" appears to run counter to the basic principles of the Bill of Rights.

"We are doing a terrible disservice to this generation and the next if we only present them with one side of the argument and bombard them with ideas contrary to the American ideal," Wright said. "In doing so, we allow our children to be indoctrinated instead of educated."

A Pearson spokesperson told FoxNews.com the "Hold the Flag High" worksheet will undergo some editing of its own, based on issues raised by critics, including Education Action Group Foundation.

"These particular questions appear in a fifth-grade unit of Pearson's Reading Street, an English Language Arts program," the Pearson official said. "They accompany a selection about soldiers during the Civil War, and they attempt to make a connection between that passage and language skills. As with all our curricular materials, they underwent a thorough development and review process. Still, we are always open to improving our

work ... Based on this feedback, we will be modifying the worksheet to clarify these questions."

The official adds that while they are currently being used as common core material, versions of this worksheet including the questions of the Possessive Nouns section have been around and copyrighted since 2007.

The Common Core State Standards Initiative was devised by an association of the nation's governors and backed by the Obama administration in 2009 with the goal of setting a uniform standard for grades K-12 nationwide. Some 45 states, in many cases enticed by federal grants, have signed on and testing of students in grades 3-8 and once in high school is scheduled to begin next year.

Critics of the initiative say that school districts will devise curriculums to maximize their students' performance on the national exams; some in fact, have already done so. The same critics also claim that Common Core math standards barely cover basic geometry or second-year algebra and that the classics are all but ignored in English classes.

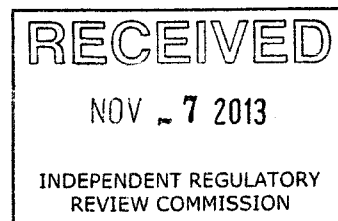
While Common Core has plenty of defenders -- and may prove beneficial -- critics maintain that it is not the federal government's job to impose educational standards.

Sent from my iPad

2976

Cooper, Kathy

From: Bondi, Vincent <Vincent.Bondi@rtsd.org>
Sent: Wednesday, November 06, 2013 4:57 PM
To: David Sumner
Subject: keystone exams.
Attachments: 8ReasonsAgainstKeystones.pdf



Mr Sumner,

I am in full agreement with the eight points that Senator Andrew Dinniman makes (and I have attached) as to why we should not be implementing the Keystone Exams legislation. As a former high school mathematics teacher at a very high performing high school (Radnor High School), I have to agree that the stakes in the results of this exam are too extreme and have costly taxpayer implications!!! Why do we need another standardized test when there already exists two such tests which measure the same objectives as the Keystone Exams; namely the SAT and ACT tests, and these tests are actually NATIONAL measures. In fact I believe that you should make schools that perform well on these exams exempt from any state directed standardized testing and then use that money to help fund the school programs where the students are not as successful. Regardless, please know that as both a former educator and a current resident/taxpayer of Pennsylvania that I am TOTALLY opposed to the legislation that will make the Keystone exams part of graduation requirements for the eight reasons Senator Dinniman has so eloquently stated in the attachment.

Sincerely,

Vincent J Bondi
318 W Swedesford Rd
Exton, PA 19341



Senate of Pennsylvania

8 Reasons Why We Oppose the Keystone Graduation Exams

By State Senator Andrew E. Dinniman, D.Ed.
Minority Chair, Senate Education Committee

1. It is fundamentally **wrong** for three standardized tests to determine a student's high school graduation. The implementation of high-stakes graduation exams runs contrary to all of our efforts to reform public education, recognize different learning styles and embrace an individualized approach. **If the Keystone Graduation Exams are approved, high school students starting with current freshman (Class of 2017) will face the possibility of passing all their classes but failing a Keystone Exam and not getting a diploma.**
2. It is **foolhardy** to spend more than \$65 million a year on testing while more and more of our school districts teeter on the verge of bankruptcy, despite school property taxes being at an all-time high. In Philadelphia, for example, schools face class sizes of nearly 50 students, have been forced to close their libraries and even struggle to afford textbooks and basic instructional materials.
3. It is **unfair** to stamp "failure" on the backs of teachers, schools and communities that lack the fiscal resources to adequately prepare students to pass these exams. Why should we expect students who are set up for failure to stick with the program? And how can we expect to revitalize economically distressed communities when their schools and students are labeled as substandard and second-rate?
4. It is **irresponsible** to implement a program of graduation exams that will result in the largest unfunded mandate in the past 50 years. If a student fails any of the three required Keystone Exams, the school district must provide supplementary instruction and student can take the test two more times. If a student continues to fail the exam, the student is entitled to a project-based assessment with a teacher. The Pennsylvania Department of Education provides no funding whatsoever for remediation costs. **It is conservatively estimated that it will result in an unfunded mandate of \$300 million a year. The buck will no doubt be passed onto taxpayers in the form of massive school property tax increases.**

The enormity of the costs (associated with remediation) to local school districts is illustrated by the results of the recent statewide Keystone Exams, which were taken by all high school juniors on a pilot basis. Results were first issued this summer and oddly enough, a different and improved set of results was released in September. The September results are being questioned by a number of school districts:

<u>Exam</u>	<u>Summer</u>	<u>Fall</u>
Algebra I – Failure Rate	60%	35.6%
Biology – Failure Rate	60%	54.4%
Literature – Failure Rate	45%	24.6%

The Pennsylvania Department of Education has not provided a fiscal note or in-depth analysis of the extensive remediation obligations of the Keystone Exams for local school districts. Unbelievably, the department claims that there is no cost to school districts, which is simply not possible.

5. It is **unscrupulous** for the Pennsylvania Department of Education to continue to withhold data that is necessary for weighing the costs to local school districts. In response, I have been forced to file seven Right to Know requests in an effort to obtain exam results and breakdowns by individual school district, as well as information regarding the potential costs or estimates of such remediation. Keep in mind, such costs will weigh heavier on lower-performing and financially distressed school districts as they face a higher potential for students requiring remediation.
6. It is **preposterous** that a test developed by the state with no input whatsoever from a course teacher or local district should be the main deciding factor on whether a student passes and graduates. The school code leaves the decision as to who graduates to the local school district. **The imposition of state-required, make-or-break graduation exams represents a serious threat to local control.**
7. It is **illogical** for the Pennsylvania Department of Education to continue to expand standardized testing at a time when increasing evidences challenges the notion that it is the best way to gauge student achievement and learning. Already, anywhere from 10 to 20 days (out of a 180-day school year) of instruction time is lost to testing and test preparation. If the Keystone Exams are approved, an eighth-grade student taking Algebra I would face taking a class test for a class grade, the PSSA Math Test and the Keystone Exam, which would be banked for graduation purposes. **The Keystones will only further promote “teaching to the test,” while sacrificing more valuable instruction time in the name of standardization.**

8. **It is clear that the Pennsylvania Department of Education is not ready for prime time and neither are the Keystone Exams.** The department is now under its third secretary in less than a year and in my view, lacks the ability to provide the leadership necessary to initiate and supervise the implementation of state-wide required graduation exams. The department has lost the confidence and trust of numerous school district superintendents. The fact that almost all (58 of 62) superintendents and Intermediate Unit Directors in the Philadelphia suburbs have signed onto a position paper in opposition to the Keystone Exams (due to the resulting loss of local control and its massive unfunded mandate) is a strong and clear expression of the loss of confidence in the Pennsylvania Department of Education and the State Board of Education.

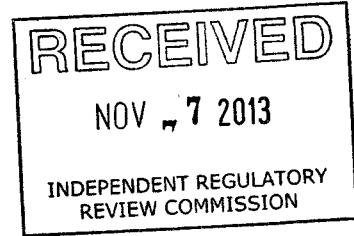
2976

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Wednesday, November 06, 2013 9:17 AM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website



First Name: Kathleen

Last Name: Healy

City/State: Whitehall, PA

Email: kathleen.healy.sam@me.com

Subject: Common Core

Message:

This is a disastrous move allowing the government to usurp yet more control and collect even more information on students and families...PA should reject this imperious invasion and erosion of even more personal freedoms...in the "home of the free."

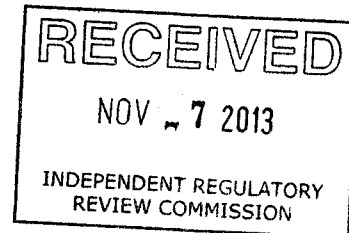
2976

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Wednesday, November 06, 2013 3:11 PM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website



First Name: Robert

Last Name: Barcus

City/State: Coatesville, PA

Email: bobbarcus@comcast.com

Subject: Keystone Graduation Exams

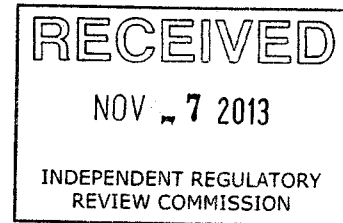
Message:

The Keystone Graduation Exams must be rejected because they are not a part of a wholistic education program that already assess the progress of our students. It will handicap those students who have a problem taking exams at all. It would eliminate the value of one's gpa. Please do not add these exams as another layer for our students.

2976

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Wednesday, November 06, 2013 4:54 PM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website

First Name: Kim

Last Name: Eckhart

City/State: Lehigh, PA

Email: chuckkim@ptd.net

Subject: Common Core

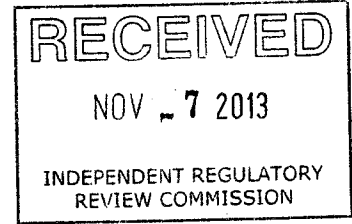
Message:

To Whom It May Concern: We have been introduced to the Common Core Curriculum this year. It is very difficult to follow and does not follow logical thinking. We are totally against this common core teaching curriculum for many reasons. The teachers need to be able to teach the material; they cannot teach if they are restrained and tied to a curriculum that does not work. Please discontinue the Common Core Theory of teaching immediately. Thank you for your thought and attention to this matter. Sincerely, Kim L. Eckhart

2976

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Wednesday, November 06, 2013 6:12 PM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website

First Name: Robert

Last Name: Pepe

City/State: Doylestown, Pa

Email: rpepe4@gmail.com

Subject: Stop Common Core

Message:

No need for this nonsense

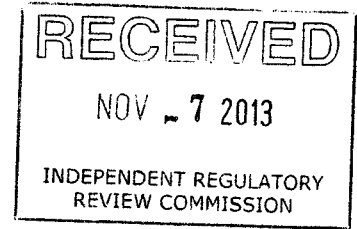
2976

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Thursday, November 07, 2013 7:04 AM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website



First Name: Ann Marie

Last Name: Schupper

City/State: Hershey, PA

Email: bosoxred@comcast.net

Subject: Common Core/Keystone Exams

Message:

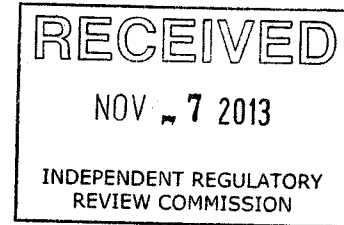
As a parent, I urge you to reject the Chapter 4 regulations in regard to the Keystone Exams. This is NOT the way to go for the children of PA. It is yet another test that "herds" our children together, and will place a huge burden on taxpayers.

2976

Cooper, Kathy

From: Burroughs Mack <bmack@familyservice.us>
Sent: Wednesday, November 06, 2013 4:33 PM
To: David Sumner
Subject: Public Comment - Keystone Exams

Independent Regulatory Review Commission
David Sumner, Executive Director
333 Market Street, 14th Floor
Harrisburg, Pa. 17101



Mr Sumner,

I write to express my opposition to the implementation of the Keystone Exams in Pennsylvania as a requirement for High School graduation. I am the parent of a high school senior, who took the exams last year as a junior.

I strongly believe that it is inappropriate to institute standardized testing for graduation when research is showing that this is not the best way to assess student performance and to motivate schools, teachers, and to ensure that each student reach his or her full potential. Clearly, such testing promotes teaching to the test, which is counterproductive to the overall educational process.

I am further concerned that implementation of the Keystone Exams constitutes an unfunded mandate that will become a further burden on our already struggling school districts, and ultimately will be passed on to the taxpayers, and will further erode local judgement and control of our schools. The cost of testing and the required remediation could be enormous

I do not believe the Pennsylvania Department of Education has met its obligation to thoroughly research this issue and make the case to the citizens and taxpayers of Pennsylvania.

Local school districts and taxpayers do not need this additional burden, particularly when the assumed benefits are largely unproven.

Burroughs Mack
Havertown, PA

2976

Cooper, Kathy

RECEIVED

NOV - 7 2013

INDEPENDENT REGULATORY
REVIEW COMMISSION

From: Ralph L. Meyer <meyer@zoominternet.net>
Sent: Wednesday, November 06, 2013 5:12 PM
To: David Sumner
Subject: Totally opposed to the foul imposition of the so-called Keystone Graduation Exams

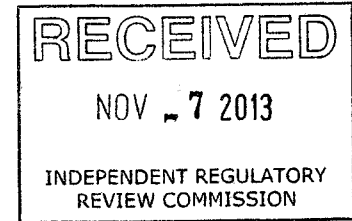
After four years of high school study, to subject students to an exam, despite their grades and successful completion of their high school courses, sounds like nothing other than a piece of power hungry inhumane treatment of students who, having stayed in school and completed their courses successfully are nonetheless faced by having to jump through an unwarranted hoop the outcome of which could be failure to graduate if they don't jump through the hoop of the questions created by this bunch of out-of-touch 'on high' educators who ought to have better sense, but apparently don't. This is as bad as that political jackass, George 'Dumbya' Bush's 'no student left behind' testing CRAP that clearly has resulted not in teaching students to think, and benefitting their general knowledge, but in teaching them the stuff that jerk's 'educators' decided should be on the test, so that the students could pass the test, this process thus resulting in trashing many other useful, and beneficial areas of learning just so as to pass that good-for-nothing test with the notion behind it that such a foolhardy and stupid 'solution' to 'educational problems' would solve them: which it most obviously couldn't and didn't. For Pennsylvania to go the same ridiculously useless route in the belief that that sort of thing helped solved whatever educational problems it thinks it has, is just DOWNRIGHT RIDICULOUS, no matter what bunch of self-styled supposedly knowledgeable 'educators' out of touch with classroom practice suggest will solve educational problems, or what some dimbulb legislator trying to cover his bum thinks will make him look good and appear to be benefitting education for the voters in hopes of keeping his job at the public trough. The better and sensible solution is to spend the money on good teachers, good teacher training, and good classroom materials and leave the testing where it belongs, in the hands of the individual teachers, school administrators, and school boards. If there is a problem with education it will not be solved by such simplistic nonsense as a test from some imperialistic power hungry whackos 'on high' thinking they have to do something to look like they deserve their jobs that is Odumped on everyone and will do injustice to students by denying them graduation if they don't pass the stupid thing. What harm this thing will do down the road is incalculable—students denied graduation who cannot even get decent jobs, discouragement of students who should otherwise have graduated who will very likely not bother to go back and try again, teaching shifting from what should be the goal of teaching: intelligent thinking and knowledgeable well rounded people into teaching for the stupid test. The whole notion is RIDICULOUS AND HARMFUL!

Ralph L. Meyer
Bakerstown, PA

Cooper, Kathy

2976

From: jrobinrobb@aol.com
Sent: Wednesday, November 06, 2013 4:26 PM
To: David Sumner
Subject: Keystone Graduation Exams



Dear D. Sumner,

I want to take a stand against using Keystone Graduation Exams.

Keystone Graduation Exams usurp the authority of Pennsylvania public school systems, and be implication parochial and private schools, to determine which of their students are ready for graduation. It is incongruous that a student might pass all classes yet do poorly on the Keystone Graduation Exam and be denied graduation from high school. That result is going to be damaging to any student who falls victim to it for the rest of his or her life. Formal exams test only one parameter of education. A multi system exam runs the risk of not addressing learning for an entire school district because it does not set up its educational program to meet the objectives as determined by the exam. Education consists of a great deal more than answering questions, even writing essays, on one particular day or set of days. The most vulnerable students whom the state should be preparing for jobs they can do successfully so that they become taxpayers would be particularly at risk if the Keystone Graduation Exams can rule out other measures of readiness for graduation.

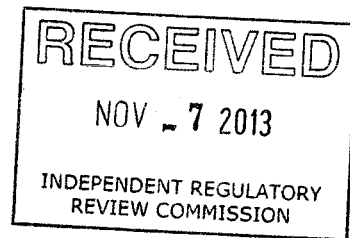
I strongly urge that the Keystone Graduation Exams not be put into place!

Sincerely yours,
Joan Robin Robb, Ph.D.
3070 Horseshoe Trail
Chester Springs, PA 19425

2976

Cooper, Kathy

From: cmbille@aol.com
Sent: Wednesday, November 06, 2013 4:59 PM
To: David Sumner
Subject: Ketstone Exams



Dear Sir

I have been an instructional designer/ curriculum developer / test designer in private industry for 35 years. I have developed technical and interpersonal skills training courses for world-class companies (including Pfizer, Merck, Genetech, IMS Health, Towers Perrin, AT&T, US Government Environmental Protection Agency, SAP, VIA Rail Canada, Starwood Hotels and many others) as well as for schools. I can tell you that it is a waste of taxpayer dollars to develop a graduation test instead of a curriculum. Don't develop a test, instead finance curriculum materials and life enrichment activities - spend my taxpayer money on books, computers, field trips, football teams, musical instruments, school plays, libraries.

Each school district should be working with a standard curriculum framework (cognitive development, physical education and life skills) that should be adapted as appropriate to the school and student population. Teachers are professionals who can tailor materials and create lesson plans. They can design or select the appropriate tests.

I am not a public school teacher or union member; I just know what I am talking about.

Constance Bille, M.Ed.

2976

Cooper, Kathy

From: Linda Krause <krauselinda0@gmail.com>
Sent: Wednesday, November 06, 2013 5:21 PM
To: David Sumner
Subject: Keystone Exams



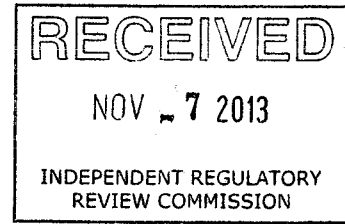
Please reject the Final-Form Chapter 4 regulations due to undue burden it will place on school districts, students and taxpayers.

Linda Krause

2976

Cooper, Kathy

From: Jack Armstrong <jack@relianceballots.com>
Sent: Wednesday, November 06, 2013 5:32 PM
To: David Sumner
Subject: keystone exams - no



Dear Mr. Sumner,

I am writing in opposition to implementation of the Keystone Graduation Exams. What our schools need is money, not unfunded mandates that add additional administrative burden that has no bearing on the education of our children.

Sincerely,

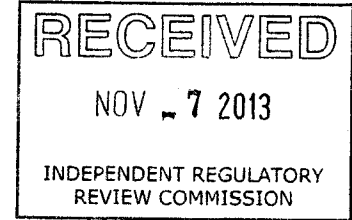
Jack Armstrong
West Chester Area School District taxpayer

Jack Armstrong
Reliance Graphics
202 W. Virginia Avenue
West Chester, PA 19380
610-701-9450
fax 610-701-9430
jack@relianceballots.com

2976

Cooper, Kathy

From: Mimi Burstein <punkin5170@gmail.com>
Sent: Wednesday, November 06, 2013 5:45 PM
To: David Sumner
Subject: Keystone Exams



Dear Mr. Sumner,

I'm writing in opposition to the proposed Keystone Exams. Please send the Chapter Four regulations back to the State Board of Education for amendment to remove the Keystone Exam portion of the regulations.

Standardized tests alone should not determine a student's graduation status. Students must be evaluated individually by the teachers who know their work, achievements and capabilities.

These tests encourage "teaching to the test" a state of affairs that will most harm the most disadvantaged students.

It would be a travesty to spend the money needed to implement this testing on something so fundamentally wrongheaded! Furthermore, this is an unfunded mandate, so it will do irrevocable harm to the schools least able to afford these costs.

Almost all the school superintendents in my area oppose this plan, and it is infuriating that the Department of Education, in the midst of all the changes of management there, is trying to implement a plan like this, which is so contrary to meaningful school reform and the advice of the professionals in the field!

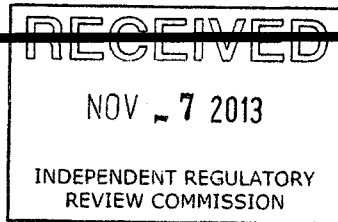
Please, do not let this happen.

Sincerely,

Mimi Burstein
Paoli, PA

2976

Cooper, Kathy



From: Adele Juzi <ajuzi@aol.com>
Sent: Wednesday, November 06, 2013 6:11 PM
To: David Sumner
Subject: Testing for H.S. Graduation

Please enter my name in the NO column for your new testing program in order to qualify for high school graduation in PA.

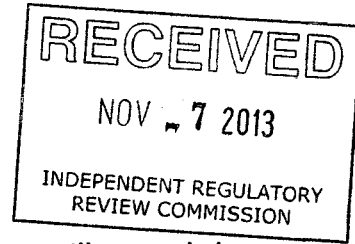
Our students are overtested these days; teachers teach only to the test, leaving out important parts of the curriculum that could serve students better after graduation; and funding will be out of the taxpayers' pockets.

Adele Juzi
West Chester, PA

2976

Cooper, Kathy

From: B.Casner <bbcasner@frontier.com>
Sent: Wednesday, November 06, 2013 5:35 PM
To: David Sumner
Subject: Keystone Graduation Exams



Please stop the passing of the bill for the Keystone Graduation Exams. These will not only hurt our students who might have good grades but don't pass the exams so they wouldn't be able to move on with their lives and further schooling, but the school system itself as teachers would stress the necessary information for the exams and not teach the way they should be teaching. Also all the citizens of PA would end up with higher taxes to pay for the exams themselves. As senior citizens, my husband and I would not be able to afford more tax hikes and, as an ex-teacher, it wouldn't be fair to those students who are in a general course and have not taken some of the noted classes.

Do not vote for the Keystone Graduation Exams and please do all you can to make this subject go away.

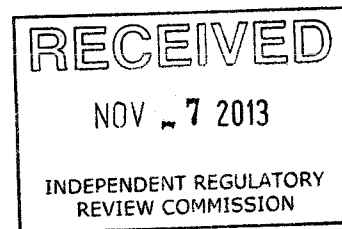
Sincerely,

Barbara Casner (Mrs.)

2976

Cooper, Kathy

From: Ryan <rpg2609@aol.com>
Sent: Wednesday, November 06, 2013 5:49 PM
To: David Sumner
Subject: Keystone Graduation Exams



To Whom it May Concern,

Please vote against the Keystone Graduation Exams. Pennsylvania does not need another unfunded mandate driving up property taxes. We should be moving away from high stakes testing since they are costly and already waste too much instructional time.

Sincerely,

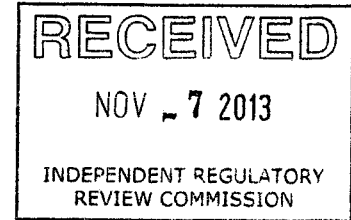
Ryan P. Givey

West Chester, Pa

2976

Cooper, Kathy

From: Craig & Doris <craig-doris@comcast.net>
Sent: Wednesday, November 06, 2013 6:16 PM
To: David Sumner
Subject: Keystone Graduation Exams



Dear Commissioner,

I strongly urge you and the other IRRC commissioners to oppose the Keystone Graduation Exams. The implementation of the Keystone Graduation Exams will be another monetary burden on the PA taxpayers. I urge you to reject the proposed Chapter 4 regulations.

Our PA students should not be required to take another standardized test. The only ones who benefit from this exam are the test companies who make tremendous amounts of money for their tests materials each year. Our hard working students should not be faced with the threat of not graduating because of their performance on another standardized test.

Thank you for your attention to this matter.

Sincerely,
Doris Miller

2976

Cooper, Kathy

From: Kathleen Hevey <khevey61@verizon.net>
Sent: Wednesday, November 06, 2013 7:03 PM
To: David Sumner
Subject: Keystone Graduation Exams

RECEIVED
NOV 7 2013
INDEPENDENT REGULATORY
REVIEW COMMISSION

Please do not Chapter 4 regulations for the Keystone Graduation Exams. Common Core and this type of examinations are not in the best interest of our children. They need honest education, not indoctrination. Keep our children's education in the hands of individual school districts and the parents of the children, not the government.

Sincerely,

Kathleen Hevey
khevey61@verizon.net

2976

Cooper, Kathy

From: Judith DeSimone <judyldesimone@gmail.com>
Sent: Wednesday, November 06, 2013 7:29 PM
To: David Sumner
Subject: Keystone Exams

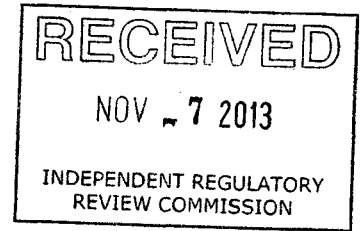
RECEIVED
NOV 7 2013
INDEPENDENT REGULATORY
REVIEW COMMISSION

The district I retired from is a low income district that let go over 100 teachers since Corbett took office. Classes are 35 to 40, middle school has lost several special area subjects, giving the kids study halls. Now you want to institute exams that have not been paid for by the state. Where is my district going to get the finances to fund the exams? Are you going to deduct the cost from your salary?
No to the Keystone Exams, the poor districts do not have the resources. Deal in reality, not fantasy.

Cooper, Kathy

2976

From: Julia Urwin <julia.urwin@gmail.com>
Sent: Wednesday, November 06, 2013 8:14 PM
To: David Sumner
Subject: Keystone exams



Hello,

My name is Julia Urwin and I writing to you today to express my lack of support for the proposed Keystone exam regulations.

I see the impact of these being akin to the No Child Left Behind program that President Bush implemented. America has moved to a curriculum that is very much focused on pushing kids through to keep funding going and check boxes. If it really benefited kids who need help, I would support it. I don't see that as being the case and nor do I see these exams as benefiting kids in the long term.

I don't know what the answers are, but I am not convinced this is the right approach.

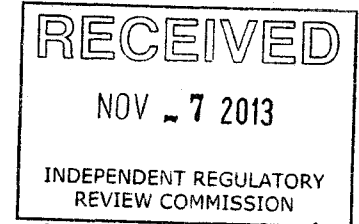
Sincerely

Julia Urwin

Cooper, Kathy

2976

From: Tina Nickel <tinanickel@hotmail.com>
Sent: Wednesday, November 06, 2013 7:18 PM
To: David Sumner
Subject: Keystone test



I feel the keystones are not right for some kids test well and others don't. I know when. I went to school you had to pass your classes and have the credits to graduate. never had to pass a test to move on to college. we need to get back to teaching the children and not to teach to pass test. I have not a fan of these test and they need to just go away.

Tina nickel

Sent from Windows Mail

2976

Cooper, Kathy

From: Dominic Pavia <tandom42@aol.com>
Sent: Wednesday, November 06, 2013 7:38 PM
To: David Sumner
Subject: Keystone Graduation Exams



To whom this may concern,

Unfunded mandates like the proposed Keystone Graduation Exams are another example of how politicians attempt to step outside of their areas of expertise (what makes them experts in education?) and burden students, teachers and taxpayers with unnecessary assessments that only serve to limit student achievement and waste already limited financial resources. I strongly oppose these additional graduation requirements.

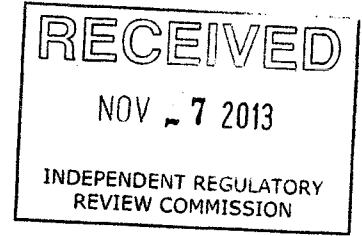
Respectfully,
Robert Pavia

Sent from my iPad

2976

Cooper, Kathy

From: sue225@comcast.net
Sent: Wednesday, November 06, 2013 9:16 PM
To: David Sumner
Subject: Keystone Exams



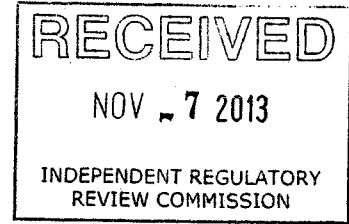
I urge you to reject the Chapter 4 Regulations.

Susan Marchalonis

2976

Cooper, Kathy

From: Christy Parker <tappyfingers@gmail.com>
Sent: Wednesday, November 06, 2013 9:20 PM
To: David Sumner
Subject: Stop the Keystones



I urge you to reject the proposed Chapter 4 regulations. Even in a prosperous county like mine - Chester County - the financial costs of implementing the tests would be a burden that taxpayers would not be willing, and in some cases able, to bear. The bigger and in my opinion more long term detrimental cost would be the short term focus on teaching to the test and making students think that test scores are more vital than years spent thinking, discussing, questioning, and diving into learning. The educated parents I know have already told their kids - "don't stress about this test - it doesn't matter" but that does not change the fact that their time in school will be directed more towards test prep than actual studies.

Looking outside my own demographics, I cannot imagine how much students in school districts without the resources and support that mine offers will fall behind.

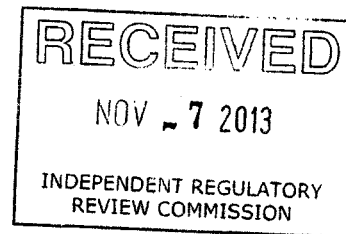
I don't know the solution to ensuring that no child is left behind by our educational system, but I do know that the Keystones are not the answer and that any politician or board purporting that they are will face the ire of taxpayers, voters, parents, and even teachers who will feel forced into becoming professional test-taker trainers than creative and empowered educators.

Thank you for your consideration.
Sincerely,
Christy Parker
parent of a 5th & 7th grader
West Chester Area School District

Cooper, Kathy

2976

From: Christy Maurer <christymaurer@gmail.com>
Sent: Wednesday, November 06, 2013 10:14 PM
To: David Sumner
Subject: Keystone Exams



Dear Mr. Sumner,

I would like to express my concern about the Keystone Exams. I am a teacher and a mother of two children who, if the policy goes as planned, will need to pass those exams in order to graduate.

Standardized testing has gotten completely out of hand in Pennsylvania, and it's time to stop. While I don't have a problem with some standardized tests used occasionally as an assessment tool, their use has become far too broad, and the stakes too high.

While the testing companies make millions of dollars off our schools each year, the students gain little to nothing. There is no empirical evidence that these tests improve their problem solving skills or broaden their minds.

This is benefitting no one but the companies who have financial gains at stake. Parents are ready to mobilize to recuse our children from being involved in the testing if necessary. Please stop them now.

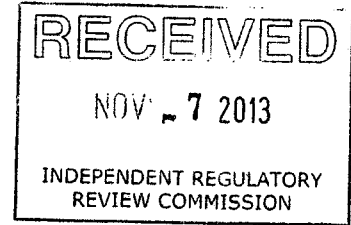
You will appear very progressive and ahead of the curve if you bring an end to the excessive testing that plagues our schools.

Thank You,
Christy Maurer
West Chester, PA

2976

Cooper, Kathy

From: pr <sachsleshem@aol.com>
Sent: Thursday, November 07, 2013 6:53 AM
To: David Sumner
Subject: Do not Implement Keystone Exams



PLEASE DO NOT IMPLEMENT THE KEYSTONE EXAMS.

I am an educator and am absolutely against the Exams.

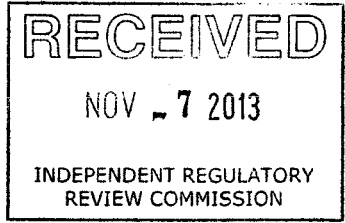
How does one test measure four years of highschool? It doesn't and also discriminates against many students who are "special needs" or have "special abilities".

Thank you
Mary S. Leshem

2976

Cooper, Kathy

From: Michele and Jeff Turner <jeffmicheleturner@gmail.com>
Sent: Wednesday, November 06, 2013 9:45 PM
To: David Sumner
Subject: REJECT CHAPTER 4 Regs!



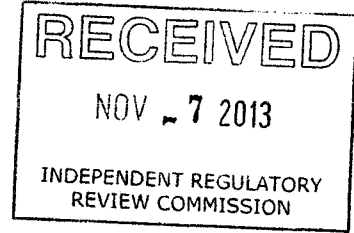
What a travesty what has happened to our public education system. The focus on standardized testing starting in grades 3 and continuing through high school has directly correlated with a steady decline in America's competitive edge in the international educational scene since the 1950's. VOTE DOWN MANDATED KEYSTONE EXAMS!

Jeff Turner

Cooper, Kathy

2976

From: John & Donna Gimbel <3gimbels@gmail.com>
Sent: Wednesday, November 06, 2013 10:26 PM
To: David Sumner
Subject: Reject the proposed Chapter 4 regulations



I am deeply concerned over the currently proposed Chapter 4 regulations for Keystone exams as a requirement for graduation. There is absolutely no funding to support this endeavor, which puts the burden on local districts and taxpayers. Thanks for another shot at destroying public education at the expense of our children and taxpayers, Governor Corbett and company. Mr. David Sumner, reject this mandate, which is yet another unfunded obstruction to education and a burden on our students, taxpayers, and public schools.

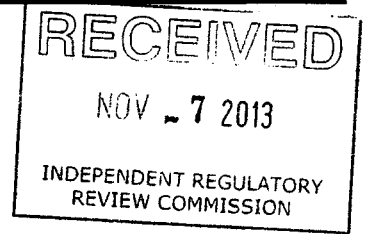
John Gimbel
1091 Larc Lane
West Chester PA. 19382

Sent from my iPhone d

2976

Cooper, Kathy

From: John And Magy Comeaux <comeauxfamily@comcast.net>
Sent: Thursday, November 07, 2013 8:00 AM
To: David Sumner
Subject: Reject the ch. 4 regulation

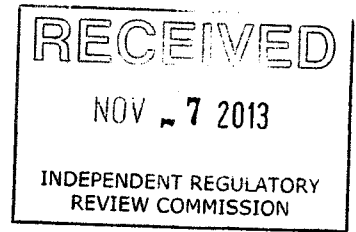


Please think of our children above all. They are the future generation and PLEASE reject more testing on or children. PSSA test are already quite demanding and the Common core is strictly unconstitutional. We all deserve true freedom on this country, especially our children.

2976

Cooper, Kathy

From: PortEarth@aol.com
Sent: Thursday, November 07, 2013 8:26 AM
To: David Sumner
Subject: Proposed Keystone Graduation Exams



Dear Sir,

Please reject the proposed Chapter 4 regulations and send them back to the Pennsylvania State Board of Education for further review, changes or cancellation.

Thank you,
Chris Robinson

19311

2976

Cooper, Kathy

From: John And Magy Comeaux <comeauxfamily@comcast.net>
Sent: Thursday, November 07, 2013 8:00 AM
To: David Sumner
Subject: Reject the ch. 4 regulation

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REVIEW COMMISSION

Please think of our children above all. They are the future generation and PLEASE reject more testing on or children. PSSA test are already quite demanding and the Common core is strictly unconstitutional. We all deserve true freedom on this country, especially our children.

2976

Cooper, Kathy

From: caraeriket@verizon.net
Sent: Thursday, November 07, 2013 8:15 AM
To: David Sumner
Subject: Final-Form Chapter 4 Regulations



Dear Director Sumner and Staff,

I urge you to reject the entire proposed Final-Form Chapter 4 regulations and send them back to the Pennsylvania State Board of Education for further review and changes.

Have a good day,

Cara Rice