

Hoffman, Stephen F.

Form Letter A 5-10

From: Pecci, Deborah [Deborah.Pecci@alliedbarton.com]  
Sent: Wednesday, October 17, 2012 3:24 PM  
To: IRRC  
Subject: Keystone Exams

# 2976

Dear State Official:

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

- In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change.
- The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.
- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"
- Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,

Deborah Pecci  
324 Friendship Drive  
Paoli, PA 19301

RECEIVED  
IRRC  
2012 OCT 17 PM 3:52

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2976

Cooper, Kathy

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IRRC

From: Steven Borislow [sbori808@yahoo.com]  
Sent: Thursday, October 18, 2012 2:46 PM  
To: IRRC  
Subject: Keystone exams

2012 OCT 18 PM 3: 23

Dear State Official:

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

- In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change.
- The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.
- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"
- Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,  
Suzanne Borislow  
1498 Canterbury Lane  
Berwn,Pa 19312

Cooper, Kathy

2976

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IRRC

**From:** Janice Dutton [janicedutton@yahoo.com]  
**Sent:** Friday, October 19, 2012 8:46 AM  
**To:** IRRC  
**Subject:** chapter 4 regulations

2012 OCT 19 AM 8:53

Dear State Official:

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment.

Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change. The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.

Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?" Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,  
Janice Dutton  
543 Woodside Avenue Berwyn, PA 19312

2974

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IRRC

Cooper, Kathy

**From:** San Mateo, Lani [JRDUS] [LSanmate@its.jnj.com]  
**Sent:** Friday, October 19, 2012 10:57 AM  
**To:** IRRC  
**Subject:** Chapter 4 Concerns

2012 OCT 19 AM 11: 20

Dear Sirs, Madams:

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

- In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change.
- The requirement of three years of instruction prior to an alternative assessment places an undue burden on students, limits their ability to choose other courses, and could harm the college admissions process. The alternative assessment path should be made available at an earlier point.
- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"
- Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,  
Lani San Mateo, Ph.D.  
118 N. Fairfield Rd., Devon, PA 19333

2976

Dear State Official:

I am a resident of the Tredyffrin/Easttown School District, and I am opposed to the implementation of the Keystone Exams. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

- In addition to the Algebra 1, Literature and Biology Keystone Exam requirements, the State plans to add an exam in English Composition for the class of 2019 and beyond and a Civics and Government exam for the class of 2020 and beyond. Two separate tests in English Composition are unnecessary and a poor use of taxpayer resources. A Civics and Government exam will require expensive restructuring of high school curricula across the State because many local districts will need to move the related course out of the junior or senior year to an earlier year. The costs to local taxpayers for textbooks alone may exceed \$100,000 to facilitate such a change.
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- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"
- Our school district is struggling with financial "sustainability" as the State continues to reduce its contributions to local districts, places limitations on district's ability to raise revenue, and then adds another layer of financial cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,

Susan S. Lee  
1209 Wisteria Drive  
Malvern, PA 19355

2012 OCT 22 AM 9:10

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IRRC

2976

Dear State Official,

10/17/12

I am a resident of the Tredyffrin/Easttown School District, and I am writing to express my concerns about the proposed changes to Chapter 4 regulations regarding high school graduation requirements. Students in Tredyffrin/Easttown School District have historically experienced high degrees of success in college and the workplace, and I am concerned that the addition of high-stakes exit exams may have the unintended consequence of hindering students who are proficient but do not always demonstrate the fullest extent of their skills in a traditional testing environment. Beyond my opposition to the concept of graduation exams, I am further concerned by the following components of the proposed regulations:

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- Will this unfunded mandate permit flexibility for high-performing schools with a record of success and also provide additional support for struggling schools? Is this another State remedy that assumes "one size fits all?"
- cost with no state assistance.

As a result, I urge you to amend the proposed Chapter 4 regulations to reflect these concerns. Thank you.

Sincerely,



Jill Graser  
215 S. Fairfield Rd.  
Devon, Pa 19333

2012 OCT 22 AM 9:42

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