

From: Angie A <johnfamily5@gmail.com>
Sent: Wednesday, October 23, 2013 2:35 PM
To: IRRC
Subject: Concerns over the final version of Chapter 4-thank you

I listed 11 concerns that I have after reading the Final Version of Chapter 4.

Thank you for your consideration.

Angie John
 143 Candlewyck Drive
 Avondale PA 19311

1. Who determines the definition of a "responsible, involved citizen"? We must all agree on this definition before you teach this in the schools. There are many varying views of what is "responsible" "involved" or being a "citizen" means, from the far left view to the ultra right view. How can you pick on single way to teach the students? What one parent finds "responsible" another will find "irresponsible". Every view must be presented or no view must be presented.

ACADEMIC STANDARDS AND PLANNING

§ 4.11. Purpose of public education.

(a) This section and [§§] § 4.12 [and 4.13] (relating to academic standards[; and strategic plans]) describe the purpose of public education[,] and its relationship with the academic standards[, their relationship with one another and strategic plans].

(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

2. Who determines what knowledge and skills should be taught to the students regarding the "Environment, civics and government, economics, and history, health and family"? Not one sided arguments please.....We are not trying to brain wash them, but present them with ideas of various opinions, not one single opinion.

(g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:

(1) [Reading, writing, speaking, listening and] English language arts.

(2) Mathematics.

- (3) Science and technology.
- (4) Environment and ecology.
- (5) Social studies (civics and government, geography, economics and history).
- (6) Arts and humanities.
- (7) Career education and work.
- (8) Health, safety and physical education
- (9) Family and consumer science.

3. Who determines what "laws and regulations" should be addressed relating to "Environment and ecology" and whose "global -international perspective" will be used to teach our kids? Experts disagree on these issues. What "experts" will you use? Experts need to be from both sides of the argument.

(2) *Environment and ecology.* Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

(3) *Social studies.*

(i) *History.* Study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

(iii) *Civics and government.* Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

(iv) *Economics.* Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade

4. What will be the cost to do this? What resources will be used? Both political angles should be presented in our libraries, not one sided resources only in our schools Who will follow up to be sure both sides are presented within our libraries and classrooms?

(9) A description of the professional personnel, school library, classroom and other resources the school district (including charter schools) or AVTS plans to devote to the attainment of academic standards.

5. Will the school district have a say in private community operated infant and toddler programs, is this legal?

A description of how the school district will accomplish coordination with community operated infant and toddlers and preschool early intervention programs and the following before or after school programs and services for all grade levels, including prekindergarten, if offered, through grade 12:

6. Why is the school district contracting with private community agencies and why do school districts have any say with home settings, which is our personal private space? Again, Legality?

(13) A school district that offers prekindergarten shall describe the prekindergarten program and explain how the district will coordinate with agencies that serve preschool age children with disabilities. The plan must address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access. The plan must address pre-kindergarten programs operated directly by the school district and those operated by community agencies under contract from the school district.

(14) A brief description of how the school district will provide for a smooth transition for prekindergarten students, when prekindergarten is offered, from the home setting and any early childhood care or education setting the students attend, to the school setting. This description must include how the district will coordinate with the infants and toddlers and preschool early intervention agencies that serve children with disabilities to

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ensure a smooth transition for those children to the school district's prekindergarten program.

7. Civics and government standards will be based on whose opinions? Both sides must be presented.

Alignment with the following State academic standards: [Reading, Writing] English Language Arts (Literature [and Composition]); Mathematics (Algebra I), Science and Technology, and Environment and Ecology (Biology), AND CIVICS AND GOVERNMENT.

c) Requirements beginning in the 2016-2017 school year. Effective with the 2016-2017 school year, History and Civics and Government (Appendix C) are added to the academic standards listed in subsection (b)(1)(iv) regarding requirements beginning in the 2014-2015 school year. Requirements listed in subsection (b)(1)(iv)(A) must include a determination of proficiency in both English Composition and Literature; two of three Mathematics (Algebra I, Geometry, Algebra II), one of two Sciences (Biology or

Chemistry), and one of three Social Studies (American History, Civics and Government or World History).

8. Assess students based on whose opinion of "Environment, Civics and Government"? Both sides must be presented. Experts disagree with each other on these "hot" issues.

(6) ASSESS STUDENT PROFICIENCY IN THE ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS (APPENDIX A-2), MATHEMATICS (APPENDIX A-2), SCIENCE AND TECHNOLOGY AND ENVIRONMENT AND ECOLOGY (APPENDIX B), AND CIVICS AND GOVERNMENT (APPENDIX C) FOR THE PURPOSE OF DETERMINING, IN PART, A STUDENT'S ELIGIBILITY FOR HIGH SCHOOL GRADUATION

9. Will you consult with me, I am a "parent"?

(c) (B) The Department will develop or cause to be developed PSSA assessments based on [academic standards in Mathematics, Reading, Writing and Science] Pennsylvania Common Core Standards in Mathematics and English Language Arts under § 4.12 and contained in Appendix A-12 and academic standards in Science and Technology and Environment and Ecology under § 4.12 and contained in Appendix B. In developing PSSA assessments, the Department will consult with educators, students, parents and citizens regarding the specific methods of assessment. To ensure that information regarding student performance is available to parents and teachers, State assessments developed under this 22 PA Code Chapter 4 Final-form rulemaking #006-326 October 18, 2013

section must include student names. Individual test results shall be used in planning instruction only by parents, teachers, administrators and guidance counselors with a need to know based upon local board policy on testing and in reporting academic progress. The Department [or] and other Commonwealth entities are prohibited from collecting individual student test scores, and may only collect aggregate test scores by school and district.

(11) [Keystone Exams in the following subjects will be developed by	Algebra I
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the Department and will be made available for voluntary use by school districts and AVTSs (including charter schools) in accordance with the following schedule: School Year 2010-11	
Literature	
Biology	
Fall 2011	English Composition
Algebra II	
Fall 2012	Geometry
United States History	
Fall 2016	Chemistry
Civics and Government	

10. Administer the exams for the purpose of gathering data to set performance level? This stresses the kids out! Our kids are coming home exhausted because of all the testing!

School Year 2016-2017 Civics and Government

(ii) (2) During the 2015-2016 school year, school districts, AVTSs and charter schools, including cyber charter schools, shall administer the Keystone Exam in Civics and Government for the purpose of gathering data to set performance level cut scores for the exam.

11. Please no more profiling of our children!

SCHOOL PROFILES

§ 4.61. School profiles.

(a) School profiles developed by the Secretary will include information as required under section 220 of the School Code (24 P.S. § 2-220).

(b) [In compiling school profiles under this chapter, the Department will provide school entities interpretive information to assist in using the profiles for strategic planning under § 4.13 (relating to strategic plans).

(c) The Secretary will prescribe procedures for reporting State assessment data to schools and communities.

[(d)] (c) The Secretary will make available to the public, and report to the public with the same frequency and in the same detail as for children who are nondisabled, all data as required under the Individuals with Disabilities Education Act.