

§126-42-2 Purpose

03-09	Michelle Neidig Charleston WV	I am writing to oppose Policy 2510 and proposed changes to the history and social studies curriculum. From what I can see, the proposed changes would allow a student to study a specific subject, such as European History, and graduate without having any knowledge of American history, including such vital issues as the Civil Rights Movement and the World Wars. I strongly believe that we owe our students a thorough, well-rounded curriculum that teaches them a solid background of world history and the events that shaped their own country. This proposed curriculum appears to allow students to patchwork together an unrelated group of classes that leave out vital portions of history and social studies.	NA/o A/-	See Response 2. Response 3: Current policy states U.S. Studies or an AP® Social Studies course, for years this has allowed students who take AP® to get around taking U.S. History or AP® U.S. History. The new proposed version of Policy 2510 will require every student to take either U.S. Studies, AP® U.S. History, or U.S. Studies Comprehensive (which is a course that will cover U.S. History from its inception to today). This change will require every student to have a U.S. History/Studies course in addition to Civics before graduation. Contemporary Studies is still required to be offered by all high schools. Additionally, a footnote has been added to recommend that students who take U.S. Studies instead of U.S. Studies Comprehensive or AP® U.S. History also choose Contemporary Studies as their next course of study.
03-11	Richard Vidulich Social Studies Teacher Morgantown High School Morgantown WV	I am writing to comment on proposed Social Studies course offerings. In my opinion the offering of AP Art History is would best be served within the Fine Arts curriculum as	A/o	AP® Art History was been removed as a Social Studies option but remains as a Fine Arts option.

		these teachers would have the expertise that a social studies teacher would not possess,. This is a good ideas just would be better served within fine arts.		
03-13	Katherine Bush CHARLESTON West	<p>The Charleston Sunday Gazette-Mail ran an editorial on Sunday March 6th titled "Voting- Heart of Democracy". In the 2014 West Virginia Primary, fewer than 20% of eligible people went to the polls (Gazette-Mail). The editorial cites the work of Inspire West Virginia in organizing voter registration drives in our high schools, and the editors hope that this effort can help overcome the low voting rate.</p> <p>Unfortunately, on Page B-1 in the same edition of the Sunday Gazette-Mail, staff writer Ryan Quinn has written about the West Virginia Board of Education's proposed revision to Policy 2510. As a high school social studies teacher, I STRONGLY oppose the proposed changes to the curriculum. I believe that these changes will have an adverse effect on social studies education AND on helping students to understand what it means to be a global citizen of the United States and the world.</p> <p>Citizenship requires one to be knowledgeable about the issues, both past and present. How we live today does not take place in a historical vacuum. The events of the past have shaped who we are and how our public policies are made.</p> <p>I have excerpted the specific points for easier reference.</p> <p>There are several areas that cause me to be very concerned:</p> <p>1. Joey Wiseman (the state Department of Education's executive director of middle and secondary learning) has told us that AT THIS TIME they have NOT quantified exactly what "United States Studies -Comprehensive " will encompass. I</p>	NA/-	Response 4: The option of selecting an AP® social studies course in place of a social studies requirement has not changed from current policy for 2 of the required credits. The big change is for U.S. Studies. In the current policy, it states "or an AP® social studies course", for years this has allowed students who take AP® to get around taking U.S. Studies or AP® U.S. History. The new proposed version of Policy 2510 will require every student to take either U.S. Studies, AP® U.S. History, or U.S. Studies Comprehensive (which is a course that will cover U.S. History from its inception to today). This change will require every student to have a U.S. History/Studies course before graduation. There are no changes to Civics or AP® U.S. Government and Politics. The Civics requirement is in state code and colleges and universities acknowledge Civics as a U.S. History/Government course. Finally the 4 th credit will allow

	<p>have been a history teacher for 26 years, and am a certified AP® US History teacher for 23 of those years. I am also a reader and table leader for the AP® US History exam since 2004. It is very difficult to properly teach ALL of American history to motivated students in one school year. Our present curriculum divides U.S. History between the 10th and 11th grades. That is a much better pace to teach students who are not as motivated as AP® students.</p> <p>2. When you look at Chart IV, pay attention to the use of “OR” when viewing what can be taught. Geography is necessary, (and geography standards are embedded in the current curriculum) BUT it does not teach the history of a region. Even AP® Human Geography does not teach the history. Do the other AP® course teach World History? Only one: AP® World History. I do not believe that it is a positive thing for education if our students graduate without learning about world history or world religions and expect them to be prepared to work and live in this global society that is our world today.</p> <p>3. If this proposal is accepted, it is very possible for a student to graduate without having learned anything about the causes of the American Revolution, the Civil War, World War I, World War II or the Civil Rights Movement. That does not sound like a good preparation for being an informed voter in the 21st century!</p> <p>4. This proposal only specifies ‘taking an AP® course’. It says nothing about actually passing the AP® exam or taking the course from a qualified AP® teacher who is teaching a rigorous course of study.</p> <p>5. The last revision of Social Studies and English for high school brought the two content areas more closely in alignment. In the 10th grade I teach about the Progressive reforms, Pure Food and Drug Act</p>	<p>students to personalize the type of social studies course they need to take to align with the interests or post-secondary education plans. There is nothing in this policy that would prevent a county from doing exactly what they are doing now for social studies but it does allow flexibility for counties and students who have been begging for it for years.</p> <p>Response 5: The College Board site identifies what colleges and universities are looking for as high school social studies credits from their applicants and provides the following suggested course plan:</p> <ul style="list-style-type: none"> • U.S. history (1 credit) • U.S. government (.5 credit) • World history or geography (.5 credit) • An extra .5 credit in the above or other areas <p>The proposed revised version of Policy 2510 more than exceeds these expectations.</p> <p>https://bigfuture.collegeboard.org/get-in/your-high-school-recrod/high-school-classes-</p>
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		and the book "The Jungle". This year, the 11th grade English teacher had her students read that book and they already knew the historical context so they were MUCH BETTER able too understand the text. This has happened several times already this year. In the past, this was not the case, and students would be reading books that they would not understand because they had no historical background to 'get' the context. A significant area in the standards that we, as social studies teachers, are required to teach IS reading for context.		<u>colleges-look-for</u>
03-13	Joseph Manzo Professor of Geography West Virginia Geographic Alliance Athens WV	I want to comment on 2510. I like the notion of improved opportunities for geography in the 9-12 curriculum. WV faces 21st century problems that are not solvable through what is primarily a history curriculum, My suggestion is to begin in middle school with efforts in geography and economics. The 7th grade geography class has been changed to ancient cultures. I would like to see it changed back.	A/o NA/o	Response 6: The World Studies requirement has been placed back in policy based on comments, however the wording remains "or an AP® social studies course" just as it states in the current version of Policy 2510. This wording will allow those students who feel they excelled in 7 th grade World History, which is aligned with the high school World History course and is heavy in Geography skills, to take AP® Human Geography or another AP® course if they so choose. Geography will still be required to be offered by all high schools.
§126-42-3 Scope				
03-13	Katherine Bush CHARLESTON West	And as for the boxes that you can check above for our "role", you do not make this easy to submit comments. Yes, I am a teacher, but I am also a Community member and a parent.	N/o	
03-14	Joshua M. Fix Teacher	The curriculum should include a greater breadth and depth of geography throughout, with special	A/o	See Response 6.

	Charleston Catholic High School & WV Geographic Alliance Charleston WV	emphasis in the middle and high school grades. Geographic literacy (which does NOT simply mean map literacy) is fundamental to facing the world in the 21st century. While history is important, it cannot do what geography does in terms of real-world application of relevant skills, including cultural literacy, issues of religious conflict, development, etc. Geography is an interpretive application which focuses on "why" things are "where" they are.	NA/o	
§126-42-4 General Responsibilities				
03-06	Samuel J Brunett, MFA 23 veteran Art Teacher Morgantown High School Morgantown WV	1. Add art, music and physical education courses taught at grades preK-6 to Chart VI, noting maximum enrollment with exceptions Correct the existing chart for grades 4-6 physical education maximum enrollment is 25 with 3 exceptions.	N/o	See Chart VII for revisions. All other content areas exclusive of choral and band/orchestral music would follow the maximum teacher pupil ratio at each programmatic level.
03-10	Don Dellinger Deputy Superintendent Berkeley County Schools Martinsburg WV	Please consider delaying the implementation of the required social studies credits for high school graduation. The new requirements will have students taking different courses than what is currently offered. This will require counties to purchase additional textbooks for the new required classes. The current social studies adoption is only 3 years old. This will result in a significant cost for new social studies textbooks and a large number from the original adoption will not be used. Delay the implementation until next social studies adoption.	N/o	See Response 4.
§126-42-5 Program Definition and Design				
02-19	Stacey Cutlip Principal Webster County High School Upper Glade WV	On page 14 of the policy that discusses the PEP, the language is very broad and confusing. It leads an individual to believe that the policy is reverting back to the old professional and skilled pathways. That is not the intent so the language needs to be more specific and read as follows: "Each student's PEP will identify either a state-approved CTE concentration or a locally-approved	A/o	Clarification was added to Chart IV.

		<p>concentration of course work for the four (4) credits....."</p> <p>Having that language only listed in the Middle School section is very confusing and leaves the High School section very vague.</p>		
02-20	<p>Beverly Kingery WV citizen South Charleston West</p>	<p>I support utilizing JROTC I and II in fulfilling the high school PE requirement. This has been needed for many years. In most instances, the JROTC program is far more rigorous than the general high school PE course.</p> <p>I support the addition of a computer science course required elective. Further, I would support including the computer science course to suffice as one of the three requirements for science high school graduation. This is a course that is a STEM science base and those students who have an acute interest in this area should be afforded the opportunity to utilize their strengths in fulfilling high school graduation requirements.</p>	<p>N/+</p> <p>A/o</p>	<p>Response 7: The current option we have available in Computer Science are more technology and math based. Most students going into the STEM field will take an additional 4th credit in science and that could be computer science. We have added that recommendation into the best practice statement in Policy 2510. If the new requirement of offering computer science is approved, in addition to the county and AP[®] Computer Science options, we are beginning working on developing a more science based computer science course that could hopefully be utilized as a 3rd Science credit.</p> <p>Language was added to Section 5.4.f.2 to address this concern.</p>

		I agree with providing high schools flexibility with 8100 minutes; however,there should be safeguards built in if a high school staff develops an alternative schedule to the current 8100 minute requirement and academic achievement is not at or above the state proficiency average for a minimum of two years, the school would have to review and develop scheduling based on student need.	A/o	
02-24	Sharron Chenault Director CCCTC Huntington WV	In regards to the Simulated WorkPlace, could you please clarify what "Drug Free Work Zone" means. Is this drug testing?	N/o	
02-24	Neil Reger Teacher Buckhannon-Upshur High School Buckhannon-Upshur High School WV	Will the new AP Computer Science Principles course that College Board will launch in fall 2016 count as a math credit as well as AP Computer Science A?	NA/o	Only AP® Computer Science A will count as a required Mathematics credit.
02-27	Sherry Copley Curriculum Coordinator Marion County Schools Fairmont WV	I see no reference to Support for Personalized Learning or scaffolding in the 9-12 section. Could there be wording that creates a sense of urgency for supporting high school struggling learners? Teachers tell me that they believe it is their job to deliver the rigorous lesson and students get it, or they don't. Teachers don't believe that policy supports them in being able to scaffold instruction.	A/o	SPL language was added to Charts III and IV.
02-29	Jessica Gill (Adkins) Health Occupations Science and Technology Instruct Summers County High School Hinton WV	Health Science Education Programs should be counted as a science credit. Almost everything we teach involves some sort of science. It is a science involving the health of the human body and the science involved in work place safety within the health care system. The WVDE content standards for my therapeutic services cluster require education in infection control (which is part of microbiology the spread of microorganisms/prevention/treatment),	NA/o	Response 8: This would require multiple courses in a concentration to receive 1 science credit. Approval for this should be pursued through a county embedded credit policy. Please see 5.4.g.2.

		<p>anatomy & physiology (including human structure and function and disease/disorders), safety (including Material Safety Data Sheets that can include chemical reactions within the work place), human growth & development. Much of the science in the world today focuses on the human body and our health. That is exactly what we are teaching. Why would it not be considered as a science credit???? I have personally discussed my lessons with our anatomy/biology instructor and we teach a lot of the same things when it comes to body systems including cellular structure and functions as well as the 12 body systems. The difference is that health science instructors go a little farther in the fact that we correlate the diseases associated with these symptoms. We teach about the pathology of the diseases, diagnostics(radiology etc.), treatments, prevention. The science related to the health of the human being has been studied from the beginning of time and continues to be for ever evolving. The study of the human body, disease processes, infection control are all SCIENCE. A major portion of science in the real world revolves around our health; therefore, I ask, "Why would health science programs not be a "science" in the classroom?" Also, upon completion of my program these students would have dedicated a whole 2 years of their school to be a completer. This is a lot of time and a lot of hard work. My students are eligible to become Certified Nurse Assistants. The are able to apply their academic and technical skills from our class directly to the word force. Some students may be limited on taking this class due to a schedule conflict or needing a "science" credit; however, by making health science programs a science credit these students can still take these courses and become successful in the health field.</p>		
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03-01	<p>Vickie Bennett Health Science Instructor Monroe County Technical Center Lindside WV</p>	<p>Health Science Education Concentrations for Science Credit</p> <p>Rationale for Health Science Education Concentrations to count as West Virginia Science Credit:</p> <p>The Health Science Education Concentrations listed below contain the principles, theories, and recurring themes important to a student's understanding and application of science. Each course is based upon the National Health Science Standards and is designed to provide essential knowledge common across health professions. In each course you will find major concepts that are connected to non-CTE science courses. The following major concepts are underlying throughout Health Science Education courses:</p> <ol style="list-style-type: none"> 1. The academic foundation of health science education is human anatomy and physiology, diseases and disorders common to each body system and competency in basic math skills and mathematical conversions as related to health care. 2. Health Science Education assess' the impact of emerging issues in healthcare delivery systems such as: technology, epidemiology, bioethics, and socioeconomics as it relates to the development, improvement, and delivery of healthcare. 3. Practice issues in healthcare are researched and discussed such as: organ donation, invitro fertilization, euthanasia, genetically modified foods, physical activities effect on the body, and government regulations impact on healthcare delivery. 	NA/o	See Response 8.
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		0730 Health Science Clinical Experience Pre-Nursing 0771 PTCB Preparation 0615 Certified Nursing Assistant		
03-01	Norma Gaines Director of Federal Programs Monongalia County Schools Morgantown WV	I am concerned that the language of the program definition and design section seems to require the use of the Early Learning Reporting System (ELRS). Many counties have developed their own systems for teacher reporting of student data, such as Standards-Based report cards and/or Benchmark Assessment Systems created or purchased to track Support for Personalized Learning data. In my county, teachers prefer our teacher-created, standards-based data collection (in EnGrade) over the ELRS and find it to be more user-friendly and to have better reporting capabilities. The lack of locally-available reports in ELRS is of particular concern, particularly if the use of the system is to be required of teachers in Grades K-2. "Formative Assessment" cannot be actually formative if the aggregate data is unavailable to teachers in a timely manner.	NA/-	The West Virginia Early Learning Reporting System is a teacher-created, standards-focused system that is utilized to gauge how well the state's early learning population is moving toward proficiency across English Language Arts and Mathematics. Data are reported twice yearly on the reporting system based on the daily formative assessment process. Reports for families, educators, and other audiences are entirely optional (not required). Counties reserve the right to utilize their own report cards or reporting mechanisms.
03-02	Thomas Bane PLTW Instructor Mingo Central High School Delbarton WV	I feel there is enough science included within the Project Lead The Way (PLTW) CTE concentration to justify it as one of the additional science courses that would qualify as the third lab-based science course for graduation requirement credit and should be included in Chart V as such. Often, my engineering students take as many PLTW courses they can fit into their schedules because they like them so much and they see the potential benefits of these classes in preparation for a career in engineering. Also, WVU, the PLTW Affiliate University in WV, recognizes the science lab component of the advanced PLTW courses, like		Response 9: Project Lead The Way is technically a supplemental instructional material with a cost. Project Lead The Way computer science curriculum can be utilized in an AP® Computer Science A course. However, the teacher would still have to go through the AP® training and have their syllabus approved by the College Board for it to count as a required

		<p>Engineering Development and Design, as a fulfillment of a senior year science course.</p> <p>ST2460 Pre-Engineering - Project Lead the Way 2461 Introduction to Engineering Design 2463 Principles of Engineering 2464 Engineering Design and Development (Capstone) - A 2462 Digital Electronics - B 2465 Computer Integrated Manufacturing Project Lead the Way - C 2466 Civil Engineering and Architecture - D 2467 Biotechnical Engineering - E 2468 Aerospace Engineering - F</p>		<p>mathematics credit. The Offices of CTE and Middle/Secondary Learning are currently reviewing options for the Pre-Engineering Concentration to possibly be approved for an embedded credit.</p>
03-02	<p>Matthew Cox Social Studies Teacher Charleston WV</p>	<p>In May 2008, the National Council for the Social Studies created a position statement concerning a vision for powerful teaching and learning in the social studies. Excerpts from an article that appeared in Education Week in December 2007 from Dr. Judith L. Pace were present through the article citing a squeeze in social studies. In the No Child Left Behind era and during the reforms of Common Core, social studies has been pushed to the side in order to raise test scores in reading and mathematics. The implications of such a move threaten the depth of historical, political and cultural understanding our students must have if our government is to survive and thrive. The appropriate scaffolding of social studies related courses is essential if West Virginia social studies educators are expected to create a well-informed and civic-minded citizenry that can maintain these democratic traditions.</p> <p>Policy 2510 from the West Virginia Department of Education makes several changes to the sequence and scope of a student's high school education,</p>	N/o	<p>See Response 1.</p>

		<p>particularly in the field of social studies. While the proposed policy gives students and schools more curricular options, the quality of social studies instruction suffers due to the possibility of a decrease in the coverage of current content standards.</p> <p>According to the proposed policy, during freshman year, students would be required to take World Studies (the current course of study) or Geography or and AP course. These offerings are not close in their content coverage and may create a gap in a student's knowledge base. The World History course is not simply a study of ancient history, it covers world forces that have shaped mankind and the United States: revolutions, imperialism, global trade and slavery patterns, demographic changes, plague/health issues on a global scale. If a student opted to take AP Art History or AP Psychology this year, this would be vastly different and deny the student key knowledge they will need to be successful in the remaining high school courses and in their college studies.</p> <p>In their sophomore year, students would have the option under the new guidelines to take United States Studies, United States Studies Comprehensive, or AP® U.S. History as high school sophomores. As social studies classes are sequenced now in West Virginia secondary schools, it is suggested that students complete two years of coursework from the American perspective. The suggestion of a comprehensive, one-year class taught at the general level creates a more rudimentary study of the nation's history. This would severely limit the amount of time teachers could spend on important American history topics while</p>	<p>A/o</p>	<p>See Response 2. See Response 3. See Response 4. See Response 5. See Response 6.</p>
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		<p>creating a broad curriculum that is quite shallow in its scope. The facets of American history are quite complex. Cramming four hundred years of history into a thirty-six week class for standard level students, would make it nearly impossible for social studies educators to teach their students to grasp the complexities of historical causation, to respect particularities, and to avoid excessively abstract generalizations. Furthermore, giving such little attention to a familiar topic like American history would minimize the significance that history plays in our modern lives, both public and private, and to modern society. While textbooks bulge with detail, many courses fail to reach the modern era. As author James Loewen said in <i>Lies My Teacher Told Me</i>, "...students exit history classes without having developed the ability to think coherently about social life." A solid foundation of American history is critical for understanding government.</p> <p>As juniors, the graduation requirements for social studies become more abstract. While Contemporary Studies has been a hallmark of eleventh grade, the options for coursework can easily allow students to go through their high school careers without having explored uniquely American events of the twentieth and twenty-first centuries or studying history shaped by American policy. If a hypothetical West Virginia high school student took United States Studies as a sophomore and an AP® course listed in Chart V of Policy 2510, that student could feasibly graduate without ever studying the Women's Suffrage Movement, the Civil Rights Movement, or any causes and effects of global conflicts including WWI, WWII, or Vietnam.</p> <p>Most would agree that the hypothetical student was</p>		
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		<p>done a disservice in their social studies education. In reality, events of the last century did more to shape modern dialogue on issues of race, gender, and cultural identity than any other period of history. These events should be studied and researched, discussed and dissected, and critiqued and celebrated. Only then can students be expected to be productive citizens.</p> <p>The senior year requirements remain a positive in the structure of social studies courses. One of the unique features of social studies education in West Virginia is the emphasis on civic education during the final year of high school. Retired Supreme Court Justices David Souter and Sandra Day O'Connor have said that the lack of civic education is one of the biggest problems facing the United States today. While most states study government in early grades or only dedicate a semester to the coursework, West Virginia has placed the study of government and finance as its capstone of social studies education. The placement of this particular class is developmentally appropriate for students who will soon be eligible for the political processes of local, state, and federal government. Success in this course, however, may be made more difficult by the lack of base knowledge of students who may not have taken a World History course or Contemporary American Studies.</p> <p>Positive and negative curriculum pathways. Student A (Current pathway) Student B (Current pathway AP) World History AP World US Studies to 1900 AP US History Contemporary Studies AP European, AP Geography</p>		
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		<p>Civics Next Generation AP Government and Politics</p> <p>Both students in the current pathways have a coverage of historical events key to their understanding of the United States and global events.</p> <p>Student C (new pathway) Student D (new pathway) AP Geography AP Art History US Studies to 1900 US Studies to 1900 AP European AP Psychology Civics Next Generation Civics Next Generation</p> <p>Both students here are missing key foundational knowledge to understand the history of the United States in the twentieth and twenty-first centuries. Also, their understanding of the United States in the global arena is lacking. Their understanding of the society that is America is weak as there is little coverage of women's issues, African American history, Latino and other immigrant groups, etc.</p> <p>While there are many positive aspects of proposed Policy 2510 for other high school subjects, social studies seem to suffer disproportionately. The meaningful study of history, geography, government, and economics assures student readiness and willingness to assume citizenship responsibilities. According to the National Council for the Social Studies, social studies teaching and learning is powerful when it is meaningful, integrative, value-based, challenging and active. The proposed course of study with its many options robs the curriculum of meaning when depth is sacrificed for breadth. The lack of structure, during the ninth grade and eleventh grade years especially, limits the amount of cross-</p>		
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		<p>curricular integration that can take place. And when the accomplishments of far-off societies, different religious groups, women, and minorities are downplayed through sins of omission, the values of tolerance and acceptance become downplayed as well. As school districts across the country and the globe are expanding their Global Studies programs and their emphasis on the arts and social skills of students, we cannot be a state who is traveling in the opposite direction.</p>		
03-02	<p>Denise Foster Teacher Putnam Career and Technical Center Eleanor WEST</p>	<p>The Health Science Education Concentrations listed below contain the principles, theories, and recurring themes important to a student's understanding and application of science. Each course is based upon the National Health Science Standards and is designed to provide essential knowledge common across health professions. In each course you will find major concepts that are connected to non-CTE science courses. The following major concepts are underlying throughout Health Science Education courses:</p> <ol style="list-style-type: none"> 1. The academic foundation of health science education is human anatomy and physiology, diseases and disorders common to each body system and competency in basic math skills and mathematical conversions as related to health care. 2. Health Science Education assess' the impact of emerging issues in healthcare delivery systems such as: technology, epidemiology, bioethics, and socioeconomics as it relates to the development, improvement, and delivery of healthcare. 3. Practice issues in healthcare are researched and discussed such as: organ donation, invitro fertilization, euthanasia, genetically modified foods, 	NA/o	See Reponse 8.

		<p>physical activities effect on the body, and government regulations impact on healthcare delivery.</p> <p>4. Infection control is part of Health Science Education safety practice standard where the chain of infection, mode of transmission, microorganisms and classifications are discussed along with controlling the spread and growth of microorganisms. Students demonstrate aseptic control, standard precautions, isolation precautions, blood borne pathogen precautions and vaccinations.</p> <p>5. Common workplace hazards for healthcare facilities are researched and projects designed using the Center for Disease Control and the Occupational Safety and Health Administration guidelines.</p> <p>6. Behaviors of health and wellness, strategies for prevention of disease including medical, dental and mental health screenings, stress management, risky behaviors, and complementary and alternative health practices are discussed and researched.</p> <p>7. Health Science education establishes a relevant setting for the application of scientific practices and principles.</p> <p>8. Inquiry activities are important in the practice of scientific processes and in the world of research.</p> <p>9. Individuals involved with the processes of health science education must perform specific technical skills proficiently and interpret data to maintain patient health.</p>		
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		10. Critical thinking involves using a variety of problem-solving techniques in real-life contexts.		
03-02	Kimberly Baughman Instructor/Medical Assisting United Technical Center Clarksburg WV	I firmly believe that Health Science Program Completers should receive a science credit. The students in the Medical Assisting Program complete courses in: 0715.1 - Human structure and function, disease and disorders; 0715.2 - classify the basic structural and functional organization of the human body (tissue, organ and system); 0715.3 - recognize body planes, directional terms, quadrants, and cavities; 0715.4 analyze the basic structure and function of the human body; 0715.6 - recognize emerging diseases and disorders; 0715.7 - investigate biomedical therapies as they relate to the prevention, pathology and treatment of disease. The students also have to cover the Muscular and Skeletal Systems in depth for administering medications and the respiratory system for spirometry, nebulizer treatment, etc. Also the Cardiovascular system for performing and reading EKGs and applying holter monitors must be covered extensively. 1. The academic foundation of health science education is human anatomy and physiology, diseases and disorders common to each body system and competency in basic math skills and mathematical conversions as related to health care. 6. Behaviors of health and wellness, strategies for prevention of disease including medical, dental and mental health screenings, stress management, risky behaviors, and complementary and alternative health practices are discussed and researched. Epidemiology, bioethics, socioeconomics, and delivery of healthcare are discussed in depth.	NA/o	See Response 8.
03-04	James Coble Teacher Wayne County Schools	I feel there is enough science included within the Project Lead The Way (PLTW) CTE concentration to justify it as one of the additional science courses that	NA/o	See Response 9.

	Huntington WV	<p>would qualify as the third lab-based science course for graduation requirement credit and should be included in Chart V as such. The courses to consider include all of the following:</p> <p>ST2460 Pre-Engineering - Project Lead the Way 2461 Introduction to Engineering Design 2463 Principles of Engineering 2464 Engineering Design and Development (Capstone) -A 2462 Digital Electronics - B 2465 Computer Integrated Manufacturing Project Lead the Way - C 2466 Civil Engineering and Architecture - D 2467 Environmental Sustainability- E 2468 Aerospace Engineering - F</p> <p>The courses are delivered in the Activities, Project, Problem Based Learning (A-P-P-BL) style which allows students to not only scaffold upon learning objectives but apply what they have learned while trying to solve ill-structured Problems. Courses are concluded with an End-of-Course (EOC) Test which is used to assess the students understanding of the learning objective nationally. Principals of Engineering is a course that I personally feel holds similarities with science classes in that it is host to mechanics, electricity, and states of matter. Specifically covering information dealing with Newton's Laws, Ohm's Law, Kirchhoff's Law, Thermodynamics, Force Vectors, 2-D Motion, Projectile Motion, Circular Motion, Pascal's Law, etc...</p>		
03-05	Lou Maynus Assistant Superintendent Middle Schools	Please consider changing the student/teacher ratio for 6th grade students from the elementary model of 25:1 (page 23 of Policy 2510) to the middle school model. Seventh and eighth grade have no defined	A/o	See Chart VII for revisions. All other content areas exclusive of choral and band/orchestral music would follow the

	Kanawha County Schools Charleston WV	ratio and administrators and teachers are able to make decisions that provide student centered offerings as a result of this flexibility. However, with the constraints on our 6th grade classrooms we are at risk of losing our sixth grade teacher's common team planning period to reduce and insure their class sizes are in compliance with state code. This will cause major problems with the middle school model and philosophy of the team data driven decision making of middle schools.		maximum teacher pupil ratio at each programmatic level.
03-07	Christopher McClung Teacher Kanawha County Schools Charleston WV	I do not see the benefit nor do I follow the logic of allowing substitutions for the study of American History and the consolidation of US History into a single year.	NA/-	See Response 4.
03-07	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	Simulated Workplace --- Drug Free workplace requirement does not have details on how this will be determined. Open to too much interpretation to not have specific details. Is this policy written with legal support for mandatory drug testing for ALL students in upper CTE courses?	N/o	
03-07	Philip Anderon Teacher Kanawha County Schools Charleston Wv	In reference to the new requirements for secondary social studies graduation and acceptable credits, it should be noted that use of the word "or" makes it possible for students to graduate high school only having taken 2 social studies history classes and greatly reduces the emphasis on the United States history curriculum. Also, what is the United States comprehensive class? We have be unable to obtain a true answer. One of the building blocks of a truly well rounded education is being removed because there is no focus on fundamental historic facts and knowledge that leads to educated citizens, voters and Americans. Without this basic knowledge, as well as the critical thinking skills taught in these history classes, West Virginia students will be hindered in college.	NA/o	See Response 3.

03-07	Frances Tolley Science Chair Hurricane High School Hurricane WV	<p>I'm quite alarmed that in an age where people cannot function without STEM knowledge we are cutting the number of required science courses.</p> <p>Speaking with people around the state most do not realize that counties may still offer Chemistry II, Biology II and other courses no longer listed.</p> <p>Changing the sequence of required courses does not provide necessary equipment to teach earth and space science.</p>	NA/-	<p>Response 10: Student enrollment data across the state did not support the continuation of 4 levels of biology (Biology, Conceptual Biology, Biology II, and AP® Biology), 4 levels of Chemistry or 4 levels of Physics. Students wanting to take higher levels of those courses should be encouraged to take AP® courses. Counties do have the option of creating their own science elective courses or utilizing dual credit as they do AP®.</p>
03-08	Rhonda Chuyka Teacher FCBOE Hico WV	<p>I do not agree with changing the 9th grade physical science requirement to earth and space science. Students will NOT receive exposure to the physical science concepts in the earth and space course. It has been argued that earth and space science will cover the physical science concepts. While those may be touched upon, the students will no longer be receiving the actual content nor rigor of the physical science courses. I am in full disagreement with this change.</p>	NA/-	<p>Response 11: The reasons for including the Earth and Space Science (ESS) as a graduation requirement and beginning high school with the Earth and Space Science course are listed below:</p> <ul style="list-style-type: none"> • ESS is a major strand of science. • ESS is related to numerous career opportunities in and out of WV. • The course is not as math dependent as physical sciences for first year high school students. • Research has shown a correlation between students' mathematical

				<p>skills and success in chemistry and physics.</p> <ul style="list-style-type: none"> • By delaying the physical sciences until students have taken higher math courses, students are more likely to be successful in the physical science courses when they take them. • It is expected that when more students are successful in their freshman science course, more students will continue the pursuit of additional science courses. • With fewer students failing their freshman science course, an increase in graduation rates is expected. • 28 states and Washington D.C. do not require students to take physical science, much less have it as a prerequisite for taking chemistry or physics. • Students wishing to take physical science, chemistry, or physics earlier than their junior year are encourage to double-up on their science courses. This is not an uncommon practice for
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				accelerated students interested in STEM careers.
03-08	Renee Mathews Parent/teacher Bridgeport wv	We need more course options our struggling students! If that means that we are spreading out standards over two courses fine but give the students that opportunity. The integrated pathway is allowing students that struggle to have a TR pathway but the traditional pathway is not giving these same struggling students an option. There needs to be additional classes for students that struggle! I have been a teacher for several years and have taught the ranges from Lab students in math I to AP Calculus AB/BC students and this experience has given me the chance to see many disconnects within our students progression in mathematics.	N/o	Any county may choose to create an elective to assist students with Math II or Geometry, Math III or Algebra II, etc.; however, those courses would count as an elective not a required mathematics credit.
03-08	Greg Julian Teacher Putnam County Schools Winfield WV	In grades 9-12, the proposed new guidelines for students do not include mandatory World or early US history. This has to be an oversight on someone's part who designed these proposals. We live in a world that has placed history on the back burner, and now it is being taken completely off the stove? It is embarrassing that students do not have to have a geography requirement, yet we in education make it happen. Now you're proposing that students not have to take a core, fundamental class that lays the foundation for future post-secondary education courses? This puts a larger burden on students entering college, having to take remedial history classes just to get the knowledge they should have gotten in high school. It is shameful and disheartening that this proposal is even being given serious consideration. I ask that you change the language of this proposal to include these courses, so future students will have had the basics of humanity instilled in them to carry them into adulthood.	A/- NA/o	See Response 6.

		<p>reviewed these advanced programs for potential science credit, even though a large number of the programs are being taught by highly-qualified science teachers.</p> <p>I specifically request that a review of the content of the following Advanced Career programs be done as soon as possible and a determination be made concerning science credit:</p> <p>Innovations in Science and Technology Energy, Power and Engineered Systems Clean Energy Technology Aerospace Engineering Integrated Production Technology</p> <p>In order for students to schedule and complete the 4-course sequence in these STEM fields, they need the opportunity to receive a lab-based science credit. Otherwise, many students will be forced to drop out of the program in order to acquire the 3rd or 4th science credit for graduation.</p>		
03-11	Denise Stalnaker Teacher Randolph Technical Center Elkins WV	<p>I want to express my support and excite for the change in Technology which recommends an online learning experience and that every school should offer an advanced computer class. This year and in recent years counties have been cutting business education positions but these are just a few of the classes that business educators now teach. Web page design and simulation and game design (Names are changing) are just two of the courses that business educators developed several years ago so that students would be exposed to coding. These educators saw a need that was not being addressed and worked to add those courses to the business and marketing area. It is my great HOPE that the state will continue the work with the business educators and promote that school systems can save money by having courses that business educators can teach. Business educators,</p>	N/+	

		<p>typically, teach in a computer lab which would require no additional purchase of equipment. Also business educators tend to have an understanding of online learning opportunities that would benefit the students. Our center uses one to teach game design.</p> <p>This is a wonderful opportunity to move our state forward and have skilled students. Even if a student doesn't go into computer science, the proofreading skills and problem-solving skills they gain in a coding class are valuable assets to them.</p>		
03-11	<p>Judy McCoy Administrative Assitant/Curriculum and Instruction Mingo County School Williamson WV</p>	<p>High School Programming -- Social Studies: Three years ago we adopted new social studies programs. Our high schools are 1:1 and we purchased ebooks on a 6-year contract per student for each high school program -- World Studies in 9th, American Studies in 10th, Contemporary Studies in 11th, and Civics in 12th Now in the middle of the adoption cycle the curriculum has changed so now we will have an overabundance of licenses in 9th, 10th and 11th grade and we will have to purchase additional licenses if students choose to take one of the other social studies course options. Counties cannot afford to waste funds on social studies licenses we purchased three years ago and then be forced to purchase additional licenses for other social studies programs in the midst of the science adoption. You need to wait to change the social studies curriculum during the next social studies adoption.</p>	N/o	See Response 2.
03-11	<p>Allison Fisher Librarian George Washington High School Charleston WV</p>	<p>Chart IV - Look at the use of "OR" when viewing what can be taught. Geography is needed and embedded in the current curriculum. However, it does not teacher the history of a region. Even AP Human Geography does not teach the history. Do the other AP courses teach World History? Only one and that would be AP World History. This is not a</p>	A/-	See Response 2. See Response 3.

		<p>positive thing for education if our students are to graduate without learning about world history or world religions and then expect them to be prepared to work live in a global society.</p> <p>If this is accepted, it is very possible for a student to graduate without having learned anything about the cause of the American Revolution, The Civil War, World War I, World War II or the Civil Rights movement.</p> <p>This proposal only specifies "taking an AP course" and says nothing about actually passing the AP exam or taking the course from an AP qualified teacher.</p>	<p>NA/o</p> <p>N/o</p>	
03-11	<p>Lindsey Losh Teacher Tygarts Valley High School Mill Creek WV</p>	<p>I strongly support this policy. Students will greatly benefit from the 21st Century skills that this program offers. They will carry these skills throughout their education and also make them "Career Ready". Experiencing online classes as a student, I know that this will increase student engagement, processing, and application skills. West Virginia should lead the way and begin this program!</p>	N/+	
03-14	<p>Dale Lee President WVEA charleston wv</p>	<p>p 23 5.4.g.7 - Concerns over the use of private instructors for the Fine Arts credit. Questions arise with quality of the program, availability in all areas and ability to monitor it. It could lead to the elimination or reduction of Fine Arts program in the schools.</p>	A/-	<p>Response 12: With a multitude of comments from the field, the applied fine arts section of Policy 2510 has been removed in this version. Policy 2444.1, <i>Applied Music Credit</i>, has been in place since 1983 and a request is also being made to repeal this policy as well.</p>
03-14	<p>John Cole Teacher Harrison County Board of Ed Bridgeport WV</p>	<p>There is no way we can combine the two US Studies courses. It is way to much material to cover especially with technology integration and project work which is necessary for students to grasp cause and effect to master the content.</p>	N/-	<p>See Response 1. See Response 2. See Response 6.</p>

03-14	Patricia McClure Retired Charleston WV	<p>I am commenting on the Social Studies program of Policy 2510(Charts IV and V under 5.4.a). Under the first credit listed, the word "or" is problematic. A geography or AP course with a narrow perspective is not an appropriate substitute for World Studies. Students need a broad overview of world studies. In the second credit, again "or" is not appropriate. Students need not only one year of United States Studies (or AP equivalent), but two to adequately cover the knowledge base of American history that will serve them to be informed citizens. This credit appears to not be thoroughly thought through. If the policy is to be implemented in 2016-17, United States Studies-Comprehensive needs to be defined before the policy is enacted.</p> <p>The fourth credit listed would appear to be a good choice for the senior year.</p> <p>One further comment: With enrollments declining in many schools and consequently faculty decreases, how will schools find qualified social studies teachers who are able to teach all the courses listed under "Additional Course Options"? Just having a social studies comprehensive certificate doesn't mean that teachers are truly capable of teaching all courses in that list.</p>	A/-	<p>See Response 4. See Response 5. See Response 6.</p>
03-14	Anne Endres High School Teacher Kanawha County Schools Charleston WV	<p>At present, our West Virginia students may graduate high school with little to no formal education in Geography. Frequently, we are sending geographically illiterate students into the post-secondary world of jobs, careers, and educational opportunities. If our goal is to prepare students to compete in an increasingly globalized world, we are failing them by placing them at a disadvantage as compared to other curriculum models that include the formal teaching of Geography. Geography is not merely maps; it encompasses humans, the environment, and the daily, as well as long-term,</p>	A/o	<p>See Response 6.</p> <p>Response 13: GIS is included as a standard across various grade levels in the social studies policy. The proposed version of Policy 2510 allows for more flexibility for the utilization of geography courses. Geography can now count as one of the four required social studies credits.</p>

		<p>effects of this dependent relationship between humans and the environment. AP Human Geography offers a comprehensive curriculum which promotes the study of Politics, Demographics, Migration, Agriculture, Urban and Rural Land Use, and Industry and Development. Unfortunately, AP Human Geography is treated as an elective course in some high schools. As a result; few students make the decision to take an additional, fifth, course in Social Studies to meet graduation requirements when they have met the requirement taking three History courses and one Civics/Government course. For decades Geography has been placed on the back burner of a History-dominant field titled "Social Studies," albeit often the department is misnomered as the "History Department" among faculty and staff within schools instead of the more inclusive term Social Studies. Geographic ignorance can significantly affect one's ability to compete in the marketplace and acknowledge tolerance of differences among colleagues and superiors. If we want to elevate students' chances to compete for scholarships and careers, then we must take action to include Geography as a discipline taught in West Virginia schools. Further, state-sponsored institutions such as the West Virginia Geographic Alliance advocate for the continued teaching of Geography and metaphorically take students places. Please consider the state of Geography in West Virginia and the inclusion it requires. Thank you.</p>		<p>Many counties have created and are utilizing their own GIS elective courses. The use of GIS is also being explored through CTE and STEM offerings.</p>
03-14	<p>Matthew Cox Social Studies Teacher Charleston WV</p>	<p>What concerns me most about the recommendations made to Policy 2510 is how it will affect social studies. As it is right now, West Virginia is one of the few states that requires four credits of social studies to graduate from high school. Additionally, it is one of the few states that divides American history into two year long courses. Giving</p>	A/o	<p>See Response 1. See Response 3. See Response 5.</p>

		<p>students flexibility to choose between geography and world history during their freshman year and to choose among a myriad of classes during their junior year detracts from the meaningful sequence of courses already in place. Why would the state want to jeopardize the integrity of social studies when it seems we are a leader?</p> <p>The proposed changes during 9th grade and 11th grade undoubtedly give our students more flexibility. As a teacher, I know that students tend to schedule classes and teachers where they will find the path of least resistance. Many students search for the easy A without giving much thought to the long term consequences of how classes might prepare them for the future. While I applaud the proposed policy in allowing students to be more democratic about their education, I feel that high school students simply need more structure with their social studies classes. World history and contemporary studies cover material that is too important to be considered an elective. In fact, downplaying the history covered in contemporary studies can easily be viewed as backward and/or racist. I suggest students be mandated to cover all eras of American history as part of the graduation requirement.</p> <p>Enacting the new proposals would create a number of new social studies classes for many high schools. Do county school boards really have the money to adopt new textbooks for these new classes? Can they afford to send teachers to AP summer training and cover the cost of substitutes for AP fall institute? It seems like all the proposed changes would be quite expensive and would only benefit a select few, instead of a majority of the student population. A more utilitarian approach would be better for social</p>	<p>N/o</p>	
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		<p>studies education by keeping the current sequence of courses.</p> <p>Another drawback for social studies is that the new course schedule would really limit the number of collaborative opportunities between English teachers and their social studies counter-parts. Having a regimented curriculum would only increase inter-departmental collaboration and research shows that this collaboration is better for student learning.</p> <p>It seems like there are more deficits and drawbacks to the new sequence of social studies curriculum than there are benefits.</p>		
03-14	<p>Jacqueline Crawford GIS Programmer Analyst I WVDEP Cross Lanes West</p>	<p>Please add Geospatial Information Sciences(GIS) to your Social Studies curriculum. This is a highly overlooked field, however, this is one of the fastest growing professional fields with many well paying careers available in WV and nationwide. GIS includes, but is not limited to, geocaching, GPS systems, location services on smart phones and computers, locating new businesses, planning new communities, cartography, satellite imagery (used in military and private industry), and many many more. The vast majority of college students that graduate with a degree in GIS have a full-time, well paying career upon graduation. Many colleges within the state offer these degrees under their geography programs, including Marshall University, West Virginia University, and Concord University. Thank you!</p>	A/o	See Response 13.
03-14	<p>Timothy Warner Professor of Geography and Geology West Virginia University Morgantown West</p>	<p>I would like to emphasize the importance of including geography in the curriculum at all levels: elementary, middle and high school. Geography covers a broad range of topics of great relevance and importance for the education of the well-rounded citizen. These topics include both human and physical geography,</p>	A/o	See Response 13.

		<p>as well as geographic information science. Geography's systematic and integrative approach, as well as the emphasis on space and place provides an ideal framework for students to study their world.</p>		
03-14	<p>Roberta Bastin Science teacher Harrison County Alternative Learning Center Clarksburg WV</p>	<p>While I am not opposed to the individual standards for each Science course, I am opposed to the removal of Physical Science as the required 9th Grade Science course to be replaced by Earth/Space Science. I am certified in all science courses except Physics, and since I am the only Science teacher in my school, I have taught both Physical Science and Earth Science as stand-alone courses. My issue is not with Earth/Space science as an offered course but the elimination of Physical Science as a primary course for all students. As a result of this, unless students take Chemistry and/or Physics, they will receive little focused instruction in these areas. Chemistry is a foundation class for ALL science courses; how can you remove it as part of the foundation Physical Science course? Chemistry is just as critical to the Science curriculum as is Biology. Physics is needed to prepare students for the engineering portion of STEM studies.</p> <p>I sat in a meeting with one of the leading proponents of the move away from Physical Science to Earth/Space Science. This college professor stated that Physical Science required a higher level math beyond what 9th graders had mastered. This is an inaccurate statement. Physical Science requires the level of math that a 9th grader should have mastered in middle school. This professor stated that Earth Science had taken a back seat to Physical Science and Biology. Is that a rationale to make a switch; to give a discipline more "face time"? Perhaps so, since this professor's expertise is in the geosciences.</p> <p>I offer that if you want to make a place for</p>	NA/-	See Response 11.

		<p>Earth/Space Science, place it in a focused 8th grade course. The progression would then be 8th Grade - Earth/Space Science; 9th grade - Physical Science; 10th grade - Biology; 11th grade/12th grade - Electives.</p> <p>Before I entered Education 14 years ago, I worked for 22 years as a research engineer with a major chemical company. I believe if you make this move of replacing Physical Science with Earth/Space Science, you will rob students of critical components of their science education - Chemistry and Physics. This may be a case where legislative action will right a wrong.</p>		
03-14	<p>Kathleen Loughman Science Teacher John Marshall High School Glen Dale WV</p>	<p>The following areas of Policy 2510 are what I would like to address:</p> <ul style="list-style-type: none"> - p. 14 - named science requirements for graduation - On page 14, in the Science section, I would like to specifically address the area that outlines "One additional science course or AP science course (see Chart V)" <ul style="list-style-type: none"> o Students will be allowed to select from Chart V, a science elective that will count towards high school graduation (their 3 credits of science needed) and are limited to the list on p18 - p. 18 - changes in the electives offered for science - (Chart V - Science section) The following courses are listed as options for students to take under the proposed Policy: Chemistry, Human Anatomy and Physiology, Physics, Physical Science, Forensics, Environmental, AP science courses, college science courses - As a teacher at John Marshall High School in Marshall county, I strongly encourage an additional course to be added to this list. Microbiology has 	NA/o	<p>See Response 7. See Response 10. See Response 11.</p>

		<p>been and is currently being offered at our high school (as well as other schools-example, Wheeling Park High School, Ohio county).</p> <ul style="list-style-type: none"> o Microbiology is a laboratory-intensive, upper-level college-preparatory course that prepares several of our students for future careers in STEM. o Microbiology is a course that is REQUIRED to take in college for any student pursuing a career in a health profession (nursing, pre-medical, pre-dental, physical therapy, etc.). - By removing this course from the list of accepted courses for science, several students will shy away from taking a course that WILL GREATLY benefit them in their future collegiate aspirations. - This course is far more beneficial (post-secondary) than other courses currently on the list. (ie. Forensics is NOT required by most students entering STEM fields/majors). - I speak from experience, as I have both a BS and an MS in Biology and Microbiology and have spoken with local Universities (WLU and WJU) concerning the omission. They feel it would do a disservice to leave it off the list. <p>Thank you for your consideration of the inclusion of this challenging, rigorous course.</p>		
03-14	<p>Alexa Bushovisky Science Teacher John Marshall High School Glen Dale WV</p>	<p>The following areas of Policy 2510 are what I would like to address:</p> <ul style="list-style-type: none"> - p. 14 - named science requirements for graduation - On page 14, in the Science section, I would like to specifically address the area that outlines "One additional science course or AP science course (see Chart V)" o Students will be allowed to select from Chart V, a science elective that will count towards high school graduation (their 3 credits of science needed) and are limited to the list on p18 	NA/o	<p>See Response 7. See Response 10. See Response 11.</p>

		<p>- p. 18 - changes in the electives offered for science</p> <p>- (Chart V - Science section) The following courses are listed as options for students to take under the proposed Policy: Chemistry, Human Anatomy and Physiology, Physics, Physical Science, Forensics, Environmental, AP science courses, college science courses</p> <p>- As a teacher at John Marshall High School in Marshall county, I strongly encourage an additional course to be added to this list. Microbiology has been and is currently being offered at our high school (as well as other schools-example, Wheeling Park High School, Ohio county).</p> <ul style="list-style-type: none"> o Microbiology is a laboratory-intensive, upper-level college-preparatory course that prepares several of our students for future careers in STEM. o Microbiology is a course that is REQUIRED to take in college for any student pursuing a career in a health profession (nursing, pre-medical, pre-dental, physical therapy, etc.). <p>- By removing this course from the list of accepted courses for science, several students will shy away from taking a course that WILL GREATLY benefit them in their future collegiate aspirations.</p> <p>- This course is far more beneficial (post-secondary) than other courses currently on the list. (ie. Forensics is NOT required by most students entering STEM fields/majors).</p> <p>As a teacher of Biology Honors, Microbiology, and AP Biology, I, as well as my colleague Kathleen Loughman, would be willing to help develop standards for Microbiology.</p> <p>Thank you for your consideration of the inclusion of this challenging, rigorous course.</p>		
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§126-42-6 Alternative Delivery of Education Programs

03-06	Aaron Radcliff Technology Integration Specialist Lewis County BOE Weston WV	Section 5.4.g.7- Alternative means to earn high school credit Allowing a private instructor to give instruction and grades for a fine arts credit is not sound educational policy. Concerns include lack of connection to the next generation standards and no BOE control over the level of rigor. Additionally, private instructors would not be subject to the hiring procedures for certified educators, thus not ensuring a highly qualified educator.	A/-	See Response 12.
03-06	Samuel J Brunett, MFA 23 veteran Art Teacher Morgantown High School Morgantown WV	A lot is troubling about this policy. What is very troubling is the ability to get a fine arts credit by practicing a musical instrument 6 hours a week or taking an outside art class. I'm all about enrichment but to bypass what is or should be offered in an academic setting is not acceptable. We should be supporting the arts and not diminishing in our public schools. They have cut middle school programs to the bone and many districts have abandoned the true middle school concept which was designed to nurture the well rounded student. That program included FACS, the Visual Arts, Music and technical education, as well as computer sciences. Counties have followed to dollar and not has been best for our middle schools and future high school students. This policy needs much further study and comment.	A/-	See Response 12.
03-07	Frances Tolley Science Chair Hurricane High School Hurricane WV	Course that require laboratory work should also require lab work for credit recovery, summer school etc.	N/o	

03-08	Aaron C. Smith Social Studies Dept. Head/Teacher Winfield High School Winfield WV	In high school there is no World History or early U.S. History required for graduation. Please tell me that this is an oversight. We did this to geography and now we are graduating students that can not even find West Virginia on a map let alone other places in the world. Those who refuse to study history (or those that will not put it into the curriculum for graduation) are doomed to repeat it. Ignorance of our past is destroying our future and now the state board wants to make it worst? We need four classes for graduation: World History, Early U.S. History, Modern U.S. History and Civics with Economics. Please make this change so as to enhance our students knowledge and their global understanding of the world they are inheriting.	NA/o A/o	See Response 1. See Response 3. See Response 4. See Response 5. See Response 6.
03-14	Jane Byrd clarksburg West	I want my grand children to have highly qualified, certified teachers, nit just a community person who plays music. They deserve a music educator who follows the content standards.	A/o	See Response 12.
§126-42-8 School Based Responsibilities				
02-27	Sherry Copley Curriculum Coordinator Marion County Schools Fairmont WV	Regarding: 8.2.b. S.A.T..... "or acts in lieu of an instructional intervention team, and considers referrals for multidisciplinary evaluation" My concern: Teachers interpret this as meaning that SAT acts in lieu of SPL to make referrals. Can it be changed to "acts in lieu of an IIT to DESIGN INTERVENTION, and considers referrals.... (or some other wording that indicates the need to support students rather than simply referring them?)	NA/o	8.2.b states "reviews individual student needs that have persisted despite being addressed through academic and/or behavioral support;"
03-09	Jenny L. Santilli Teacher Bridgeport High School Bridgeport WV	I'm not sure if this is the correct section, but it is folly to allow counties to reduce the number of minutes of instruction based on their judgment. I have seen world language classes gutted because of this. This was done in response to reducing the number of staff needed to deliver instruction and not because the curriculum could be covered in less than half the	A/o	Language was added to Section 5.4.f.2 to address this concern.

		time allowed.		
§126-42-10 Program Accountability				
03-14	Jane Byrd clarksburg West	You seriously cannot consider removing the study of USHistory. That is OUR heritage. Geography is NOT a substitute for it!!! Please only consider substituting an AP course thst is a direct exchange. We are more of a global society now than we ever have been:therefore, world history is needed now more than ever. AP Geography is just that...a geography course. It should not be used to replace any of the current required history courses. Why would not want our children to learn our own heritage??	A/- NA/-	See Response 6.
§Repeal of Policy 2442 3 Maximum Teacher-Pupil Ratio, Grade K-6				
02-12	Doug Cross Assistant Superintendent C&I Putnam County Schools Winfield WV	Most, if not all, 6th grade classroom reside in middle schools. Having a cap on 6th grade of 28 creates staffing issues. Seventh and eighth grades do not have class size restrictions, yet sixth grade classrooms in the same building have restrictions. We have schools in our county that have had to hire a teacher (usually a long-term sub) because of the 6th grade class has a few too many students. These teachers then lose their jobs at the end of the year when these students are promoted to 7th grade. Please take the maximum teacher-pupil ratio out of the 6th grade!	NA/o	State code prevents changing the teacher pupil ratio in grade 6 except for in physical education.
02-18	Tiauna Slack Principal Putnam County Schools Eleanor WV	I feel the maximum student teacher ration should be changed for 6th grade students in Middle School so that they can be scheduled the same as 7th and 8th graders.	NA/o	State code prevents changing the teacher pupil ration in grade 6 except for in physical education.
03-03	Melissa Browning Assistant Principal Jackson County Schools Ripley WV	Why are we compensating for 4-6 with 26 through 28 kids. Just make a cap on 28 and be done with it. We are in such a budget crisis why can't we just cap 4-6 at 28?If PE isn't compensated, why would anyone else need to be given extra money for the same amount of students? Cap at 28 for 4-6 grade level.	NA/o	State code prevents changing the teacher pupil ratio in grade 4-6 except in physical education.

03-07	Rhonda Jelich Director of Elementary Education & Staff Developme Jackson County Schools Ripley WV	I have concerns about the chart on p. 33 in the new policy. We have never had an exemption for physical education in grades 4-6. If we are compensating art, music and regular education teachers in grades 4-6 for overage, why would physical education be an exemption? It concerns me that they would not be compensated for 3 additional students.	A/o	See Chart VII for revisions. All other content areas exclusive of choral and band/orchestral music would follow the maximum teacher pupil ratio at each programmatic level.
03-07	Frances Tolley Science Chair Hurricane High School Hurricane WV	Maximum must be applied. Should be applied in high school lab based courses too as a safety enforcement policy.	N/o	
03-08	Leslie Reading Specialist Jackson County Education Association Ripley WV	I'm very concerned about the maximum number of students in each classroom at the elementary level. Students are coming to school with a plethora of profound needs, many of which require individual attention. Following extensive research on student needs and class sizes, I recommend the following: K & 1 - 18 students 2 & 3 - 20 students 4 & 5 - 22 students No additional students should be permitted at any level without the inclusion of a second full-time certified teacher in that room. Thank you.	NA/o	State code outlines teacher pupil ratio requirements.
§Repeal of Policy 2444 1 Applied Music Credit				
03-06	Samuel J Brunett, MFA 23 veteran Art Teacher Morgantown High School Morgantown WV	Again with none professional instruction demeans the arts curriculum	A/-	See Response 12.
03-07	Jeremiah Smallridge Music and theatre teacher Upshur County Schools Weston West	This is very worrying and is a smack in the face. I have a bachelor's degree and master's degree in music education and am national board-certified. I have spent much time mastering my art while also learning about curriculum, pedagogy, and educational psychology. This basically makes all of that obsolete. Outside of school arts enrichment	A/-	See Response 12.

		<p>programs and lessons are great but should never replace what is done in the academic classroom. First off, what qualifications do these private instructors have to have, second who is keeping track of practice hours (I could see this being abused)? There are some great private instructors out there but there are also many unqualified bad ones. Furthermore, you could be a master at your art but that does not make you a good teacher. Allowing a private instructor to give grades and credit is counterintuitive to good educational policy. These instructors will not be trained to cover standards and will not be held to highly qualified standards. I feel that you will be hurting arts education if you put this in place. I also feel that you will be turning your back on arts educators. I have been selected as teacher of the year twice in my last job and once in my new. I have also been selected as teacher of the year in my new job as well as county teacher of the year. I was also state general music teacher of the year. I work very hard for my students. Please don't diminish my abilities to impact student lives.</p> <p>Jeremiah Smallridge NBCT Upshur County Schools</p>		
03-07	Doug Seckman English Teacher Lewis County Schools Weston WV	<p>In reference to 2510</p> <p>An educational policy enacted allowing students to receive their fine arts credit in not what is best for our students. At a time when highly qualified teachers are being sought out around the state, the state department of education is considering a bill to let students take private instruction from someone who may not even be certified? How will we know the level of rigor is being met? Not only this, but students will not be building music relationships with peers. Music is a performance art meant to be shared.</p>	A/-	See Response 12.

03-08	Lisa Kerns FACS/Computer Skills Teacher Lincoln Middle School Shinnston WV	Students should only have this opportunity if the instructor is certified.	A/o	See Response 12.
03-09	Jenny L. Santilli Teacher Bridgeport High School Bridgeport WV	This is too little oversight. Further, who is overseeing the qualifications of the instructors? Who is doing background checks to see if they should be near children?	A/o	See Response 12.
03-11	Gregory DeVito Music Educator NAfME Fairmont WV	<p>How can we guarantee that the Private Instructor is "highly qualified?" I personally know of private instructors in the North Central West Virginia region who have no degree in education who give lessons. I also know of instructors with education degrees, but who have failed to complete the requirements to obtain a WV Teaching Certificate.</p> <p>While these instructors may be able to teach good technique, proper vowel formation, and select literature that is age appropriate, they often do not align in any way with the CSO's or Next Generation Standards that arts educators in our state must meet to ensure quality education.</p> <p>I firmly believe that the intent of this proposed policy change would help ease the "Fine Arts Credit" of home schooled students; however, I also know that county BOE's will use this policy as a way to cut music, theatre, and art from their schools. It is unfair to put the burden of paying for this instruction solely on the parents of these children effected.</p> <p>I teach five sections of choral music in my school, each class period being 50 minutes in length. I see these students five days a week throughout the entire school year and they earn one full credit. It is a disservice to the students currently enrolled or have previously taken courses like mine to liken what they have done with the work that is done in a 30 minute lesson once a week. I know this because, in the</p>	A/-	See Response 12.

		<p>evenings, I teach 30 minute private lessons to 15 students each week. What we do in those 30 minute, instrument specific lessons, is in no way comparable to the variety of education received in my classroom. Because the parent is paying for the lesson, I do not have the final say in what music is learned by that student. For example: I pick a piece of music that compliments the vocal ability of a student as well as provides educational betterment, but the parent or student does not want to sing a piece in Italian, we will not work on that music, no matter its educational value.</p> <p>Policy 2510 has always been a the backbone of what music educators have leaned on in times of push back from local BOE, central office staff, and/or building administrators who's budget proposals or schedules would negatively impact the strong tradition of arts education in the state of West Virginia. It is my firm belief that the proposed language being put forward will permanently damage if not outright destroy the ability of arts educators to continue to shape the lives, minds, and futures of our West Virginia youth.</p>		
03-11	Allen Kade member WVMEA Princeton WV	<p>5.4.g.7 - What background and credential checks will be in place. The current Raleigh County case of a music teacher abusing a 5 year old is case in point.</p> <p>5.4.g.7.A The private instructor reporting to the principal and/or certified specialist will do nothing to assess student achievement each grading period. Each of the disciplines in the Arts requires an authentic assessment of the standards other kids are held to.</p> <p>5.4.g.7.B "County boards [must] require an examination by the school's certified fine arts teacher." If there is no specialist at the school, assessment should be done on the supervisory</p>	A/-	See Response 12.

		level. 5.4.g.7.C How will "[adequate] practice" each week be defined, monitored, documented, and/or proven		
03-13	Laura Bobbera Teacher Mingo County Schools Gilbert WV	<p>I am writing concerning 5.4.g.7-Applied Fine Arts Credit which proposes to allow students to receive fine arts credit through private instruction.</p> <p>I have been teaching music for nearly 30 years in Mingo County. Through this time, I have seen various private teachers' students perform.(I sponsored a yearly talent show and had students play for my music classes.) Some are excellent and the student is truly receiving a valuable education, others show lack of understanding of basic principles. Then I have watched our mini-majorettes (Would that not be considered dance?)who do some beautiful routines and stop in the middle of a phrase as the end of the routine. So although they can move to the music, they are not learning about how the music is constructed, dynamics, or why they count to 8 for each set of moves. If this is their only education, what will they pass on as "educated" dancers? I feel it would be better if there could be some standard or perhaps a fine arts test that private teachers would have to pass to be considered suitable teachers.</p> <p>Then as a private teacher myself since the 80's, I know that there are also several types of students-those who want to learn and are willing to work and those that don't bother to come regularly and "forget" to practice. I can see that if a teacher were dependent on making a living from the private teaching, they might feel inclined not to mention certain facts like poor attendance in light of loosing a paying student. Who is going to do the checking? If the school teachers are going to have to review the</p>	A/-	See Response 12.

		<p>students' work to determine suitability , will they be paid extra for the time needed to evaluate students outside the realm of their classes? In judging the art, how can one determine if the student did it or another person?</p> <p>These are just some thoughts to consider.</p>		
03-14	Marvin Wilson Fairview WV	<p>Adopting this policy would be a travesty. How will you know the private instructor is highly qualified? Who will check to make sure they are meeting the next generation standards. Nothing can replace an ensemble setting and learning to participate within a group. It is about more than just learning to play an instrument or sing. I am opposed to the adoption of an applied music credit and urge you not to adopt this policy.</p>	A/-	See Response 12.
03-14	Victoria Haley choral director, assistant band director Robert C Byrd High School Clarksburg WV	<p>How will the students be assessed? Will they be held to the same standards as the students in the classroom? Who will be in charge of the assessment? How does this align with the federal law that lists music as a core subject? Will the teachers need to be certified? Will the teachers be held to the same standards as teachers in the classrooms? Will these students be required to be a part of an ensemble, which is a requirement for musicians who further their study into college?</p>	A/o	See Response 12.
03-14	Dale Miller Choral Director Sissonville High School Charleston WV	<p>I am concerned about our being guaranteed that a private instructor is highly qualified, certified, or competent when they are not subject to any hiring or certification procedure. I am concerned as to whether or not the private instruction is aware of or meeting the next generation standards. Is this an effort to augment the education requirements or just replacing a required class, if it is the latter, then that is a problem for the security of having music educators in our schools! Another concern is around cost! If a student cannot afford the "outside of</p>	A/o	See Response 12.

		school" music program; then, who is going to pay for them to participate? If participation in an "outside of school" music program is going to deliver half of a full music credit; then, is the school board going to pay for it? One final concern is a total lack of presentation as to why this portion of the policy is necessary. We have outstanding music educators in most of our schools. This proposal opens the door for positions to be cut if students are allowed a half credit of applied music outside of the regular school day or school facility. I am vehemently against this part of the proposal.		
03-14	Jane Byrd clarksburg West	I insist that my children and grandchildren have a certified, highly qualified music teacher, not just someone community musician.	A/o	See Response 12.
§Repeal of Policy 2450 Distance Learning and the WV Virtual School				
03-14	Chris Wheedleton VP, Partnerships Globaloria Washington D.C.	Would benefit all students and industry throughout the state and beyond to require that all students have at least 2 virtual courses by graduation. This will ensure more consistent performance levels than the current language to simply "recommend" that action.	A/o	See changes made to the Electives section of Chart IV.
03-14	Jane Byrd clarksburg West	Distance learning only takes away teachers.	N/o	
§Repeal of Policy 2515 Uniform Grading				
03-07	Frances Tolley Science Chair Hurricane High School Hurricane WV	AP course should, at the teacher's discretion, be graded on a 90, 80, 70, 60 scale like colleges.	N/o	

Action		Type	
N	No Response	-	Negative
NA	Not Accepted	+	Positive
A	Accepted	o	Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
§126-42-1 General (Inclusive of policies being repealed in Section 1 5)				
03-13	Katherine Bush CHARLESTON West	<p>What is wrong with the Social Studies curriculum that we have? WHY does it need to be changed? Flexibility for scheduling is NOT the answer to that question. Who is benefitting from this change? NOT THE STUDENTS! Isn't education SUPPOSED to be about what is BEST FOR THE STUDENT? And please, don't try and tell me that "the students will have a good understanding of history" with these changes. I am already hearing from 10th grade students that they do not want to take the 11th grade Contemporary Studies and will just schedule for AP Human Geography instead.</p> <p>AND - Yes, teaching geography is embedded in the teaching of history. BUT A GEOGRAPHY CLASS DOES NOT FOCUS ON THE HISTORY - despite what Joey Wiseman says. And he knows better. That is why a Geography class is separate from a history class.</p> <p>And if you try and say, well not every school has a teacher who is certified to teach those other AP courses so the kids won't be able to switch and take those in place of a real history class..... need I say on-line AP course? Which, as a very experienced AP teacher/reader (24 yrs) IS NOT THE SAME THING AS A REAL CLASSROOM!</p>		
§126-42-2 Purpose				
03-09	Michelle Neidig Charleston WV	I am writing to oppose Policy 2510 and proposed changes to the history and social studies curriculum. From what I can see, the proposed changes would allow a student to study a specific subject, such as European History, and graduate without having any knowledge of American history, including such vital issues as the Civil Rights Movement and the World Wars. I strongly believe that we owe our students a thorough, well-rounded curriculum that teaches them a solid background of world history and the events that shaped their own country. This proposed curriculum appears to allow students to patchwork together an unrelated group of classes that leave out vital portions of history and social studies.		
03-11	Richard Vidulich Social Studies Teacher Morgantown High School Morgantown WV	<p>I am writing to comment on proposed Social Studies course offerings.</p> <p>In my opinion the offering of AP Art History is would best be served within the Fine Arts curriculum as these teachers would have the expertise that a social studies teacher would not possess,. This is a good ideas just would be better served within fine arts.</p>		
03-13	Katherine Bush CHARLESTON West	<p>The Charleston Sunday Gazette-Mail ran an editorial on Sunday March 6th titled "Voting- Heart of Democracy". In the 2014 West Virginia Primary, fewer than 20% of eligible people went to the polls (Gazette-Mail). The editorial cites the work of Inspire West Virginia in organizing voter registration drives in our high schools, and the editors hope that this effort can help overcome the low voting rate.</p> <p>Unfortunately, on Page B-1 in the same edition of the Sunday Gazette-Mail, staff writer Ryan Quinn has written about the West Virginia Board of Education's proposed revision to Policy 2510. As a high school social studies teacher, I STRONGLY oppose the proposed changes to the curriculum. I believe that these changes will have an adverse effect on social studies education AND on helping students to understand what</p>		

		<p>it means to be a global citizen of the United States and the world. Citizenship requires one to be knowledgeable about the issues, both past and present. How we live today does not take place in a historical vacuum. The events of the past have shaped who we are and how our public policies are made. I have excerpted the specific points for easier reference.</p> <p>There are several areas that cause me to be very concerned:</p> <ol style="list-style-type: none"> 1. Joey Wiseman (the state Department of Education's executive director of middle and secondary learning) has told us that AT THIS TIME they have NOT quantified exactly what "United States Studies Comprehensive" will encompass. I have been a history teacher for 26 years, and am a certified AP® US History teacher for 23 of those years. I am also a reader and table leader for the AP® US History exam since 2004. It is very difficult to properly teach ALL of American history to motivated students in one school year. Our present curriculum divides U.S. History between the 10th and 11th grades. That is a much better pace to teach students who are not as motivated as AP® students. 2. When you look at Chart IV, pay attention to the use of "OR" when viewing what can be taught. Geography is necessary, (and geography standards are embedded in the current curriculum) BUT it does not teach the history of a region. Even AP® Human Geography does not teach the history. Do the other AP® course teach World History? Only one: AP® World History. I do not believe that it is a positive thing for education if our students graduate without learning about world history or world religions and expect them to be prepared to work and live in this global society that is our world today. 3. If this proposal is accepted, it is very possible for a student to graduate without having learned anything about the causes of the American Revolution, the Civil War, World War I, World War II or the Civil Rights Movement. That does not sound like a good preparation for being an informed voter in the 21st century! 4. This proposal only specifies "taking an AP® course". It says nothing about actually passing the AP® exam or taking the course from a qualified AP® teacher who is teaching a rigorous course of study. 5. The last revision of Social Studies and English for high school brought the two content areas more closely in alignment. In the 10th grade I teach about the Progressive reforms, Pure Food and Drug Act and the book "The Jungle". This year, the 11th grade English teacher had her students read that book and they already knew the historical context so they were MUCH BETTER able too understand the text. This has happened several times already this year. In the past, this was not the case, and students would be reading books that they would not understand because they had no historical background to 'get' the context. A significant area in the standards that we, as social studies teachers, are required to teach IS reading for context. 		
03-13	Joseph Manzo Professor of Geography West Virginia Geographic Alliance Athens WV	I want to comment on 2510. I like the notion of improved opportunities for geography in the 9-12 curriculum. WV faces 21st century problems that are not solvable through what is primarily a history curriculum, My suggestion is to begin in middle school with efforts in geography and economics. The 7th grade geography class has been changed to ancient cultures. I would like to see it changed back.		
§126-42-3 Scope				
03-13	Katherine Bush CHARLESTON West	And as for the boxes that you can check above for our "role", you do not make this easy to submit comments. Yes, I am a teacher, but I am also a Community member and a parent.		
03-14	Joshua M. Fix Teacher Charleston Catholic High School & WV Geographic Alliance Charleston WV	The curriculum should include a greater breadth and depth of geography throughout, with special emphasis in the middle and high school grades. Geographic literacy (which does NOT simply mean map literacy) is fundamental to facing the world in the 21st century. While history is important, it cannot do what geography does in terms of real-world application of relevant skills, including cultural literacy, issues of religious conflict, development, etc. Geography is an interpretive application which focuses on "why" things are "where" they are.		
§126-42-4 General Responsibilities				

03-06	Samuel J Brunett, MFA 23 veteran Art Teacher Morgantown High School Morgantown WV	1. Add art, music and physical education courses taught at grades preK-6 to Chart VI, noting maximum enrollment with exceptions Correct the existing chart for grades 4-6 physical education maximum enrollment is 25 with 3 exceptions.		
03-10	Don Dellinger Deputy Superintendent Berkeley County Schools Martinsburg WV	Please consider delaying the implementation of the required social studiea credits for high school graduation. The new requirements will have students taking different courses than what is currently offered. This will require counties to purchase additional textbooks for the new required classes. The current social studies adoption is only 3 years old. This will result in a significant cost for new social studies textbooks and a large number from the original adoption will not be used. Delay the implementation until next social studies adoption.		
§126-42-5 Program Definition and Design				
02-19	Stacey Cutlip Principal Webster County High School Upper Glade WV	On page 14 of the policy that discusses the PEP, the language is very broad and confusing. It leads an individual to believe that the policy is reverting back to the old professional and skilled pathways. That is not the intent so the language needs to be more specific and read as follows: "Each student's PEP will identify either a state-approved CTE concentration or a locally-approved concentration of course work for the four (4) credits....." Having that language only listed in the Middle School section is very confusing and leaves the High School section very vague.		
02-20	Beverly Kingery WV citizen South Charleston West	I support utilizing JROTC I and II in fulfilling the high school PE requirement. This has been needed for many years. In most instances, the JROTC program is far more rigorous than the general high school PE course. I support the addition of a computer science course required elective. Further, I would support including the computer science course to suffice as one of the three requirements for science high school graduation. This is a course that is a STEM science base and those students who have an acute interest in this area should be afforded the opportunity to utilize their strengths in fulfilling high school graduation requirements. I agree with providing high schools flexibility with 8100 minutes; however, there should be safeguards built in if a high school staff develops an alternative schedule to the current 8100 minute requirement and academic achievement is not at or above the state proficiency average for a minimum of two years, the school would have to review and develop scheduling based on student need.		
02-24	Sharron Chenault Director CCCTC Huntington WV	In regards to the Simulated WorkPlace, could you please clarify what "Drug Free Work Zone" means. Is this drug testing?		
02-24	Neil Reger Teacher Buckhannon-Upshur High School Buckhannon-Upshur High School WV	Will the new AP Computer Science Principles course that College Board will launch in fall 2016 count as a math credit as well as AP Computer Science A?		
02-27	Sherry Copley Curriculum Coordinator Marion County Schools Fairmont WV	I see no reference to Support for Personalized Learning or scaffolding in the 9-12 section. Could there be wording that creates a sense of urgency for supporting high school struggling learners? Teachers tell me that they believe it is their job to deliver the rigorous lesson and students get it, or they don't. Teachers don't believe that policy supports them in being able to scaffold instruction.		

<p>02-29</p>	<p>Jessica Gill (Adkins) Health Occupations Science and Technology Instruct Summers County High School Hinton WV</p>	<p>Health Science Education Programs should be counted as a science credit. Almost everything we teach involves some sort of science. It is a science involving the health of the human body and the science involved in work place safety within the health care system. The WVDE content standards for my therapeutic services cluster require education in infection control (which is part of microbiology the spread of microorganisms/prevention/treatment), anatomy & physiology (including human structure and function and disease/disorders), safety (including Material Safety Data Sheets that can include chemical reactions within the work place), human growth & development. Much of the science in the world today focuses on the human body and our health. That is exactly what we are teaching. Why would it not be considered as a science credit???? I have personally discussed my lessons with our anatomy/biology instructor and we teach a lot of the same things when it comes to body systems including cellular structure and functions as well as the 12 body systems. The difference is that health science instructors go a little farther in the fact that we correlate the diseases associated with these symptoms. We teach about the pathology of the diseases, diagnostics(radiology etc.), treatments, prevention. The science related to the health of the human being has been studied from the beginning of time and continues to be for ever evolving. The study of the human body, disease processes, infection control are all SCIENCE. A major portion of science in the real world revolves around our health; therefore, I ask, "Why would health science programs not be a "science" in the classroom?" Also, upon completion of my program these students would have dedicated a whole 2 years of their school to be a completer. This is a lot of time and a lot of hard work. My students are eligible to become Certified Nurse Assistants. The are able to apply their academic and technical skills from our class directly to the word force. Some students may be limited on taking this class due to a schedule conflict or needing a "science" credit; however, by making health science programs a science credit these students can still take these courses and become successful in the health field.</p>		
<p>03-01</p>	<p>Vickie Bennett Health Science Instructor Monroe County Technical Center Lindside WV</p>	<p>Health Science Education Concentrations for Science Credit</p> <p>Rationale for Health Science Education Concentrations to count as West Virginia Science Credit:</p> <p>The Health Science Education Concentrations listed below contain the principles, theories, and recurring themes important to a student's understanding and application of science. Each course is based upon the National Health Science Standards and is designed to provide essential knowledge common across health professions. In each course you will find major concepts that are connected to non-CTE science courses. The following major concepts are underlying throughout Health Science Education courses:</p> <ol style="list-style-type: none"> 1. The academic foundation of health science education is human anatomy and physiology, diseases and disorders common to each body system and competency in basic math skills and mathematical conversions as related to health care. 2. Health Science Education assesses the impact of emerging issues in healthcare delivery systems such as: technology, epidemiology, bioethics, and socioeconomics as it relates to the development, improvement, and delivery of healthcare. 3. Practice issues in healthcare are researched and discussed such as: organ donation, invitro fertilization, euthanasia, genetically modified foods, physical activities effect on the body, and government regulations impact on healthcare delivery. 		

4. Infection control is part of Health Science Education safety practice standard where the chain of infection, mode of transmission, microorganisms and classifications are discussed along with controlling the spread and growth of microorganisms. Students demonstrate aseptic control, standard precautions, isolation precautions, blood borne pathogen precautions and vaccinations.

5. Common workplace hazards for healthcare facilities are researched and projects designed using the Center for Disease Control and the Occupational Safety and Health Administration guidelines.

6. Behaviors of health and wellness, strategies for prevention of disease including medical, dental and mental health screenings, stress management, risky behaviors, and complementary and alternative health practices are discussed and researched.

7. Health Science education establishes a relevant setting for the application of scientific practices and principles.

8. Inquiry activities are important in the practice of scientific processes and in the world of research.

9. Individuals involved with the processes of health science education must perform specific technical skills proficiently and interpret data to maintain patient health.

10. Critical thinking involves using a variety of problem-solving techniques in real-life contexts.

HE0718 Diagnostic Services

0711 Foundations of Health Science

0715 Advanced Principles of Health Science

Medical Laboratory Technician

0755 Medical Laboratory and diagnostic procedures

0756 Medical Laboratory Diagnostic Procedures and Application

Radiography Aide

0787 Radiography for health care providers

0788 Radiography Applications

Clinical Diagnostics

0810 Electrocardiograph Technician

0825 Phlebotomy Technician

HE 0715 Allied Health

0711 Foundations of Health Science

0715 Advanced Principles of Health Science

Dental Science

0746 Dental Science

0743 Dental Assisting Clinical Science

Medical Assisting

0737 Medical Assistant Laboratory and Diagnostic Procedures

0733 Medical Assistant Clinical Procedures

PTCB Prep (Pharmacy Technician Prep)

0771 PTCB Prep

0772 PTCB Clinical Applications

EMT

		<p>0792 EMT-B</p> <p>0730 Health Science Clinical Experience</p> <p>Pre-Nursing</p> <p>0771 PTCB Preparation</p> <p>0615 Certified Nursing Assistant</p>		
03-01	<p>Norma Gaines Director of Federal Programs Monongalia County Schools Morgantown WV</p>	<p>I am concerned that the language of the program definition and design section seems to require the use of the Early Learning Reporting System (ELRS). Many counties have developed their own systems for teacher reporting of student data, such as Standards-Based report cards and/or Benchmark Assessment Systems created or purchased to track Support for Personalized Learning data. In my county, teachers prefer our teacher-created, standards-based data collection (in EnGrade) over the ELRS and find it to be more user-friendly and to have better reporting capabilities. The lack of locally-available reports in ELRS is of particular concern, particularly if the use of the system is to be required of teachers in Grades K-2. "Formative Assessment" cannot be actually formative if the aggregate data is unavailable to teachers in a timely manner.</p>		
03-02	<p>Thomas Bane PLTW Instructor Mingo Central High School Delbarton WV</p>	<p>I feel there is enough science included within the Project Lead The Way (PLTW) CTE concentration to justify it as one of the additional science courses that would qualify as the third lab-based science course for graduation requirement credit and should be included in Chart V as such.</p> <p>Often, my engineering students take as many PLTW courses they can fit into their schedules because they like them so much and they see the potential benefits of these classes in preparation for a career in engineering. Also, WVU, the PLTW Affiliate University in WV, recognizes the science lab component of the advanced PLTW courses, like Engineering Development and Design, as a fulfillment of a senior year science course.</p> <p>ST2460 Pre-Engineering “ Project Lead the Way 2461 Introduction to Engineering Design 2463 Principles of Engineering 2464 Engineering Design and Development (Capstone) “A 2462 Digital Electronics - B 2465 Computer Integrated Manufacturing Project Lead the Way - C 2466 Civil Engineering and Architecture - D 2467 Biotechnical Engineering - E 2468 Aerospace Engineering - F</p>		
03-02	<p>Matthew Cox Social Studies Teacher Charleston WV</p>	<p>In May 2008, the National Council for the Social Studies created a position statement concerning a vision for powerful teaching and learning in the social studies. Excerpts from an article that appeared in Education Week in December 2007 from Dr. Judith L. Pace were present through the article citing a squeeze in social studies. In the No Child Left Behind era and during the reforms of Common Core, social studies has been pushed to the side in order to raise test scores in reading and mathematics. The implications of such a move threaten the depth of historical, political and cultural understanding our students must have if our government is to survive and thrive. The appropriate scaffolding of social studies related courses is essential if West Virginia social studies educators are expected to create a well-informed and civic-minded citizenry that can maintain these democratic traditions.</p> <p>Policy 2510 from the West Virginia Department of Education makes several changes to the sequence and scope of a student’s high school education, particularly in the field of social studies. While the proposed</p>		

policy gives students and schools more curricular options, the quality of social studies instruction suffers due to the possibility of a decrease in the coverage of current content standards.

According to the proposed policy, during freshman year, students would be required to take World Studies (the current course of study) or Geography or and AP course. These offerings are not close in their content coverage and may create a gap in a student's knowledge base. The World History course is not simply a study of ancient history, it covers world forces that have shaped mankind and the United States: revolutions, imperialism, global trade and slavery patterns, demographic changes, plague/health issues on a global scale. If a student opted to take AP Art History or AP Psychology this year, this would be vastly different and deny the student key knowledge they will need to be successful in the remaining high school courses and in their college studies.

In their sophomore year, students would have the option under the new guidelines to take United States Studies, United States Studies Comprehensive, or AP® U.S. History as high school sophomores. As social studies classes are sequenced now in West Virginia secondary schools, it is suggested that students complete two years of coursework from the American perspective. The suggestion of a comprehensive, one-year class taught at the general level creates a more rudimentary study of the nation's history. This would severely limit the amount of time teachers could spend on important American history topics while creating a broad curriculum that is quite shallow in its scope. The facets of American history are quite complex. Cramming four hundred years of history into a thirty-six week class for standard level students, would make it nearly impossible for social studies educators to teach their students to grasp the complexities of historical causation, to respect particularities, and to avoid excessively abstract generalizations. Furthermore, giving such little attention to a familiar topic like American history would minimize the significance that history plays in our modern lives, both public and private, and to modern society. While textbooks bulge with detail, many courses fail to reach the modern era. As author James Loewen said in *Lies My Teacher Told Me*, "students exit history classes without having developed the ability to think coherently about social life." A solid foundation of American history is critical for understanding government.

As juniors, the graduation requirements for social studies become more abstract. While Contemporary Studies has been a hallmark of eleventh grade, the options for coursework can easily allow students to go through their high school careers without having explored uniquely American events of the twentieth and twenty-first centuries or studying history shaped by American policy. If a hypothetical West Virginia high school student took United States Studies as a sophomore and an AP® course listed in Chart V of Policy 2510, that student could feasibly graduate without ever studying the Women's Suffrage Movement, the Civil Rights Movement, or any causes and effects of global conflicts including WWI, WWII, or Vietnam.

Most would agree that the hypothetical student was done a disservice in their social studies education. In reality, events of the last century did more to shape modern dialogue on issues of race, gender, and cultural identity than any other period of history. These events should be studied and researched, discussed and dissected, and critiqued and celebrated. Only then can students be expected to be productive citizens.

The senior year requirements remain a positive in the structure of social studies courses. One of the unique features of social studies education in West Virginia is the emphasis on civic education during the final year of high school. Retired Supreme Court Justices David Souter and Sandra Day O'Connor have said that the lack of civic education is one of the biggest problems facing the United States today. While most states study government in early grades or only dedicate a semester to the coursework, West Virginia has placed the study of government and finance as its capstone of social studies education. The placement of this particular class is developmentally appropriate for students who will soon be eligible for the political processes of local, state,

		<p>and federal government. Success in this course, however, may be made more difficult by the lack of base knowledge of students who may not have taken a World History course or Contemporary American Studies.</p> <p>Positive and negative curriculum pathways. Student A (Current pathway) Student B (Current pathway AP) World History AP World US Studies to 1900 AP US History Contemporary Studies AP European, AP Geography Civics Next Generation AP Government and Politics</p> <p>Both students in the current pathways have a coverage of historical events key to their understanding of the United States and global events.</p> <p>Student C (new pathway) Student D (new pathway) AP Geography AP Art History US Studies to 1900 US Studies to 1900 AP European AP Psychology Civics Next Generation Civics Next Generation</p> <p>Both students here are missing key foundational knowledge to understand the history of the United States in the twentieth and twenty-first centuries. Also, their understanding of the United States in the global arena is lacking. Their understanding of the society that is America is weak as there is little coverage of women’s issues, African American history, Latino and other immigrant groups, etc.</p> <p>While there are many positive aspects of proposed Policy 2510 for other high school subjects, social studies seem to suffer disproportionately. The meaningful study of history, geography, government, and economics assures student readiness and willingness to assume citizenship responsibilities. According to the National Council for the Social Studies, social studies teaching and learning is powerful when it is meaningful, integrative, value-based, challenging and active. The proposed course of study with its many options robs the curriculum of meaning when depth is sacrificed for breadth. The lack of structure, during the ninth grade and eleventh grade years especially, limits the amount of cross-curricular integration that can take place. And when the accomplishments of far-off societies, different religious groups, women, and minorities are downplayed through sins of omission, the values of tolerance and acceptance become downplayed as well. As school districts across the country and the globe are expanding their Global Studies programs and their emphasis on the arts and social skills of students, we cannot be a state who is traveling in the opposite direction.</p>		
<p>03-02</p>	<p>Denise Foster Teacher Putnam Career and Technical Center Eleanor WEST</p>	<p>The Health Science Education Concentrations listed below contain the principles, theories, and recurring themes important to a student’s understanding and application of science. Each course is based upon the National Health Science Standards and is designed to provide essential knowledge common across health professions. In each course you will find major concepts that are connected to non-CTE science courses. The following major concepts are underlying throughout Health Science Education courses:</p> <ol style="list-style-type: none"> 1. The academic foundation of health science education is human anatomy and physiology, diseases and disorders common to each body system and competency in basic math skills and mathematical conversions as related to health care. 2. Health Science Education assesses the impact of emerging issues in healthcare delivery systems such as: technology, epidemiology, bioethics, and socioeconomics as it relates to the development, improvement, and 		

		<p>delivery of healthcare.</p> <p>3. Practice issues in healthcare are researched and discussed such as: organ donation, invitro fertilization, euthanasia, genetically modified foods, physical activities effect on the body, and government regulations impact on healthcare delivery.</p> <p>4. Infection control is part of Health Science Education safety practice standard where the chain of infection, mode of transmission, microorganisms and classifications are discussed along with controlling the spread and growth of microorganisms. Students demonstrate aseptic control, standard precautions, isolation precautions, blood borne pathogen precautions and vaccinations.</p> <p>5. Common workplace hazards for healthcare facilities are researched and projects designed using the Center for Disease Control and the Occupational Safety and Health Administration guidelines.</p> <p>6. Behaviors of health and wellness, strategies for prevention of disease including medical, dental and mental health screenings, stress management, risky behaviors, and complementary and alternative health practices are discussed and researched.</p> <p>7. Health Science education establishes a relevant setting for the application of scientific practices and principles.</p> <p>8. Inquiry activities are important in the practice of scientific processes and in the world of research.</p> <p>9. Individuals involved with the processes of health science education must perform specific technical skills proficiently and interpret data to maintain patient health.</p> <p>10. Critical thinking involves using a variety of problem-solving techniques in real-life contexts.</p>		
03-02	<p>Kimberly Baughman Instructor/Medical Assisting United Technical Center Clarksburg WV</p>	<p>I firmly believe that Health Science Program Completers should receive a science credit. The students in the Medical Assisting Program complete courses in: 0715.1 - Human structure and function, disease and disorders; 0715.2 - classify the basic structural and functional organization of the human body (tissue, organ and system); 0715.3 - recognize body planes, directional terms, quadrants, and cavities; 0715.4 analyze the basic structure and function of the human body; 0715.6 - recognize emerging diseases and disorders; 0715.7 - investigate biomedical therapies as they relate to the prevention, pathology and treatment of disease. The students also have to cover the Muscular and Skeletal Systems in depth for administering medications and the respiratory system for spirometry, nebulizer treatment, etc. Also the Cardiovascular system for performing and reading EKGs and applying holter monitors must be covered extensively.</p> <p>1. The academic foundation of health science education is human anatomy and physiology, diseases and disorders common to each body system and competency in basic math skills and mathematical conversions as related to health care.</p> <p>6. Behaviors of health and wellness, strategies for prevention of disease including medical, dental and mental health screenings, stress management, risky behaviors, and complementary and alternative health practices are discussed and researched.</p> <p>Epidemiology, bioethics, socioeconomics, and delivery of healthcare are discussed in depth.</p>		
03-04	<p>James Coble Teacher Wayne County Schools Huntington WV</p>	<p>I feel there is enough science included within the Project Lead The Way (PLTW) CTE concentration to justify it as one of the additional science courses that would qualify as the third lab-based science course for graduation requirement credit and should be included in Chart V as such. The courses to consider include all of the following:</p>		

		<p>ST2460 Pre-Engineering “ Project Lead the Way 2461 Introduction to Engineering Design 2463 Principles of Engineering 2464 Engineering Design and Development (Capstone) “A 2462 Digital Electronics - B 2465 Computer Integrated Manufacturing Project Lead the Way - C 2466 Civil Engineering and Architecture - D 2467 Environmental Sustainability- E 2468 Aerospace Engineering - F</p> <p>The courses are delivered in the Activities, Project, Problem Based Learning (A-P-P-BL) style which allows students to not only scaffold upon learning objectives but apply what they have learned while trying to solve ill-structured Problems. Courses are concluded with an End-of-Course (EOC) Test which is used to assess the students understanding of the learning objective nationally. Principles of Engineering is a course that I personally feel holds similarities with science classes in that it is host to mechanics, electricity, and states of matter. Specifically covering information dealing with Newton's Laws, Ohm's Law, Kirchhoff's Law, Thermodynamics, Force Vectors, 2-D Motion, Projectile Motion, Circular Motion, Pascal's Law, etc...</p>		
03-05	<p>Lou Maynus Assistant Superintendent Middle Schools Kanawha County Schools Charleston WV</p>	<p>Please consider changing the student/teacher ratio for 6th grade students from the elementary model of 25:1 (page 23 of Policy 2510) to the middle school model. Seventh and eighth grade have no defined ratio and administrators and teachers are able to make decisions that provide student centered offerings as a result of this flexibility. However, with the constraints on our 6th grade classrooms we are at risk of losing our sixth grade teacher's common team planning period to reduce and insure their class sizes are in compliance with state code. This will cause major problems with the middle school model and philosophy of the team data driven decision making of middle schools.</p>		
03-07	<p>Christopher McClung Teacher Kanawha County Schools Charleston WV</p>	<p>I do not see the benefit nor do I follow the logic of allowing substitutions for the study of American History and the consolidation of US History into a single year.</p>		
03-07	<p>Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV</p>	<p>Simulated Workplace --- Drug Free workplace requirement does not have details on how this will be determined. Open to too much interpretation to not have specific details. Is this policy written with legal support for mandatory drug testing for ALL students in upper CTE courses?</p>		
03-07	<p>Philip Anderon Teacher Kanawha County Schools Charleston Wv</p>	<p>In reference to the new requirements for secondary social studies graduation and acceptable credits, it should be noted that use of the word "or" makes it possible for students to graduate high school only having taken 2 social studies history classes and greatly reduces the emphasis on the United States history curriculum. Also, what is the United States comprehensive class? We have be unable to obtain a true answer. One of the building blocks of a truly well rounded education is being removed because there is no focus on fundamental historic facts and knowledge that leads to educated citizens, voters and Americans. Without this basic knowledge, as well as the critical thinking skills taught in these history classes, West Virginia students will be hindered in college.</p>		
03-07	<p>Frances Tolley Science Chair Hurricane High School Hurricane WV</p>	<p>I'm quite alarmed that in an age where people cannot function without STEM knowledge we are cutting the number of required science courses.</p> <p>Speaking with people around the state most do not realize that counties may still offer Chemistry II, Biology II and other courses no longer listed.</p>		

		Changing the sequence of required courses does not provide necessary equipment to teach earth and space science.		
03-08	Rhonda Chuyka Teacher FCBOE Hico WV	I do not agree with changing the 9th grade physical science requirement to earth and space science. Students will NOT receive exposure to the physical science concepts in the earth and space course. It has been argued that earth and space science will cover the physical science concepts. While those may be touched upon, the students will no longer be receiving the actual content nor rigor of the physical science courses. I am in full disagreement with this change.		
03-08	Renee Mathews Parent/teacher Bridgeport WV	We need more course options for our struggling students! If that means that we are spreading out standards over two courses fine but give the students that opportunity. The integrated pathway is allowing students that struggle to have a TR pathway but the traditional pathway is not giving these same struggling students an option. There needs to be additional classes for students that struggle! I have been a teacher for several years and have taught the ranges from Lab students in math I to AP Calculus AB/BC students and this experience has given me the chance to see many disconnects within our students' progression in mathematics.		
03-08	Greg Julian Teacher Putnam County Schools Winfield WV	In grades 9-12, the proposed new guidelines for students do not include mandatory World or early US history. This has to be an oversight on someone's part who designed these proposals. We live in a world that has placed history on the back burner, and now it is being taken completely off the stove? It is embarrassing that students do not have to have a geography requirement, yet we in education make it happen. Now you're proposing that students not have to take a core, fundamental class that lays the foundation for future post-secondary education courses? This puts a larger burden on students entering college, having to take remedial history classes just to get the knowledge they should have gotten in high school. It is shameful and disheartening that this proposal is even being given serious consideration. I ask that you change the language of this proposal to include these courses, so future students will have had the basics of humanity instilled in them to carry them into adulthood.		
03-11	Stanley Hopkins, Ph.D. Consultant Southern Regional Education Board Mount Alto WV	Over the past three years there has been a concerted effort to implement the SREB STEM-Based Advanced Career Programs in the high schools and technical centers statewide. Several of these programs have been reviewed and approved for embedded English and mathematics credit for students. However, to date, the WVDE has not reviewed these advanced programs for potential science credit, even though a large number of the programs are being taught by highly-qualified science teachers. I specifically request that a review of the content of the following Advanced Career programs be done as soon as possible and a determination be made concerning science credit: Innovations in Science and Technology Energy, Power and Engineered Systems Clean Energy Technology Aerospace Engineering Integrated Production Technology In order for students to schedule and complete the 4-course sequence in these STEM fields, they need the opportunity to receive a lab-based science credit. Otherwise, many students will be forced to drop out of the program in order to acquire the 3rd or 4th science credit for graduation.		
03-11	Denise Stalnaker Teacher Randolph Technical Center Elkins WV	I want to express my support and excitement for the change in Technology which recommends an online learning experience and that every school should offer an advanced computer class. This year and in recent years counties have been cutting business education positions but these are just a few of the classes that business educators now teach. Web page design and simulation and game design (Names are changing) are just two of the courses that business educators developed several years ago so that students would be exposed to coding. These educators saw a need that was not being addressed and worked to add those courses to the business and marketing area. It is my great HOPE that the state will continue the work with the business educators and		

		<p>promote that school systems can save money by having courses that business educators can teach. Business educators, typically, teach in a computer lab which would require no additional purchase of equipment. Also business educators tend to have an understanding of online learning opportunities that would benefit the students. Our center uses one to teach game design.</p> <p>This is a wonderful opportunity to move our state forward and have skilled students. Even if a student doesn't go into computer science, the proofreading skills and problem-solving skills they gain in a coding class are valuable assets to them.</p>		
03-11	<p>Judy McCoy Administrative Assitant/Curriculum and Instruction Mingo County School Williamson WV</p>	<p>High School Programming -- Social Studies: Three years ago we adopted new social studies programs. Our high schools are 1:1 and we purchased ebooks on a 6-year contract per student for each high school program -- World Studies in 9th, American Studies in 10th, Contemporary Studies in 11th, and Civics in 12th Now in the middle of the adoption cycle the curriculum has changed so now we will have an overabundance of licenses in 9th, 10th and 11th grade and we will have to purchase additional licenses if students choose to take one of the other social studies course options. Counties cannot afford to waste funds on social studies licenses we purchased three years ago and then be forced to purchase additional licenses for other social studies programs in the midst of the science adoption. You need to wait to change the social studies curriculum during the next social studies adoption.</p>		
03-11	<p>Allison Fisher Librarian George Washington High School Charleston WV</p>	<p>Chart IV - Look at the use of "OR" when viewing what can be taught. Geography is needed and embedded in the current curriculum. However, it does not teacher the history of a region. Even AP Human Geography does not teach the history. Do the other AP courses teach World History? Only one and that would be AP World History. This is not a positive thing for education if our students are to graduate without learning about world history or world religions and then expect them to be prepared to work live in a global society.</p> <p>If this is accepted, it is very possible for a student to graduate without having learned anything about the cause of the American Revolution, The Civil War, World War I, World War II or the Civil Rights movement.</p> <p>This proposal only specifies "taking an AP course" and says nothing about actually passing the AP exam or taking the course from an AP qualified teacher.</p>		
03-11	<p>Lindsey Losh Teacher Tygarts Valley High School Mill Creek WV</p>	<p>I strongly support this policy. Students will greatly benefit from the 21st Century skills that this program offers. They will carry these skills throughout their education and also make them "Career Ready". Experiencing online classes as a student, I know that this will increase student engagement, processing, and application skills. West Virginia should lead the way and begin this program!</p>		
03-14	<p>Dale Lee President WVEA charleston wv</p>	<p>p 23 5.4.g.7 - Concerns over the use of private instructors for the Fine Arts credit. Questions arise with quality of the program, availability in all areas and ability to monitor it. It could lead to the elimination or reduction of Fine Arts program in the schools.</p>		
03-14	<p>John Cole Teacher Harrison County Board of Ed Bridgeport WV</p>	<p>There is no way we can combine the two US Studies courses. It is way to much material to cover especially with technology integration and project work which is necessary for students to grasp cause and effect to master the content.</p>		
03-14	<p>Patricia McClure Retired Charleston WV</p>	<p>I am commenting on the Social Studies program of Policy 2510(Charts IV and V under 5.4.a). Under the first credit listed, the word "or" is problematic. A geography or AP course with a narrow perspective is not an appropriate substitute for World Studies. Students need a broad overview of world studies.</p> <p>In the second credit, again "or" is not appropriate. Students need not only one year of United States Studies (or AP equivalent), but two to adequately cover the knowledge base of American history that will serve them to be informed citizens. This credit appears to not be thoroughly thought through. If the policy is to be</p>		

		<p>implemented in 2016-17, United States Studies-Comprehensive needs to be defined before the policy is enacted.</p> <p>The fourth credit listed would appear to be a good choice for the senior year.</p> <p>One further comment: With enrollments declining in many schools and consequently faculty decreases, how will schools find qualified social studies teachers who are able to teach all the courses listed under "Additional Course Options"? Just having a social studies comprehensive certificate doesn't mean that teachers are truly capable of teaching all courses in that list.</p>		
03-14	<p>Anne Endres High School Teacher Kanawha County Schools Charleston WV</p>	<p>At present, our West Virginia students may graduate high school with little to no formal education in Geography. Frequently, we are sending geographically illiterate students into the post-secondary world of jobs, careers, and educational opportunities. If our goal is to prepare students to compete in an increasingly globalized world, we are failing them by placing them at a disadvantage as compared to other curriculum models that include the formal teaching of Geography. Geography is not merely maps; it encompasses humans, the environment, and the daily, as well as long-term, effects of this dependent relationship between humans and the environment. AP Human Geography offers a comprehensive curriculum which promotes the study of Politics, Demographics, Migration, Agriculture, Urban and Rural Land Use, and Industry and Development. Unfortunately, AP Human Geography is treated as an elective course in some high schools. As a result, few students make the decision to take an additional, fifth, course in Social Studies to meet graduation requirements when they have met the requirement taking three History courses and one Civics/Government course. For decades Geography has been placed on the back burner of a History-dominant field titled "Social Studies," albeit often the department is misnomered as the "History Department" among faculty and staff within schools instead of the more inclusive term Social Studies. Geographic ignorance can significantly affect one's ability to compete in the marketplace and acknowledge tolerance of differences among colleagues and superiors. If we want to elevate students' chances to compete for scholarships and careers, then we must take action to include Geography as a discipline taught in West Virginia schools. Further, state-sponsored institutions such as the West Virginia Geographic Alliance advocate for the continued teaching of Geography and metaphorically take students places. Please consider the state of Geography in West Virginia and the inclusion it requires. Thank you.</p>		
03-14	<p>Matthew Cox Social Studies Teacher Charleston WV</p>	<p>What concerns me most about the recommendations made to Policy 2510 is how it will affect social studies. As it is right now, West Virginia is one of the few states that requires four credits of social studies to graduate from high school. Additionally, it is one of the few states that divides American history into two year long courses. Giving students flexibility to choose between geography and world history during their freshman year and to choose among a myriad of classes during their junior year detracts from the meaningful sequence of courses already in place. Why would the state want to jeopardize the integrity of social studies when it seems we are a leader?</p> <p>The proposed changes during 9th grade and 11th grade undoubtedly give our students more flexibility. As a teacher, I know that students tend to schedule classes and teachers where they will find the path of least resistance. Many students search for the easy A without giving much thought to the long term consequences of how classes might prepare them for the future. While I applaud the proposed policy in allowing students to be more democratic about their education, I feel that high school students simply need more structure with their social studies classes. World history and contemporary studies cover material that is too important to be considered an elective. In fact, downplaying the history covered in contemporary studies can easily be viewed as backward and/or racist. I suggest students be mandated to cover all eras of American history as part of the graduation requirement.</p> <p>Enacting the new proposals would create a number of new social studies classes for many high schools. Do county school boards really have the money to adopt new textbooks for these new classes? Can they afford to</p>		

		<p>send teachers to AP summer training and cover the cost of substitutes for AP fall institute? It seems like all the proposed changes would be quite expensive and would only benefit a select few, instead of a majority of the student population. A more utilitarian approach would be better for social studies education by keeping the current sequence of courses.</p> <p>Another drawback for social studies is that the new course schedule would really limit the number of collaborative opportunities between English teachers and their social studies counter-parts. Having a regimented curriculum would only increase inter-departmental collaboration and research shows that this collaboration is better for student learning.</p> <p>It seems like there are more deficits and drawbacks to the new sequence of social studies curriculum than there are benefits.</p>		
03-14	<p>Jacqueline Crawford GIS Programmer Analyst I WVDEP Cross Lanes West</p>	<p>Please add Geospatial Information Sciences(GIS) to your Social Studies curriculum. This is a highly overlooked field, however, this is one of the fastest growing professional fields with many well paying careers available in WV and nationwide. GIS includes, but is not limited to, geocaching, GPS systems, location services on smart phones and computers, locating new businesses, planning new communities, cartography, satellite imagery (used in military and private industry), and many many more. The vast majority of college students that graduate with a degree in GIS have a full-time, well paying career upon graduation. Many colleges within the state offer these degrees under their geography programs, including Marshall University, West Virginia University, and Concord University. Thank you!</p>		
03-14	<p>Timothy Warner Professor of Geography and Geology West Virginia University Morgantown West</p>	<p>I would like to emphasize the importance of including geography in the curriculum at all levels: elementary, middle and high school. Geography covers a broad range of topics of great relevance and importance for the education of the well-rounded citizen. These topics include both human and physical geography, as well as geographic information science. Geography's systematic and integrative approach, as well as the emphasis on space and place provides an ideal framework for students to study their world.</p>		
03-14	<p>Roberta Bastin Science teacher Harrison County Alternative Learning Center Clarksburg WV</p>	<p>While I am not opposed to the individual standards for each Science course, I am opposed to the removal of Physical Science as the required 9th Grade Science course to be replaced by Earth/Space Science. I am certified in all science courses except Physics, and since I am the only Science teacher in my school, I have taught both Physical Science and Earth Science as stand-alone courses. My issue is not with Earth/Space science as an offered course but the elimination of Physical Science as a primary course for all students. As a result of this, unless students take Chemistry and/or Physics, they will receive little focused instruction in these areas. Chemistry is a foundation class for ALL science courses; how can you remove it as part of the foundation Physical Science course? Chemistry is just as critical to the Science curriculum as is Biology. Physics is needed to prepare students for the engineering portion of STEM studies.</p> <p>I sat in a meeting with one of the leading proponents of the move away from Physical Science to Earth/Space Science. This college professor stated that Physical Science required a higher level math beyond what 9th graders had mastered. This is an inaccurate statement. Physical Science requires the level of math that a 9th grader should have mastered in middle school. This professor stated that Earth Science had taken a back seat to Physical Science and Biology. Is that a rationale to make a switch; to give a discipline more "face time"? Perhaps so, since this professor's expertise is in the geosciences.</p> <p>I offer that if you want to make a place for Earth/Space Science, place it in a focused 8th grade course. The progression would then be 8th Grade " Earth/Space Science; 9th grade " Physical Science; 10th grade - Biology; 11th grade/12th grade " Electives.</p> <p>Before I entered Education 14 years ago, I worked for 22 years as a research engineer with a major chemical company. I believe if you make this move of replacing Physical Science with Earth/Space Science, you will rob students of critical components of their science education - Chemistry and Physics.</p> <p>This may be a case where legislative action will right a wrong.</p>		

<p>03-14</p>	<p>Kathleen Loughman Science Teacher John Marshall High School Glen Dale WV</p>	<p>The following areas of Policy 2510 are what I would like to address: • p. 14 “ named science requirements for graduation • On page 14, in the Science section, I would like to specifically address the area that outlines “One additional science course or AP science course (see Chart V)” o Students will be allowed to select from Chart V, a science elective that will count towards high school graduation (their 3 credits of science needed) and are limited to the list on p18 • p. 18 “ changes in the electives offered for science • (Chart V - Science section) The following courses are listed as options for students to take under the proposed Policy: Chemistry, Human Anatomy and Physiology, Physics, Physical Science, Forensics, Environmental, AP science courses, college science courses • As a teacher at John Marshall High School in Marshall county, I strongly encourage an additional course to be added to this list. Microbiology has been and is currently being offered at our high school (as well as other schools”example, Wheeling Park High School, Ohio county). o Microbiology is a laboratory-intensive, upper-level college-preparatory course that prepares several of our students for future careers in STEM. o Microbiology is a course that is REQUIRED to take in college for any student pursuing a career in a health profession (nursing, pre-medical, pre-dental, physical therapy, etc.). • By removing this course from the list of accepted courses for science, several students will shy away from taking a course that WILL GREATLY benefit them in their future collegiate aspirations. • This course is far more beneficial (post-secondary) than other courses currently on the list. (ie. Forensics is NOT required by most students entering STEM fields/majors). • I speak from experience, as I have both a BS and an MS in Biology and Microbiology and have spoken with local Universities (WLU and WJU) concerning the omission. They feel it would do a disservice to leave it off the list. Thank you for your consideration of the inclusion of this challenging, rigorous course.</p>		
<p>03-14</p>	<p>Alexa Bushovisky Science Teacher John Marshall High School Glen Dale WV</p>	<p>The following areas of Policy 2510 are what I would like to address: • p. 14 “ named science requirements for graduation • On page 14, in the Science section, I would like to specifically address the area that outlines “One additional science course or AP science course (see Chart V)” o Students will be allowed to select from Chart V, a science elective that will count towards high school graduation (their 3 credits of science needed) and are limited to the list on p18 • p. 18 “ changes in the electives offered for science • (Chart V - Science section) The following courses are listed as options for students to take under the proposed Policy: Chemistry, Human Anatomy and Physiology, Physics, Physical Science, Forensics, Environmental, AP science courses, college science courses • As a teacher at John Marshall High School in Marshall county, I strongly encourage an additional course to be added to this list. Microbiology has been and is currently being offered at our high school (as well as other schools”example, Wheeling Park High School, Ohio county). o Microbiology is a laboratory-intensive, upper-level college-preparatory course that prepares several of our students for future careers in STEM. o Microbiology is a course that is REQUIRED to take in college for any student pursuing a career in a health profession (nursing, pre-medical, pre-dental, physical therapy, etc.). • By removing this course from the list of accepted courses for science, several students will shy away from taking a course that WILL GREATLY benefit them in their future collegiate aspirations. • This course is far more beneficial (post-secondary) than other courses currently on the list. (ie. Forensics is NOT required by most students entering STEM fields/majors).</p>		

		As a teacher of Biology Honors, Microbiology, and AP Biology, I, as well as my colleague Kathleen Loughman, would be willing to help develop standards for Microbiology. Thank you for your consideration of the inclusion of this challenging, rigorous course.		
§126-42-6 Alternative Delivery of Education Programs				
03-06	Aaron Radcliff Technology Integration Specialist Lewis County BOE Weston WV	Section 5.4.g.7- Alternative means to earn high school credit Allowing a private instructor to give instruction and grades for a fine arts credit is not sound educational policy. Concerns include lack of connection to the next generation standards and no BOE control over the level of rigor. Additionally, private instructors would not be subject to the hiring procedures for certified educators, thus not ensuring a highly qualified educator.		
03-06	Samuel J Brunett, MFA 23 veteran Art Teacher Morgantown High School Morgantown WV	A lot is troubling about this policy. What is very troubling is the ability to get a fine arts credit by practicing a musical instrument 6 hours a week or taking an outside art class. I'm all about enrichment but to bypass what is or should be offered in an academic setting is not acceptable. We should be supporting the arts and not diminishing in our public schools. They have cut middle school programs to the bone and many districts have abandoned the true middle school concept which was designed to nurture the well rounded student. That program included FACS, the Visual Arts, Music and technical education, as well as computer sciences. Counties have followed to dollar and not has been best for our middle schools and future high school students. This policy needs much further study and comment.		
03-07	Frances Tolley Science Chair Hurricane High School Hurricane WV	Course that require laboratory work should also require lab work for credit recovery, summer school etc.		
03-08	Aaron C. Smith Social Studies Dept. Head/Teacher Winfield High School Winfield WV	In high school there is no World History or early U.S. History required for graduation. Please tell me that this is an oversight. We did this to geography and now we are graduating students that can not even find West Virginia on a map let alone other places in the world. Those who refuse to study history (or those that will not put it into the curriculum for graduation) are doomed to repeat it. Ignorance of our past is destroying our future and now the state board wants to make it worst? We need four classes for graduation: World History, Early U.S. History, Modern U.S. History and Civics with Economics. Please make this change so as to enhance our students knowledge and their global understanding of the world they are inheriting.		
03-14	Jane Byrd clarksburg West	I want my grand children to have highly qualified, certified teachers, nit just a community person who plays music. They deserve a music educator who follows the content standards.		
§126-42-8 School Based Responsibilities				
02-27	Sherry Copley Curriculum Coordinator Marion County Schools Fairmont WV	Regarding: 8.2.b. S.A.T..... "or acts in lieu of an instructional intervention team, and considers referrals for multidisciplinary evaluation" My concern: Teachers interpret this as meaning that SAT acts in lieu of SPL to make referrals. Can it be changed to "acts in lieu of an IIT to DESIGN INTERVENTION, and considers referrals.... (or some other wording that indicates the need to support students rather than simply referring them?)		

03-09	Jenny L. Santilli Teacher Bridgeport High School Bridgeport WV	I'm not sure if this is the correct section, but it is folly to allow counties to reduce the number of minutes of instruction based on their judgment. I have seen world language classes gutted because of this. This was done in response to reducing the number of staff needed to deliver instruction and not because the curriculum could be covered in less than half the time allowed.		
§126-42-10 Program Accountability				
03-14	Jane Byrd clarksburg West	You seriously cannot consider removing the study of USHistory. That is OUR heritage. Geography is NOT a substitute for it!!! Please only consider substituting an AP course thst is a direct exchange. We are more of a global society now than we ever have been:therefore, world history is needed now more than ever. AP Geography is just that...a geography course. It should not be used to replace any of the current required history courses. Why would not want our children to learn our own heritage??		
§Repeal of Policy 2442 3 Maximum Teacher-Pupil Ratio, Grade K-6				
02-12	Doug Cross Assistant Superintendent C&I Putnam County Schools Winfield WV	Most, if not all, 6th grade classroom reside in middle schools. Having a cap on 6th grade of 28 creates staffing issues. Seventh and eighth grades do not have class size restrictions, yet sixth grade classrooms in the same building have restrictions. We have schools in our county that have had to hire a teacher (usually a long-term sub) because of the 6th grade class has a few too many students. These teachers then lose their jobs at the end of the year when these students are promoted to 7th grade. Please take the maximum teacher-pupil ratio out of the 6th grade!		
02-18	Tiauna Slack Principal Putnam County Schools Eleanor WV	I feel the maximum student teacher ration should be changed for 6th grade students in Middle School so that they can be scheduled the same as 7th and 8th graders.		
03-03	Melissa Browning Assistant Principal Jackson County Schools Ripley WV	Why are we compensating for 4-6 with 26 through 28 kids. Just make a cap on 28 and be done with it. We are in such a budget crisis why can't we just cap 4-6 at 28?If PE isn't compensated, why would anyone else need to be given extra money for the same amount of students? Cap at 28 for 4-6 grade level.		
03-07	Rhonda Jelich Director of Elementary Education & Staff Developme Jackson County Schools Ripley WV	I have concerns about the chart on p. 33 in the new policy. We have never had an exemption for physical education in grades 4-6. If we are compensating art, music and regular education teachers in grades 4-6 for overage, why would physical education be an exemption? It concerns me that they would not be compensated for 3 additional students.		
03-07	Frances Tolley Science Chair Hurricane High School Hurricane WV	Maximum must be applied. Should be applied in high school lab based courses too as a safety enforcement policy.		
03-08	Leslie Reading Specialist Jackson County Education Association Ripley WV	I'm very concerned about the maximum number of students in each classroom at the elementary level. Students are coming to school with a plethora of profound needs, many of which require individual attention. Following extensive research on student needs and class sizes, I recommend the following: K & 1 - 18 students 2 & 3 - 20 students 4 & 5 - 22 students No additional students should be permitted at any level without the inclusion of a second full-time certified teacher in that room. Thank you.		
§Repeal of Policy 2444 1 Applied Music Credit				

03-06	Samuel J Brunett, MFA 23 veteran Art Teacher Morgantown High School Morgantown WV	Again with none professional instruction demeans the arts curriculum		
03-07	Jeremiah Smallridge Music and theatre teacher Upshur County Schools Weston West	<p>This is very worrying and is a smack in the face. I have a bachelor's degree and master's degree in music education and am national board-certified. I have spent much time mastering my art while also learning about curriculum, pedagogy, and educational psychology. This basically makes all of that obsolete. Outside of school arts enrichment programs and lessons are great but should never replace what is done in the academic classroom. First off, what qualifications do these private instructors have to have, second who is keeping track of practice hours (I could see this being abused)? There are some great private instructors out there but there are also many unqualified bad ones. Furthermore, you could be a master at your art but that does not make you a good teacher. Allowing a private instructor to give grades and credit is counterintuitive to good educational policy. These instructors will not be trained to cover standards and will not be held to highly qualified standards. I feel that you will be hurting arts education if you put this in place. I also feel that you will be turning your back on arts educators. I have been selected as teacher of the year twice in my last job and once in my new. I have also been selected as teacher of the year in my new job as well as county teacher of the year. I was also state general music teacher of the year. I work very hard for my students. Please don't diminish my abilities to impact student lives.</p> <p>Jeremiah Smallridge NBCT Upshur County Schools</p>		
03-07	Doug Seckman English Teacher Lewis County Schools Weston WV	<p>In reference to 2510</p> <p>An educational policy enacted allowing students to receive their fine arts credit in not what is best for our students. At a time when highly qualified teachers are being sought out around the state, the state department of education is considering a bill to let students take private instruction from someone who may not even be certified? How will we know the level of rigor is being met? Not only this, but students will not be building music relationships with peers. Music is a performance art meant to be shared.</p>		
03-08	Lisa Kerns FACS/Computer Skills Teacher Lincoln Middle School Shinnston WV	Students should only have this opportunity if the instructor is certified.		
03-09	Jenny L. Santilli Teacher Bridgeport High School Bridgeport WV	This is too little oversight. Further, who is overseeing the qualifications of the instructors? Who is doing background checks to see if they should be near children?		
03-11	Gregory DeVito Music Educator NAfME Fairmont WV	<p>How can we guarantee that the Private Instructor is "highly qualified?" I personally know of private instructors in the North Central West Virginia region who have no degree in education who give lessons. I also know of instructors with education degrees, but who have failed to complete the requirements to obtain a WV Teaching Certificate.</p> <p>While these instructors may be able to teach good technique, proper vowel formation, and select literature that is age appropriate, they often do not align in any way with the CSO's or Next Generation Standards that arts educators in our state must meet to ensure quality education.</p> <p>I firmly believe that the intent of this proposed policy change would help ease the "Fine Arts Credit" of home schooled students; however, I also know that county BOE's will use this policy as a way to cut music, theatre, and art from their schools. It is unfair to put the burden of paying for this instruction solely on the</p>		

		<p>parents of these children effected.</p> <p>I teach five sections of choral music in my school, each class period being 50 minutes in length. I see these students five days a week throughout the entire school year and they earn one full credit. It is a disservice to the students currently enrolled or have previously taken courses like mine to liken what they have done with the work that is done in a 30 minute lesson once a week. I know this because, in the evenings, I teach 30 minute private lessons to 15 students each week. What we do in those 30 minute, instrument specific lessons, is in no way comparable to the variety of education received in my classroom. Because the parent is paying for the lesson, I do not have the final say in what music is learned by that student. For example: I pick a piece of music that compliments the vocal ability of a student as well as provides educational betterment, but the parent or student does not want to sing a piece in Italian, we will not work on that music, no matter its educational value.</p> <p>Policy 2510 has always been a the backbone of what music educators have leaned on in times of push back from local BOE, central office staff, and/or building administrators who's budget proposals or schedules would negatively impact the strong tradition of arts education in the state of West Virginia. It is my firm belief that the proposed language being put forward will permanently damage if not outright destroy the ability of arts educators to continue to shape the lives, minds, and futures of our West Virginia youth.</p>		
03-11	<p>Allen Kade member WVMEA Princeton WV</p>	<p>5.4.g.7 - What background and credential checks will be in place. The current Raleigh County case of a music teacher abusing a 5 year old is case in point.</p> <p>5.4.g.7.A The private instructor reporting to the principal and/or certified specialist will do nothing to assess student achievement each grading period. Each of the disciplines in the Arts requires an authentic assessment of the standards other kids are held to.</p> <p>5.4.g.7.B "County boards [must] require an examination by the school's certified fine arts teacher." If there is no specialist at the school, assessment should be done on the supervisory level.</p> <p>5.4.g.7.C How will "[adequate] practice" each week be defined, monitored, documented, and/or proven</p>		
03-13	<p>Laura Bobbera Teacher Mingo County Schools Gilbert WV</p>	<p>I am writing concerning 5.4.g.7-Applied Fine Arts Credit which proposes to allow students to receive fine arts credit through private instruction.</p> <p>I have been teaching music for nearly 30 years in Mingo County. Through this time, I have seen various private teachers' students perform.(I sponsored a yearly talent show and had students play for my music classes.) Some are excellent and the student is truly receiving a valuable education, others show lack of understanding of basic principles. Then I have watched our mini-majorettes (Would that not be considered dance?)who do some beautiful routines and stop in the middle of a phrase as the end of the routine. So although they can move to the music, they are not learning about how the music is constructed, dynamics, or why they count to 8 for each set of moves. If this is their only education, what will they pass on as "educated" dancers? I feel it would be better if there could be some standard or perhaps a fine arts test that private teachers would have to pass to be considered suitable teachers.</p> <p>Then as a private teacher myself since the 80's, I know that there are also several types of students-those who want to learn and are willing to work and those that don't bother to come regularly and "forget" to practice. I can see that if a teacher were dependent on making a living from the private teaching, they might feel inclined not to mention certain facts like poor attendance in light of loosing a paying student. Who is going to do the checking? If the school teachers are going to have to review the students' work to determine suitability , will they be paid extra for the time needed to evaluate students outside the realm of their classes? In judging the art, how can one determine if the student did it or another person?</p> <p>These are just some thoughts to consider.</p>		

03-14	Marvin Wilson Fairview WV	Adopting this policy would be a travesty. How will you know the private instructor is highly qualified? Who will check to make sure they are meeting the next generation standards. Nothing can replace an ensemble setting and learning to participate within a group. It is about more than just learning to play an instrument or sing. I am opposed to the adoption of an applied music credit and urge you not to adopt this policy.		
03-14	Victoria Haley choral director, assistant band director Robert C Byrd High School Clarksburg WV	How will the students be assessed? Will they be held to the same standards as the students in the classroom? Who will be in charge of the assessment? How does this align with the federal law that lists music as a core subject? Will the teachers need to be certified? Will the teachers be held to the same standards as teachers in the classrooms? Will these students be required to be a part of an ensemble, which is a requirement for musicians who further their study into college?		
03-14	Dale Miller Choral Director Sissonville High School Charleston WV	I am concerned about our being guaranteed that a private instructor is highly qualified, certified, or competent when they are not subject to any hiring or certification procedure. I am concerned as to whether or not the private instruction is aware of or meeting the next generation standards. Is this an effort to augment the education requirements or just replacing a required class, if it is the latter, then that is a problem for the security of having music educators in our schools! Another concern is around cost! If a student cannot afford the "outside of school" music program; then, who is going to pay for them to participate? If participation in an "outside of school" music program is going to deliver half of a full music credit; then, is the school board going to pay for it? One final concern is a total lack of presentation as to why this portion of the policy is necessary. We have outstanding music educators in most of our schools. This proposal opens the door for positions to be cut if students are allowed a half credit of applied music outside of the regular school day or school facility. I am vehemently against this part of the proposal.		
03-14	Jane Byrd clarksburg West	I insist that my children and grandchildren have a certified, highly qualified music teacher, not just someone community musician.		
§Repeal of Policy 2450 Distance Learning and the WV Virtual School				
03-14	Chris Wheedleton VP, Partnerships Globaloria Washington D.C.	Would benefit all students and industry throughout the state and beyond to require that all students have at least 2 virtual courses by graduation. This will ensure more consistent performance levels than the current language to simply "recommend" that action.		
03-14	Jane Byrd clarksburg West	Distance learning only takes away teachers.		
§Repeal of Policy 2515 Uniform Grading				
03-07	Frances Tolley Science Chair Hurricane High School Hurricane WV	AP course should, at the teacher's discretion, be graded on a 90, 80, 70, 60 scale like colleges.		

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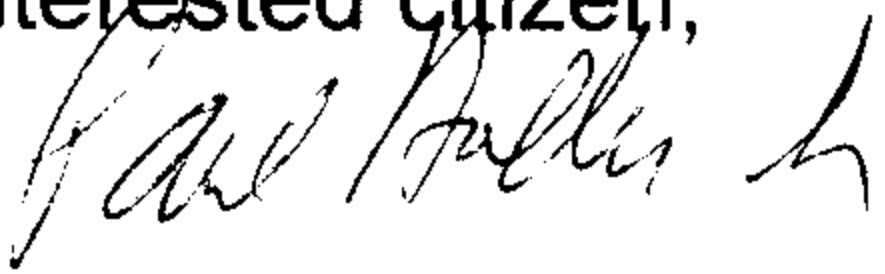
Re: Proposed Rule: ***Assuring the Quality of Education: Regulations for Education Programs (2510)***

Dear Sirs;

I want to applaud the Board of Education for (finally) adding Computer Science as a 'required course to be offered' in our high schools. This new requirement is one step in the long journey that will assist our children in obtaining the knowledge and skills in STEM related fields that will be needed by essentially all poised to enter the 21st century work force. This action will expose many high school students to computer science that may not otherwise make the connection that the field is intertwined with manufacturing, energy, finance, health care, service industries, transportation, as well as, almost any other field of potential future employment.

On the other hand, I consider it a MISSED opportunity to omit the same emphasis with respect to Computer Science and our middle school children. The proposed ***Developmentally Appropriate Foundations for Student Success and Career Readiness*** section of the Proposed Rule could be interpreted to vaguely include Computer Science (as part of technology), however I strongly suggest that this core, but broad, field of Computer Science be specifically ADDED to the those fields currently listed: "...STEM careers in science, oil & gas, technology, Engineering, Computer Science, and mathematics...". This would help insure that the Computer Science field may be introduced to our children during these important formative years.

Interested citizen,



Paul Hollar Sr.

