

Date: Monday, March 16, 2015 – 9 a.m. Central Time

Location: Southeast Technical Institute, Mickelson Center, Room 101
2320 N. Career Ave., Sioux Falls, SD 57107

Public telephonic access:
1-866-410-8397/conference code: 8381998525

Present: Kelly Duncan, Member
Glenna Fouberg, Member
Donald Kirkegaard, President
Stacy Phelps, Member
Terry Sabers, Member
Deb Shephard, Member
Patricia Simmons, Vice-President

Absent: Marilyn Hoyt, Member
Julie Mathiesen, Member

DOE Staff: Melody Schopp, Mary Stadick-Smith, Becky Nelson, Sam Shaw, Laura Scheibe, Erin Larson, Tiffany Sanderson, Bobbi Rank, Ferne Haddock, and Holly Farris.

Others in

Attendance: Justin Lovrien, Nicole Osmundson, Nancy Neff, Jeff Noll, Laura Plowman, Cheryl Harming, Charles Gritzner, Eric Toft, Catherine Billion, Brenda Sose, Todd Brist, Mark Iverson, Josh Hall, Jill Stoebner, Jill Weimer, Annalies Corbin, Mari Biehl, Julie Olson, Andrew Cardillo, Michelle Booze, Paola Vermeer, Mary Scheel Buysse, Dan Guericke, Mike Cartney, Angela Kamps, Sue Sharp, Rob Monson, Tanya Rasmussen, Janice Oeltjenbruns, Paul Turman, Bob Mercer, Patrick Anderson, and other members of the public personally present and by telephone.

Call to Order, Pledge of Allegiance, and Roll Call:

President Kirkegaard called the meeting to order at approximately 9:03 a.m. CT.

Adoption of Agenda:

Motion by Duncan, second by Fouberg, to adopt the March 16, 2015, proposed agenda. Roll call vote, all present voted in favor. Motion carried.

Executive Session:

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Motion by Duncan, second by Sabers, to move the Board into executive session pursuant to SDCL § 1-25-2(3). Roll call vote, all present voted in favor. Motion carried.

The Board went into executive session at approximately 9:06 a.m. CT.

President Kirkegaard brought the Board out of executive session at approximately 9:23 a.m. CT.

Approval of Minutes:

Motion by Duncan, second by Sabers, to approve the January 15, 2015, minutes and the January 29, 2015, minutes. Voice vote, all presented voted in favor. Motion carried.

Public Hearing—Standards: Fine Arts, K-12 Educational Technology, Science, and Social Studies

The Board of Education convened a public hearing at approximately 9:23 a.m. CT on the following proposed standards: Fine Arts, K-12 Educational Technology, Science, and Social Studies.

Fine Arts

Becky Nelson, DOE director of learning and instruction, testified in favor of the proposed standards. A workgroup of South Dakota educators and business partners met to review and revise the current fine arts standards in the areas of music, theater, media arts, visual arts, and dance. Each area has common threads through the artistic processes of creating, performing, responding, and connecting. Each standard is broken down into outcomes by grade levels.

Fine Arts Exhibits 1-9 were addressed at the September 15, 2014, November 17, 2014, and January 15, 2015, public hearings and are part of the record. Public comments marked as Fine Arts Exhibits 10 through 15 were received into the record and addressed. Exhibits 10 and 14 were from workgroup members and emphasized the process of formulating the standards, as well as making the standards flexible. Exhibit 11 came from a high school art teacher concerned about the wordiness of the standards. Exhibits 12 and 13 were workgroup responses to Exhibits 8 and 9, which had been referred to the workgroup. Exhibit 15 compared the standards to common core standards and claimed they enforced a liberal political agenda. Comments will be referred to the workgroup.

Rebecca Cruse, assistant director of the South Dakota Arts Council, testified in favor of the proposed standards. Cruse discussed the standards' structured approach to providing a comprehensive art education while allowing change and adapting to students' needs. Cruse stated that the South Dakota Arts Council is in favor of the proposed standards.

There was no opponent testimony.

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K-12 Educational Technology

Becky Nelson, DOE director of learning and instruction, testified in favor of the proposed standards. A workgroup of South Dakota educators and partners met to review and revise the current standards. The standards support embedding technology into all content areas and include six different strands that are consistent through all grade levels, with outcomes banded by grade.

K-12 Educational Technology Exhibits 1 and 2 were addressed at the September 15, 2014, and November 17, 2014, public hearings and are part of the record. A public comment marked as K-12 Education Technology Exhibit 3 was received into the record and addressed. Exhibit 3 made the same comments as Exhibit 15 to the fine arts standards. The comment will be referred to the workgroup.

Nelson also discussed the next steps in the standards procedure. The workgroup will be reconvened for a final review of all comments and testimony. The workgroup will then make additional revisions.

Catherine Billion, parent, testified in opposition to the proposed standards. Billion questioned whether the proposed standards are South Dakota standards when they mimic the ISTE (International Society for Technology in Education) and are supported by UNESCO (United Nations Educational, Scientific, and Cultural Organization). Billion asked whether the standards endorse content that should be learned by students, since there is no data to show that such content is not harmful or data to show digital devices are not harmful when it has been known that devices work on chemicals in the brain.

In response to board questions, Nelson discussed the comparison between the existing and proposed standards and updates to the proposed standards. Nelson referred the board to the comparison document outlining the updates.

Science

Sam Shaw, DOE team leader for learning and instruction, testified in favor of the proposed standards. A workgroup was convened to review all existing South Dakota standards and the standards of other states. Content groups for earth and space science, life science, and physical science were formed and vertical progression was emphasized throughout. Shaw noted that several public comments to date have concerned a lack of grade level specificity and that the goal is to allow educational representatives to address the grade level standards in Summer 2015.

Science Exhibits 1-20 were addressed at prior public hearings and are part of the record. Public comments marked as Science Exhibits 21-23 were received into the record. Exhibit 21 requested a balanced presentation of the standard with evidence both for and against the proposed standards. Exhibit 22 made the same comments as Exhibit 15 to the fine arts

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standards. Exhibit 23 consisted of workgroup responses to prior public comments submitted at previous meetings. Public comments will be referred to the workgroup.

In response to Board questions, Shaw stated that the 2017-2018 academic year is the target year for full implementation of all currently proposed standards.

Dan Guericke, teacher, testified in favor of the proposed standards. He stated that the proposed standards allow science classes to become active, participatory classes where students are asked to think, evaluate, and form creative thoughts. Guericke presented a letter from South Dakota Innovation Lab Schools in favor of the proposed standards, which was made part of the record.

Michelle Booze, scientist, testified in favor of the proposed standards. She referenced Exhibit 22's comment on group think and noted that science fields focus on collaboration because that can save money. Booth stated that the proposed standards would put students on a global level in science and engineering. Booth stated that the proposed standards are successful at approaching politicized issues in an apolitical way, and she was impressed with the proposed standards' approach to students who move from school to school, or state to state.

Paola Revere, parent and scientist, testified in favor of the proposed standards. Revere discussed how the proposed standards will assist students with retaining information through doing and thinking, rather than memorization. She noted a concern that the number of hours students are in school is the same, while the amount of information students are expected to learn is higher. She was also concerned how this would impact children with learning differences and if it would potentially widen information gaps.

Andrew Cardillo, scientist, testified in favor of the proposed standards. Cardillo stated the proposed standards will assist in shifting the emphasis from learning through memorization to active engagement and critical thinking, while still allowing teacher autonomy. He also testified that the proposed standards integrate technology and engineering into each scientific discipline, which is crucial for a 21st-century workforce. Cardillo stated that the proposed standards provide a rigorous central expectation of content to ensure scientific education is evenly applied throughout the state, while local standards can undermine the rigor of a scientific curriculum.

Jeff Noll, workgroup member and school administrator, testified in favor of the proposed standards. Noll discussed the standards creation process and noted that the workgroup was diverse and that different district viewpoints were taken into consideration, but the focus was always the students and teachers of South Dakota. He stated that the goal of the workgroup was to provide all districts with access to robust standards which would benefit all students.

Julie Olson, teacher, workgroup member, and president of the South Dakota Science Teachers Association ("SDSTA"), testified in support of the proposed standards. Olson stated that the SDSTA supports passage of the proposed standards. Olson stated that the proposed standards

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will work in teaching both advanced and delayed students. She also believes the standards will work well for students with learning gaps. Olson discussed specific examples of content and skill areas where the proposed standards are better than the existing standards.

Justin Leverin, teacher and workgroup member, testified in favor of the proposed standards. Leverin stated that the proposed standards are much more in line with recently adopted guidelines in advanced placement classes. Leverin also discussed how the workgroup addressed biological evolution and climate change, noting that these topics are controversial but not new and are accepted by the majority of scientists. Leverin stated that those topics prepare students to be scientifically literate. He also addressed the source materials on climate change utilized by the workgroup and said that those materials were modified, not restated, and encourage dialogue without forcing ideas on students.

Nicole Osmundson, parent, testified in opposition to the proposed standards. Osmundson stated that the workgroup did not list any parents as members and did not give parents the opportunity to provide insight. Osmundson wants a fair and balanced discussion on subjects like evolution and climate change. Osmundson stated that some rewording of the proposed standards to address positions both for and against some theories would lead to critical thinking and open discussion in classrooms.

Catherine Billion, parent, testified in opposition to the proposed standards. Billion claimed the standards were copied word-for-word from the Next Generation Science Standards. These standards exemplify UNESCO's agenda on population control and climate change. Billion believes the proposed standards do not uphold the dignity of the human over the environment and will cause conflict in South Dakotans' with moral values. Billion stated that alignment with the AP or college testing is only due to the commonality of people who wrote the standards and the tests.

Nancy Neff, parent, testified in opposition to the proposed standards. Neff raised concerns about hasty implementation of prior math and language arts standards and wants to make sure similar problems are avoided for any new standards. Neff posed questions about school district timelines to find curriculum that aligns with new standards.

In response to Board questions, Becky Nelson discussed the revision of the proposed standards and the implementation timeline of any approved standards. Sam Shaw outlined workgroup actions which have incorporated revised wording in the standards to allow students to draw individual conclusions on standards areas.

District 13 State Representative Mark Mickelson stated that he recognized that the State does not recommend curriculum, but it would be helpful for parents to see a recommended curriculum in order to evaluate the content.

Social Studies

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Sam Shaw, DOE team leader for learning and instruction, testified in favor of the proposed standards. Shaw outlined the workgroup process for formulating the proposed standards. He addressed the workgroup's incorporation of materials to ensure South Dakota students are well-versed in civics and government, in response to 2015 SD Senate Concurrent Resolution 6. Shaw also presented the results of the survey of South Dakota school districts requested by the Board on whether comprehensive or modern U.S. history should be taught. The Department received 130 responses to the survey, with 61 votes for comprehensive and 69 votes for modern. Seventy-six responders also indicated that the schools should have flexibility in making this choice.

Social Studies Exhibits 1-13 were addressed at prior public hearings and are part of the record. Public comments marked as Social Studies Exhibits 14-18 were received into the record. Exhibit 14 was submitted by a workgroup member who expressed disappointment that additional debate on the comprehensive versus modern timeframe was conducted, as the member didn't feel it was necessary. Exhibit 15, from a workgroup member, commented on the standards themselves and some modifications that were made by the workgroup. Exhibit 16 expressed disagreement with teachings on Christopher Columbus. Exhibit 17 commented on the vague nature of the standards and requested more examples. Exhibit 18 made the same comments as Exhibit 15 to the fine arts standards. The comments will be referred to the workgroup.

In response to Board questions, Shaw discussed the alignment of the proposed standards to building retention of the content tested on the U.S. citizenship exam as a result of 2015 Senate Concurrent Resolution 6.

Eric Toft, teacher and workgroup member, testified in favor of the proposed standards as better for students and teachers. Toft noted that the workgroup referenced top national organizations and collaborated to emphasize clear progression from elementary to high school in essential skills. Toft stated that the proposed standards are not prescriptive but protect educators' creative freedom by making standards that do not require a specific method to achieve an outcome. The standards will be easier for teachers to use and purposefully build on each grade.

Laura Plowman, teacher and workgroup member, testified in favor of the proposed standards. Plowman noted that the current standards are very prescriptive, while the proposed standards give more flexibility to teach global perspectives. Plowman was part of the subgroup regarding the U.S. modern versus comprehensive history timelines and supports giving schools the flexibility to choose which time periods will be taught and the formulation of standards for either choice.

Cheryl Harming, teacher and workgroup member, testified in favor of the proposed standards. Harming supported the proposed standards' reference of the C3 framework. Harming stated that social studies is moving away from memorization and towards adaptive techniques that allow for individual analysis and prepare students for college, careers, and civic success.

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Catherine Billion, parent, testified in opposition to the proposed standards. Billion raised concerns about the common theme in the proposed standards, which is that the standards are national and international in origin and agenda. Billion claimed that the standards stem from UNESCO, which has a globalistic, progressive view.

The standards hearing closed at approximately 11:15 a.m. CT.

President Kirkegaard declared a recess at approximately 11:16 a.m. CT.

President Kirkegaard declared the board back in session at approximately 11:27 a.m. CT.

Board of Regents Report:

Paul Turman, Board of Regents system vice president for academic affairs, presented an update on the high school dual credit program, discussed enrollment disparities between the state's universities, and presented information on the college application campaign, which encourages graduating seniors to complete a college application for a South Dakota institute or an institute in a surrounding state.

Turman also discussed the utilization of state assessment scores to assist students who need continued high school development, as well as students who are college-ready and could utilize opportunities such as the dual credit program. Regents officials have worked to align the state assessment scores in a way that are meaningful and useful to students and schools in regard to admission and college class placement.

2015-2016 Technical Institute State Tuition and Fees:

Tiffany Sanderson, DOE director of career and technical education, presented proposed state technical institute tuition and fees, effective July 1, 2015. The proposal is based on the per student allocation passed by the South Dakota Legislature on March 13, 2015. Tuition would increase to \$114 per credit hour, with a \$5 per credit hour buydown as approved by the legislature. Including maintenance and repair and technology fees, the proposal equals \$145 per credit hour for tuition and fees. Facility fees were already approved by the Board in January to cover debt service for bond projects.

Data from 2008 to the present shows increased numbers of graduates completing programs and entering the workforce. Maintaining quality and positive outcomes requires investment, partially in the form of tuition and fees.

Jeff Holcomb (Southeast Technical Institute), Mike Cartney (Lake Area Technical Institute), and Greg Von Wald (Mitchell Technical Institute), spoke in favor of the proposal. These technical institute presidents discussed state funding and other declining revenue sources and the institutes' struggle to meet student needs and maintain quality programs facilities, and staff

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based on current funding. The calculation of the PSA and full time enrollment was also discussed, along with the impact of the tuition buy down, transfer credits, and dual enrollment.

Motion by Shepard, second by Sabers, to approve the proposal as presented. Roll call vote, all present voted in favor. Motion carried.

Vocational Education System Fund Statements Report:

Tiffany Sanderson, DOE director of career and technical education, presented the vocational education system bond fund statements report as of January 31, 2015.

Western Dakota Technical Institute Equipment Funds Request:

Tiffany Sanderson, DOE director of career and technical education, and Mark Wilson, president of Western Dakota Technical Institute ("WDT"), presented a request for equipment funds for WDT from the allocation set aside by 2014 HB 1142. WDT is eligible for \$270,000 and proposes to use the funds for IT infrastructure and classroom technology updates. The Rapid City School Board approved the proposal at its meeting on February 17, 2015.

Motion by Simmons, second by Fouberg, to approve the proposal as presented. Voice vote, all present voted in favor. Motion carried.

Mitchell Technical Institute Equipment Amendment:

Tiffany Sanderson, DOE director of career and technical education, presented a proposed amendment to Mitchell Technical Institute's ("MTI") equipment funds request. MTI was eligible for \$300,000 in funds allocated under HB 1142 and came in under the budget of its original funding request. As a result, MTI amended its request to reflect various equipment up to \$59,280. The Mitchell School Board approved this amendment in January 2015.

Motion by Sabers, second by Duncan, to approve the amendment request as presented. Voice vote, all present voted in favor. Motion carried.

Secondary Career and Technical Education Report:

Erin Larsen, DOE division of career and technical education, presented the secondary CTE education report and highlighted significant increases in enrollment in secondary CTE programs, the percentage of students who had taken two or more credits in the same career cluster during their high school career, the high rate of CTE course students continuing on to a form of post-secondary school, and marketing of CTE programs. Larsen also provided a summary of programming in schools that received Governor's grants for CTE schools.

ESEA Flexibility Waiver Renewal:

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Laura Scheibe, DOE division of Assessment and Accountability, presented information regarding the current status of the state's request to renew the ESEA flexibility waiver. The waiver is due to the United States Department of Education on March 31, 2015, and is currently in the middle of the public comment period. Few substantive changes to the waiver have been proposed, as amendments in recent years refined the system and put current practices in place. Two formal amendments will be submitted.

The first formal amendment entails removing the Academy of Pace-setting Districts requirement for priority districts, as this requirement was largely duplicative of work already being done locally in the schools. The other formal amendment involves moving focus school designation from one year to two years.

Scheibe also reviewed the three components of the waiver and their contents. The components are: 1) standards and assessments, 2) accountability and school performance index, and 3) teacher and principal effectiveness.

In response to Board questions, Scheibe discussed school flexibility in measurement of student growth ratings. Scheibe and Dr. Schopp also addressed the applicability of Smarter Balanced assessments and other factors in the teacher evaluation system.

Accountability Rules Update:

Bobbi Rank, DOE Legal Counsel, updated the Board on the status of accountability rules changes and that they will be brought to public hearing at the next Board meeting.

Professional Administrators Practices and Standards Commission 2014 Annual Report:

Holly Farris, PAPSC legal counsel, presented the 2014 PAPSC annual report on actions filed before the Commission.

National Association of State Boards of Education Professional Development Opportunities:

Bobbi Rank, DOE, presented information to the Board regarding opportunities for members of the Board of Education to attend and participate in events sponsored by the National Association of State Boards of Education ("NASBE").

Secretary's Report:

Dr. Melody Schopp provided an update on the 2015 Legislative Session, including the Governor's Blue Ribbon Task Force on Teachers and Students, the Native American Student Achievement Task Force, the school district boundary task force, the increased PSA, an increase to the SD Opportunity Scholarship, an allocation to the Jobs for America's Graduates Program, and the critical needs scholarships for teachers.

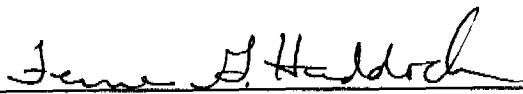
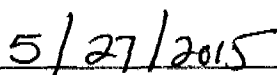
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Dr. Schopp informed the Board that the South Dakota State Historical Society will become part of the Department of Education, effective July 1.

Schopp also provided an update on PRAXIS tests and discussed certification and PRAXIS requirements in South Dakota as related to other states. A proposal will be made in May to provide increased flexibility concerning math PRAXIS requirements in response to concerns.

Adjournment:

The meeting was adjourned at approximately 1:48 p.m. CT.

	
Ferne G. Haddock	Date