

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Date:	Monday, May 18, 2015 – 8:30 a.m. Central Time
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Location: Northern State University, Student Center, Centennial Rooms A&B West
1200 South Jay Street, Aberdeen, SD

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

Present: Kelly Duncan, Member
Glenna Fouberg, Member
Marilyn Hoyt, Member
Donald Kirkegaard, President
Julie Mathiesen, Member
Terry Sabers, Member
Deb Shephard, Member
Patricia Simmons, Vice-President

Absent: Stacy Phelps, Member

DOE Staff: Melody Schopp, Becky Nelson, Sam Shaw, Laura Scheibe, Jan Martin, Abby Javurek-Humig, Bobbi Rank, Ferne Haddock, and Holly Farris.

Others in

Attendance: Paul Turman, Alan LaFave, Josh Hall, Mary McCorkle, Ruth Wegehaupt, Alice Wegehaupt, Mary Scheel-Buysse, Janice Oeltjenbruns, State Representative Burt Tulson, Katherine Grandstrand (media), 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 8:33 a.m. CT.

Adoption of Agenda:

Motion by Hoyt, second by Mathiesen, to adopt the May 18, 2015, proposed agenda. Voice vote, all present voted in favor. Motion carried.

Approval of Minutes:

Motion by Simmons, second by Duncan, to approve the March 16, 2015, minutes. Voice vote, all present voted in favor. Motion carried.

Board of Regents Report:

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Paul Turman, Board of Regents system vice president for academic affairs, presented an update on the development of online informational dashboards to assist in answering stakeholder questions and contribute to campus decision-making by providing data sets. The dashboards will be available for public use. Turman also discussed the expansion of the exploratory studies programs and the program's alignment with the needs of dual-credit students.

In response to Board questions, Turman discussed current Regental policy regarding student teachers and Praxis exams. Turman also addressed current statistics related to the teacher labor force in South Dakota and the need for increased mentoring of new teachers.

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

The Board convened a public hearing at approximately 9:08 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, visual arts, and dance. A new area addressing media arts was added. 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 1-15 were received at the September 15, 2014, November 17, 2014, January 15, 2015, and March 16, 2015, public hearings and are part of the record. No new exhibits or public comments were received.

Nelson summarized the Fine Arts workgroup's review of and response to Exhibits 1-15 and testimony offered at the public hearings on September 15, 2014, November 17, 2014, January 15, 2015, and March 16, 2015. The workgroup noted that many comments agreed with the proposed standards and that several others addressed curriculum, which is a local issue. Others addressed certain topic areas and the age appropriateness of certain standards. The workgroup did not make any changes to the standards based on public comments and testimony received into the record.

There was no opponent testimony.

Motion by Duncan, second by Fouberg, to approve the proposed Fine Arts standards. Voice vote, all present voted in favor. Motion carried.

K-12 Educational Technology

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Becky Nelson 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 were updated to make sure students receive instruction in the technology relevant to their studies. The proposed 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 Education Technology Exhibits 1-4 were received at the September 15, 2014, November 17, 2014, January 15, 2015, and March 16, 2015, public hearings and are part of the record. No new exhibits or public comments were received.

Nelson summarized the K-12 Educational Technology workgroup's review and responses to Exhibits 1-4 and the testimony offered at the public hearings on September 15, 2014, November 17, 2014, January 15, 2015, and March 16, 2015. The workgroup noted that UNESCO was not involved in the drafting of any of the proposed standards. After its review, the workgroup did not feel changes to the proposed standards were necessary based on the public comments and testimony received into the record.

There was no opponent testimony.

Motion by Mathiesen, second by Sabers, to approve the proposed K-12 Educational Technology standards. Voice vote, all present voted in favor. Motion carried.

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. Throughout the standards revision and public hearing process, the workgroup has reviewed public comments and testimony and made changes where pertinent.

Science Exhibits 1-23 were addressed at prior public hearings and are part of the record. Public comments marked as Science Exhibits 24-45 were received into the record and discussed. Exhibit 24 questioned UNESCO involvement in formulating the standards. Exhibit 25 raised the issue of the organization of the standards. Exhibits 26 and 27 raised concern with the language used and the objectivity of the proposed standards. Exhibits 28-41 expressed support for the standards by various parents, community members, business and industry, and organizations including the South Dakota Science Teachers Association. Exhibit 42 objected to controversial subjects within the proposed standards and suggested changes. Exhibits 43-44 were petitions of support from climate change education groups. Exhibit 45 commented on curriculum.

Shaw then summarized the workgroup responses to Exhibits 1-45 and oral testimony received at prior hearings. Shaw categorized the workgroup responses as relating to one of five categories: course pathways, equity for transient populations, topics not present in standards,

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

inclusion or alteration of controversial topics, and parental involvement in the workgroup revision process.

Regarding course pathways and lack of grade level specificity, the standards are arranged to support grade and course level designations. The specific standards will not be altered, only the architecture, through the creation of recommended pathways. This process is underway, and the pathways will be released this summer.

Regarding equity for transient populations, the greater emphasis on “doing” science is embedded in the proposed standards and pathways. This will allow mobile students to engage in concepts across districts through familiar access points.

In addressing topics not present in the standards, the workgroup noted that the concepts in the proposed standards are very similar to the existing standards. The primary difference is that the proposed standards focus on core ideas which develop and progress over the span of K-12 education. If a topic was introduced, the workgroup ensured it fit into the concept of progression. If a topic was deemed terminal (i.e. not continuing or adding to the further understanding of an idea), it was not included. This resulted in several ideas not being explicitly included in the standards. However, teachers still have the flexibility to include those ideas in support of the standards when building their curriculum.

In response to comments addressing controversial topics and requesting the inclusion of language requiring balanced objective consideration, the workgroup is confident that the current language allows for open, objective discussion on all topics. A statement regarding objectivity was included in the introduction to the proposed standards.

On parental involvement in the workgroup, the workgroup noted that a parent was invited to participate but was ultimately unable to participate due to scheduling.

The workgroup did not address comments such as curriculum, evaluations, and the public hearing process, which were outside of the workgroup’s parameters of standards development.

Mark Iverson, teacher from Watertown School District, testified in favor of the proposed standards. Iverson discussed the workgroup’s process of reviewing the public comments and hearing testimony regarding the science standards. Iverson stated that local control is very important. The proposed standards are the epitome of science education while giving educators the freedom of opportunity to foster student learning. The proposed standards are much more rigorous than the current standards and require students to learn by doing instead of rote memorization. Iverson has utilized many of the concepts incorporated into the proposed standards for the last 2-3 years, which has changed the way he teaches, and students have responded positively. As a parent, Iverson is also pleased with the standards and the critical thinking skills they develop.

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Josh Hall, assistant superintendent from the Sioux Falls School District, testified in favor of the proposed standards. Hall discussed an event held by the Sioux Falls School District to which the curriculum council and other groups were invited. Seventy people attended the event. Feedback forms were provided, and 55 attendees returned the forms. Of the 55 forms, 54 indicated support for the proposed standards. The remaining form did not express an opinion on the standards. Hall stated that the Sioux Falls School District and many community members support the adoption of the proposed standards.

Ruth Wegehaupt, a retired teacher and representative of ClimateParents.org, testified in favor of the proposed standards. Wegehaupt provided a petition supporting the adoption of the standards. The petition supports information on the inclusion of objectivity and the difference between opinion and theory, particularly in light of language relating to climate change and how it distinguishes between certainty and probability.

Alice Wegehaupt, representative of ClimateParents.org, testified in favor of the proposed standards. Wegehaupt discussed her observations of environmental and climate change through the years as proof that climate change is real and ongoing.

Todd Brist, principal in the Watertown School District, testified in support of the proposed standards. Brist believed the proposed standards were written with expertise and that they were vetted very well. There is an emphasis on values rooted in South Dakota and within the previous standards, and the proposed standards deal with South Dakota-specific concepts. Brist also distinguished between standards and curriculum and noted that many of the controversial topics fall within the parameters of curriculum, which is a local control issue. The framework and design of the proposed standards make them very teachable, while implementation decisions made at a local level.

Mary Scheel-Buyyse, representative of South Dakotans against Common Core, testified in opposition to the proposed standards. Scheel-Buyyse questioned what the harm would be in not adopting the standards and said that Common Core was adopted without empirical evidence that it would work, despite historical examples of Common Core not working in other countries. Scheel-Buyyse requested that the Board wait five to ten years for other states to show whether the standards worked or not. The students would still work, and the intent of parents who want to slow the education reform agenda would be met.

State Representative Burt Tulson made a statement regarding the proposed standards. Rep. Tulson stated that students are taking the associated tests and that he hopes the proposed standards allow latitude to students on controversial subjects, as there are two sides to each issue.

Sam Shaw responded to opponent testimony. Shaw discussed the background of the proposed standards and explained that they were developed through a system that has been in place for a while, and new information and research has been obtained on how students learn. Shaw stated that the proposed standards are the result of progression within the existing system.

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Jackie Omland, workgroup member, responded to opponent testimony. Omland stated that the proposed set of standards allow her to do things that she should have been doing all along. Omland pointed out that there are not only two sides, but many sides to scientific issues. Omland stated that change is needed and that the proposed standards are not reform. Subjects change because information and student needs change. Today's students will do different things as compared to past students.

Dr. Melody Schopp commented on the changes the Department has made to include more parent involvement in processes. Dr. Schopp also noted the numerous public comments in the subjects of climate change and evolution. Science has many viewpoints, and parents should be in charge of addressing or engaging with their children on certain topics. Dr. Schopp proposed a statement that the Department recommends be included with the proposed science standards. Dr. Schopp asked that the statement be included on pages 5-6 of the proposed standards with the current introduction.

President Kirkegaard declared a recess at approximately 10:10 a.m. CT.

President Kirkegaard declared the board back in session at approximately 10:25 a.m. CT.

Exhibit A, an amended statement proposed by the Department, was introduced and marked for the record.

Motion by Mathiesen, second by Hoyt, to substitute the language in Exhibit A for the relevant language on pages 5 and 6 of the proposed standards. Voice vote, all present voted in favor. Motion carried.

Motion by Shepard, second by Duncan, to approve the proposed standards as amended. Voice vote, all present voted in favor. Motion carried.

Social Studies

Sam Shaw testified in favor of the proposed standards. Shaw summarized the workgroup process of reviewing, drafting, and updating the proposed standards. Shaw addressed the workgroup's intent to review and respond to all comments and testimony prior to the final public hearing in July.

Exhibits 1-18 were addressed at prior public hearings and are part of the record. Public comments marked as Social Studies Exhibits 19 and 20 were received into the record. Exhibit 19, submitted by Ben Jones, addresses appreciation for the feedback on his previous testimony to the Board and noted the need for flexibility and local control in history curriculum. Exhibit 20, submitted by a representative of business and industry, supports the proposed standards and agrees with the proposed standards' handling of economics. The comments will be referred to the workgroup.

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Art Marmorstein, history professor at Northern State University and workgroup member, testified on the issue of dividing history instruction between middle school and high school and questioned if there is a better way to address that issue to prepare students for college. Marmorstein noted that the standards should back away from the idea of certain anchors addressed and expanded upon at each grade level and instead move towards the concept of anchor standards for elementary, middle, and high school. He also stated that there should be something to assist teachers to align lesson plans to standards.

Shaw responded to Marmorstein's testimony and noted that the workgroup carefully considered the division-of-instruction issue and reached a compromise. Regarding the anchor standards, Shaw stated that the anchor standards are built as a K-12 endpoint and an outcome for the entire system. The grade level components connect the anchor standards' progression. Workgroup members are also looking at disaggregated templates to assist teachers in aligning to the standards. That work has not been finalized as the proposed standards have not yet been adopted.

In response to Board questions, Shaw explained that current graduation requirements require a student to take either a personal finance course or an economics course.

The standards hearing closed at approximately 10:46 a.m. CT.

Vocational Education System Fund Statements Report:

Bobbi Rank, legal counsel, presented the vocational education system fund statements report and discussed whether the format and method of presentation of the report could be modified. Board consensus was to provide the information on the Board's website and present a yearly in-person report to the Board. Action on this change was deferred to a later meeting.

Technical Institute Bond Debt Service Coverage Ratio:

Tiffany Sanderson, DOE director of career and technical education, presented information on the annual certificate on debt service coverage for technical institute bonds for fiscal year 2016, including revenue sources and funds available in tuition subaccounts. Sanderson noted that the projected funds for debt service in fiscal year 2016 exceed the required amount.

Motion by Duncan, second by Shepard, to approve the debt service coverage ratio as presented. Voice vote, all present voted in favor. Motion carried.

Dissolution of Hub Area Multi-District:

Tiffany Sanderson, DOE director of career and technical education, and Dr. Becky Guffin, superintendent of Aberdeen School District, presented information on the dissolution of the Hub Area Multi-District. Multi-district members voted to dissolve in December 2014, and the

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Aberdeen School District received a \$2 million grant from the SD Future Fund and other donations for the A-TEC Academy. Former multi-district members will pay tuition for students to attend A-TEC, and CTE courses will be offered in 12 of 16 career clusters. Preliminary numbers indicate that 462 students were enrolled in CTE classes for the 2014-2015 school year, while 681 are enrolled for the 2015-2016 academic year. The program has established strong industry partnerships with local businesses and organizations.

In response to Board questions, Guffin stated that the program is working on offering adult CTE classes. Guffin also explained that the A-TEC Academy is an extension of Aberdeen Central High School and will be operated in a similar format to Sioux Falls programs.

Public Hearing-Rules:

Article 24:55 (public school accountability system)

Public comment

No public comment was received.

Proponent testimony

Laura Scheibe, DOE Division of Assessment and Accountability, testified in favor of the proposed rules. Most of the proposed changes are clean up to update references and terminology and prevent the need for extensive changes in the future. Other changes are necessary to implement South Dakota's current waiver of the No Child Left Behind Act by the United States Department of Education.

The changes update terminology and definitions regarding proficiency on the state assessment, replace the term "reading" with "English Language Arts," update citations to the current waiver, and repeal outdated provisions and definitions. In addition, all appendices are updated to reflect changes made to the various rules and minimize the need for future amendments. Regarding the public school performance index, the procedures on calculating attendance rate at the presecondary level have been updated to provide a more in depth measure of performance and comply with the current waiver. Presecondary school level key indicators are updated to delete references to academic growth, effective teachers and principals, and school climate, and to reallocate key indicator point values. At the secondary school level, references to effective teachers and principals and school climate key indicators have been removed, and remaining key indicator point values have been reassigned amongst the other indicators. A reference to additional indicators in the college and career readiness score were also removed. These changes arise out of school district input and the need to delay implementation of some indicators, as reflected in the current waiver.

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

The rules on public school rankings and classifications were clarified to eliminate inconsistencies regarding how schools shall be classified pursuant to school performance index scores.

The rules on school sanctions, rewards, and recognition were updated to streamline the requirements and add needed flexibility for priority school interventions, priority district interventions, and focus school interventions. Rules on failure of priority and focus schools to complete progress were also updated.

Other changes move the cut-off date for accountability purposes to May 1 rather than the end of the testing window, which is later in the school year. In response to Board questions, it was pointed out that students transferring between those dates still need to be tested so parents can receive results, but the scores will be counted for accountability purposes at the State level rather than district level. This is to accommodate students and districts.

At the end of the proposed rules, student group size reporting requirements are updated, and student assignments for accountability purposes are updated to clarify where a student counts (district or state) for accountability purposes in certain special situations. If the district places a student with special considerations, the district is accountable for the student. If an entity other than the district places a student for special considerations, the State is accountable rather than the district.

Finally, the proposal pushes out the review date of the accountability system to after the 2016-2017 school year.

Opponent testimony

There was no opponent testimony in person or via phone.

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

Rules hearing concluded at approximately 11:29 a.m. CT.

Augustana College K-12 Health Education Program:

Abby Javurek-Humig, DOE director of assessment and accountability, presented an application for the Board's consideration for a Health Education teacher preparation program at Augustana College. The program is not designed as a stand-alone major, and information was presented regarding how the program aligns with other teacher prep programs to allow students to double-major. Information on current faculty support was also discussed.

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

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Praxis Information:

Abby Javurek-Humig, DOE director of assessment and accountability, presented an overview of the South Dakota Praxis testing program. Information related to South Dakota's cut scores in relation to the cut scores used by other states was presented, as well as comparisons between the pass rates of South Dakota students and national results. South Dakota performance on the math Praxis exam was specifically addressed. Demographics of test takers were discussed, as were potential solutions to improve passage rates for the math Praxis. Additional data to apply to possible solutions will be available after the spring testing period ends.

In response to Board questions, Javurek-Humig stated that the Department is planning to look at the testing results of several other exams, including the middle-school ELA Praxis to evaluate if changes are needed. Dr. Schopp noted that South Dakota has Praxis tests in multiple areas to allow teachers to add endorsements to their certificate via passing the Praxis tests instead of requiring completion of additional college coursework.

Javurek-Humig stated that the Department is also examining the Praxis and certification requirements for special education teachers as part of a comprehensive review of the certification system. Information is released to institutions on the passage rates of their students on the Praxis exams in order to inform them on issues that students may be having in taking the exams. Dr. Schopp noted that there is a balance between assisting students to be successful on the Praxis and ensuring that South Dakota does not lower the bar on teacher qualifications. The Board also discussed options for making temporary changes to the special education teacher requirements and the impact of regulations such as the IDEA.

First Reading-Proposed Rules:

Bobbi Rank, legal counsel, presented the first reading of rules changes related to the postsecondary technical institute per student allocation, teacher certificate math endorsements, and the teacher discipline process, and the repeal of rules on school term length, the teacher compensation assistance program, and the tuition equalization grant program, the Robert C. Byrd honors scholarship, and Christa McAuliffe fellowship program. Rank asked that the Board move the proposed rules to a public hearing.

In response to Board questions, Abby Javurek-Humig explained the intent of rules creating a new lower-level math endorsement.

Motion by Hoyt, second by Duncan, to move the proposed rules to a public hearing. Voice vote, all present voted in favor. Motion carried.

President Kirkegaard declared a recess at approximately 12:13 p.m. CT.

President Kirkegaard declared the board back in session at approximately 12:21 p.m. CT.

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Growth Update:

Laura Scheibe presented an update on the academic growth model. The update included information on how academic growth will be calculated for the student performance index (SPI) score. A workgroup was convened in April to review material on how to translate the selected model, Student Growth Percentiles, into an applicable South Dakota model. Scheibe provided an example overview of statistics to show how the growth model and associated calculations are formulated and utilized. The growth model will first be calculated as a part of the SPI based on results of assessments given in the 2015-2016 school year.

In response to Board questions, Scheibe provided information on how point allocations were updated.

Public Comment (with prior notice)—Smarter Balanced/standardized tests

Mary Scheel-Buyyse, South Dakotans Against Common Core, presented a comment related to Smarter Balanced and standardized tests, including the recent movement amongst some parents to refuse the participation of their children in Smarter Balanced assessments and the statewide participation rate requirements for the assessments.

Assessment Update

Jan Martin and Abby Javurek-Humig, DOE division of assessment and accountability, presented an update on the administration of statewide assessments required by NCLB, including the Smarter Balanced assessment. Martin explained the steps South Dakota had taken to ensure that difficulties faced in other states did not occur in South Dakota. South Dakota experienced few problems and had no issues with data security. Dr. Schopp said that to date, administrators have been satisfied with the readability of the testing results and specifically the results of eleventh-grade students. Martin stated that more comprehensive data will be available this fall.

September Meeting Date

Bobbi Rank, legal counsel, disclosed to the Board the unavailability of legal counsel on the September board meeting date. After discussion, Board consensus was to hold the September meeting as scheduled.

Secretary's Report

Dr. Melody Schopp informed the Board that a new Indian Education coordinator, Mato Standing High, had been hired. Dr. Schopp also presented an update on the progress of the Native American Student Achievement Task Force and the Blue Ribbon Task Force.

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Adjournment:

The meeting was adjourned at approximately 1:13 p.m. CT.

Jenne M. Hallock

7/28/2015