

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Date: Monday, August 24, 2015 – 9:00 a.m. Mountain Time
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Location: South Dakota Department of Transportation Rapid City Region/Area Office
2300 Eglin Street, Rapid City, South Dakota

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

Present: Glenna Fouberg, Member
Marilyn Hoyt, Member
Donald Kirkegaard, President
Julie Mathiesen, Member
Stacy Phelps, Member (joined meeting at 9:04 a.m. MT)
Terry Sabers, Member
Deb Shephard, Member
Patricia Simmons, Vice-President

Absent: Kelly Duncan, Member

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

Others in

Attendance: Dr. Paul Turman, Florence Thompson, Katherine Rice, Stephen Buchholz, Dr. Ann Bolman, Emily Niebrugge, and others present in person or via phone.

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

President Kirkegaard called the meeting to order at approximately 9:01 a.m. MT.

Adoption of Agenda:

Motion by Hoyt, second by Fouberg, to adopt the August 24, 2015, proposed agenda. Voice vote, all present voted in favor. Motion carried.

Approval of Minutes:

Motion by Simmons, second by Sabers, to approve the July 27, 2015, minutes. Voice vote, all present voted in favor. Motion carried.

Board of Regents Report:

Paul Turman, Board of Regents system vice president for academic affairs, presented an update on the Regents' year-long review of general education delivery and evaluation in the Regental

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system, including potential to move away from the CAAP exam and develop a more stringent exam structure to assess general education and the examination of the general education review process. Any potential changes in general education delivery would not be implemented until the next academic year.

Turman also presented information on BOR Executive Director Dr. Mike Rush's goal for a completion agenda specifying a set of metrics identifying workforce needs in South Dakota, including areas requiring individuals to be credentialed. The agenda identifies how Regental institutes, private and tribal institutes, and technical institutes can work to address the needs. The agenda also discusses data on South Dakota's need for credentialed workers and opportunities for credentialed workers in comparison to surrounding states.

Turman also addressed the College Application Week campaign and discussed the Regents coordination of various grant programs, such as the College Access Challenge Grant, GEARUP, Jump Start, and Trio programs, that target underrepresented students for ongoing education opportunities, along with other areas of assistance.

Public Hearing—Standards: Social Studies:

The Board convened a public hearing at approximately 9:36 a.m. MT on the following proposed standards: Social Studies.

Social Studies

Sam Shaw and Becky Nelson, DOE division of learning and instruction, testified in favor of the proposed standards. Shaw discussed the workgroup process of developing the standards and reviewing public comments and testimony as the public hearing process progressed. Changes were made to the proposed standards based on public comment and testimony when deemed necessary. Changes primarily were made to ensure consistency in the language and structure of the proposed standards.

Social Studies Exhibits 1-20 were addressed at prior public hearings and are part of the record. Shaw clarified and supplemented his previous testimony in regard to Exhibit 19. The comment was submitted by Dr. Ben Jones of Dakota State University. Jones originally posed that the allowance for local control in the area of Social Studies and U.S. history should allow for options for local control in other subjects. Shaw confirmed that there are options for local control in other subjects. Shaw also clarified that in Jones' original comment, Jones expressed support for K-12 history educators in switching over to new standards.

Exhibits 21-24 were received into the record. Exhibit 21, from Catherine Billion, commented on the authenticity of the assessments, standards, and curriculum, as well as the origin of the standards. Exhibit 22, from Lyle Kovalenko, expressed support for the standards. Exhibit 23, submitted by Jay Vogt of the South Dakota Historical Society Board of Trustees, supported

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passage of standards that promote the study of South Dakota history in South Dakota high schools in addition to the fourth grade and the study in South Dakota high schools of the first hundred years of American history, including the American founding and the framing of the Constitution. Exhibit 24 was submitted by Dr. Ben Jones and other higher education history faculty. The commenters believe that students are unprepared for U.S. history at the college level and are unfamiliar with the use of sources, the identification of bias, analysis of information, understanding context, and the development and practice of research. The comment further stated that modern history education is inadequate for preparing students. The comment characterizes support of only comprehensive history education, and not modern history education.

Exhibits 1-23 were reviewed and responded to by the workgroup. Exhibit 24 is similar to Exhibit 19, submitted by Ben Jones, which was responded to by the workgroup and that the response to Exhibit 19 will encompass the response to Exhibit 24. Work group responses were summarized in the "Social Studies Workgroup Response to Public Comments" document which has been presented to the Board.

Responses to comments in opposition to the standards or suggesting edits were categorized by the workgroup into five areas. Regarding comments on the study of U.S. history and the compromise between modern and comprehensive U.S. history, the workgroup believes that students will be able to develop the skills to learn history in either choice and that the school will therefore be able to choose either method and produce proficient students. Several comments suggested that the proposed standards were not challenging enough and suggested alternatives aligning to international baccalaureate (IB) or advanced placement (AP) programs. The workgroup responded that the proposed standards were created as a baseline for all students and the AP or IB courses were beyond the scope of the standards. Districts do have the local control to offer AP or IB courses. Regarding comments on curriculum decisions, the workgroup responded that the proposed standards do not identify specific curriculum requirements, which are a local control issue. Many comments suggested that the proposed standards were national or Common Core in origin. The workgroup response was that a unique set of standards were created that are neither national nor Common Core. Regarding comments on how South Dakota history should be addressed in the standards and when it should be taught, the workgroup responded that the proposed standards do not restrict the teaching of South Dakota history to certain timeframes or geographic areas. The workgroup did identify some opportunities in the comments for teachers to expand on.

The workgroup believes that the proposed standards provide the best opportunities for students to learn social studies. Shaw recommended passage of the proposed standards.

In response to Board questions, Shaw stated that all workgroup members, including members divided on the modern versus comprehensive U.S. history compromise, were invited to the workgroup sessions and to be part of the final recommendations. All those that attended the sessions had input. Additionally, the members present at the workgroup sessions were of the opinion that once the compromise was made, that was the decision and direction of the

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workgroup. Shaw also stated that the current standards do not give an option for comprehensive or modern U.S. history, and are technically standards on the study of modern U.S. history. Ultimately, the proposed set of standards gives more flexibility for schools to teach than the current standards and opens the door to more content for students.

Florence Thompson, South Dakota Citizens for Liberty, testified in opposition to the proposed standards. Thompson asked the Board to put the standards on pause for at least a year due to the radical politicization of the standards, and expressed the opinion that the proposed standards are biased propaganda designed to indoctrinate students in international agendas. Thompson also stated the belief that AP exams had been changed due to opposition to the standards.

Katherine Rice, Citizens for Academic Transparency, testified in opposition to the proposed standards. Rice voiced concern that history has been changed in the new books that are coming out and wants to make sure the history being taught is correct and does not interject topics which are not appropriate for school. Rice stated that she wants high standards and favors including more American Indian history, but wants to ensure the history is neutral and not a one-sided indoctrination.

Shaw addressed the opposition testimony, including pointing out that the standards do not create curriculum, which is a local control issue.

Motion by Shepard, second by Fouberg, to approved the proposed social studies standards as presented. Voice vote, all present voted in favor. Motion carried.

The standards hearing closed at approximately 10:04 a.m. MT.

First Reading—Proposed Rules: Certification fee increase, End of Course Exams, and Accountability:

Certification Fee Increase

Tami Darnall, DOE director of finance and management, presented the first reading of rules changes related to the increase of fees for teacher certification. The reason for the fee increase proposal is due to certification expenditures outpacing the revenue from generated fees. As a result, the Department has had to utilize general funds to cover those costs and has been unable to complete programming when the certification and records collection systems are updated. Darnall requested that the rules be moved to a public hearing.

In response to Board questions, Darnall pointed out that South Dakota's teacher certification fees will still be amongst the lowest in the nation after the change.

End-of-Course Exams

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Abby Javurek-Humig, DOE director of assessment and accountability, presented the first reading of rules changes related to end-of-course exams. The rules were created in 2007 due to the demand from high schools to offer high school courses to advanced eighth-grade students and the need for a testing mechanism to ensure those students received appropriate instruction and met competency levels.

Proposed changes in § 24:43:08:12 would require the student to meet the criteria for passage applied to the high school level, instead of passage of a state-approved, end-of-course exam. This returns local control to the districts to determine if the student is ready to advance to the next level. The common exams would still be available to any district that wanted to utilize them, but that would be a district decision instead of a state requirement. Changes to ARSD 24:43:11 propose the repeal of the process to create and approve end-of-course exams.

In response to Board questions, Javurek-Humig noted the differences between end-of-course exams and exams used to test out of a course and the distinction from teacher certification and highly qualified status.

Accountability

Laura Scheibe, DOE division of assessment and accountability, presented the first reading of rules changes related to accountability. The proposed changes to ARSD 24:55 have three components. The first is on student growth, which is a key indicator the DOE is seeking to add to the elementary and middle school levels. The second is on the high school college and career readiness indicator, which would allow college readiness to be measured by ACT or the College Board Accuplacer test, and career readiness to be measured by the National Career Readiness Certificate (NCRC).

The third is to move to averaging three years of student achievement data where currently only one year at a time is used. Scheibe requested the accountability rules be moved to a public hearing in November.

In response to Board questions, Scheibe and Tiffany Sanderson further explained the college and career readiness indicators and how they would be calculated, along with availability of assessments to schools. Bobbi Rank, DOE legal counsel, stated that questions regarding accessibility would be addressed at the public hearing.

Potential scheduling of the rules hearings was discussed. Bobbi Rank pointed out to the Board that a motion to send the rules to a public hearing, without specifying a date, would allow the rules to go to public hearing in September or November.

Motion by Fouberg, second by Sabers, to send the proposed rules to a public hearing. Voice vote, all present voted in favor. Motion carried.

Vocational Education System Fund Statements Report:

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Tamara Darnall, DOE director of finance and management, presented information on the vocational education system fund statements report. Darnall proposed to place reports on the Board of Education website before every meeting to comply with terms of the bonds. The report would not be included as an agenda item at each meeting. An annual report would be presented to the Board on a yearly basis.

Motion by Sabers, second by Mathiesen, to place the fund report on the website before each meeting without an agenda item and hear a comprehensive report on a yearly basis. Voice vote, all present voted in favor. Motion carried.

Elementary Education Content Knowledge Praxis:

Abby Javurek-Humig, DOE director of assessment and accountability, presented a proposal regarding the elementary education content knowledge Praxis exam. In 2014, the Board voted to allow test-takers in this area to take either the old or new format of the elementary education content knowledge Praxis until September 2015. The cut score was set at 157, which was below the recommended cut score. When the cut score was set, the Board asked for data to evaluate whether to raise the cut score to 163 in September 2015. Because only 19 test-takers have taken the new format of the exam, there is insufficient data to present an adequate picture of the impact of raising the cut score. Javurek-Humig requested that the Board leave the cut score at 157 for an additional year to provide time for data to be collected. The data would be presented to the Board next year.

In response to Board questions, Javurek-Humig stated that the issue did not arise from a lack of new teachers, but that many test-takers took the old exam format, which was still available. It was further clarified that the Board of Regents requires all student teachers to pass the exam before being allowed to student-teach. The old exam format will no longer be available from September 2015 going forward.

Motion by Simmons, second by Mathiesen, to keep the elementary education content knowledge Praxis exam cut score at 157 until September 1, 2016. Voice vote, all present voted in favor. Motion carried.

Western Dakota Technical Institute (WDT) New Program—Dental Assistant:

Tiffany Sanderson, DOE director of career and technical education, introduced Dr. Ann Bolman as the new president of WDT.

Sanderson and Stephen Buchholz, WDT dean of accreditation and advancement, asked the Board to approve the new dental assistant program at WDT. No objections were raised by the other technical institutes. WDT currently has a non-degree, corporate education program for dental assisting and would like to advance it to a diploma program. The diploma program could be implemented in January 2016 if approved. The diploma program would open more job and

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education opportunities to graduates. Career saturation is not an issue in this area. WDT has worked with industry partners to develop the diploma program.

In response to Board questions, Buchholz explained that the program would be a full-time, evening program to allow students to continue working with a corporate education partner during the day. The program has been set up so that no delays for students or industry partners. The program is set up to start with 20 students and expand when possible. There is a cost difference, due to the fact that students in the diploma program will finish with credits and diploma. Buchholz estimated the cost difference between the current and proposed program at \$7,000 total. The cost burden will now be on the student, as opposed to cost-sharing with a cooperate partner.

Motion by Mathiesen, second by Hoyt, to approve the WDT dental assistant program. Voice vote, all present voted in favor. Motion carried.

WDT Program Expansion—Medical Laboratory Technician:

Tiffany Sanderson and Stephen Buchholz asked the Board to approve expanding the WDT phlebotomy program to include an A.A.S. in medical lab technology. The program could begin as early as 2016, and students in the program would be eligible for Build Dakota scholarships due to the high need for workers in the industry. Current programs exist at Mitchell Technical Institute and Lake Area Technical Institute that have 90-100 percent placement, which proves the high demand. Phlebotomy students who continue their education and receive an A.A.S. degree in medical laboratory technology could increase their salary in the field by 28 percent. WDT will seek national accreditation for the program, which is a two-year process.

In response to Board questions, Buchholz stated that WDT has considered the need for health agencies to partner and provide clinical sites and has worked to address the need. Clinical sites in South Dakota will help keep workers in-state.

Motion by Sabers, second by Fouberg, to approve the WDT medical laboratory technician program expansion. Voice vote, all present voted in favor. Motion carried.

WDT New Program—Cybersecurity:

Sanderson and Buchholz asked the Board to approve a new cybersecurity program at WDT. The program would be an expansion within the computer science program and could begin in Fall 2016. The proposed program is the result of industry partner requests. It has the same first year curriculum as the systems administration program at WDT, with a focus on security in the second year. The level of placement in the field indicates a high need for graduates in this area in South Dakota. No other technical institutes have comparable programs, but Dakota State University has an associate's degree program. Additionally, students could earn two A.A.S. degrees in three years, due to the shared curriculum with systems administration in the first year.

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In response to Board questions, Buchholz stated that the cybersecurity program differs from current programs in that it contains a more detailed focus on security. The current programs touch on network security, while the proposed program focuses on the security of personal information. In order to qualify for the cybersecurity program, students will have to successfully complete the first-year shared curriculum with the systems administration program.

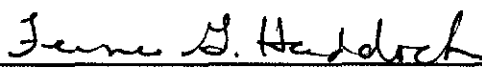
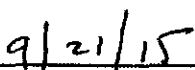
Motion by Shepard, second by Simmons, to approve the new WDT cybersecurity program. Voice vote, all present voted in favor. Motion carried.

Secretary's Report:

Dr. Melody Schopp presented an update on the progress of the Native American Student Achievement Task Force, the Blue Ribbon Task Force, and the School District Boundary Task Force. The Department's annual report was also released. The ESEA waiver was approved for another year. South Dakota's waiver was put on high-risk status, which is linked to concerns about South Dakota's teacher/principal evaluation status. South Dakota has taken the stance that its evaluation system is the best option for South Dakota, and the DOE will focus on attempting to convince the U.S. DOE, rather than changing the state system. Congress is currently considering reauthorization, which will affect whether a waiver will be needed in the future.

Adjournment:

The meeting was adjourned at approximately 11:51 a.m. MT.

	
_____ Ferne G. Haddock	_____ Date