

SOUTH DAKOTA BOARD OF EDUCATION MINUTES

Date:	Monday, November 16, 2015 – 9:00 a.m. Central Time
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Location: Southeast Technical Institute, Mickelson Center, Room 101
2320 N Career Avenue, Sioux Falls, South Dakota

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

DOE Staff

in attendance: Melody Schopp, Mary Stadick Smith, Abby Javurek-Humig, Tiffany Sanderson, Laura Scheibe, Erin Larsen, Keley Smith-Keller, Bobbi Rank, Ferne Haddock, and Holly Farris.

Others in

attendance: Rob Honomichl (Dakota State University), Bert Falak (Northeast Technical High School), Jim Kayl (Sioux Falls Career and Technical Education Academy), Jeff Daniels (West Central Public Schools), Senator Deb Peters, Mary Scheel-Buysse, and Patrick Anderson (media).

Present via
phone: Amy Miller (Webster Public School).

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

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

Adoption of Agenda:

Motion by Duncan, second by Mathiesen, to adopt the November 16, 2015, proposed agenda. Voice vote, all present voted in favor. Motion carried.

Approval of Minutes:

Motion by Fouberg, second by Sabers, to approve the September 21, 2015, minutes. Voice vote, all present voted in favor. Motion carried.

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Public Hearing—Standards: Career and Technical Education:

The Board convened a public hearing at approximately 9:04 a.m. CT. on the following proposed standards: Career and Technical Education.

Erin Larsen, SD DOE division of career and technical education (CTE), testified in favor of all the proposed CTE standards. Larsen outlined the organization of the CTE standards and the standards' breakdown into career clusters, pathways, and courses. The standards in each career cluster were revised through a process in which the DOE partnered with the National Center for College and Career Transitions to conduct an analysis of the South Dakota labor market to determine high-need fields. Industry organizations and employers were also consulted to develop the standards. A workgroup of parents, educators, post-secondary faculty, and school counselors was convened for three 8-hour sessions. The workgroup reviewed the labor market analysis, examined current programs and available courses, removed outdated content, and reviewed information on individual courses. The workgroups' drafts were sent to industry stakeholders for feedback. Larsen also discussed an estimated timeline of implementation if the proposed standards are adopted.

In response to Board questions, Larsen stated that the standards clusters with the most significant changes were Information Technology and STEM standards. The greatest change was implementing work-readiness skills across all the clusters. Larsen also stated that the workgroup did not develop a comparison document showing changes between the current and proposed standards, but will work on creating that. Larsen also pointed out that SD DOE reached out for parent and lay person involvement with the workgroup. There was one parent on the foundational course committee who provided feedback. No other parents reached out to participate.

Architecture and Construction Standards

Larsen testified that the revisions to the proposed architecture and construction standards focused on emerging trends in software, subcontractor specializations, and computer numerical controlled cabinet making. Introductory courses were developed to progress students from general to specific courses within the pathways. A key change involved implementing employer feedback to embed repeated work readiness skills into the standards in order to provide more opportunity for students to practice the needed skills.

Architecture and Construction Exhibit 1 was received into the record. The comment expressed concern at the vagueness of the cabinetry skills standards and suggested changes to provide specificity. The comment will be referred to the workgroup for a response.

There was no opponent testimony.

7-12 Education and Training Standards

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Larsen testified that this cluster of proposed standards relates to planning, managing, and providing education training services related to areas such as family and consumer sciences. Workgroup discussions focused on types of industry credentials related to education services outside of traditional teaching licenses. The workgroup also discussed education trainer involvement outside of public education, such as non-profits, and the impact of technology on training.

The cluster includes foundation courses, courses on adolescent development, and courses to embed skills found outside the teaching realm.

No public comments were submitted.

There was no opponent testimony.

Foundational Career and Technical Education Standards

Larsen testified that the courses in this area apply across all career clusters to help students develop leadership and employability skills. The workgroup heavily utilized surveys of employers to develop the standards and recommended a second group consisting of teachers to develop specificity in the courses. The second workgroup met in September and ultimately developed five courses: career exploration, employability, foundations of technology, leadership and service, and entrepreneurship. Changes in this cluster included modifications to course titles and embedment of work-readiness and leadership skills.

Foundational CTE Exhibit 1 was received into the record. The comment, from Brad Nupen, expressed concern that the foundations of technology standards (formerly computer applications standards) removed database requirements, because database management and data entry are currently in demand and relevant parts of the technology industry. Nupen recommended decreasing the standards dealing with browsers and search skills and including the database requirements again. The comment will be referred to the workgroup for response.

There was no opponent testimony.

7-12 Information Technology Standards

Larsen testified that the workgroup discussed developing student skills to allow for work on multiple platforms because this is a high-need area in South Dakota. The program of study developed by the workgroup eliminated courses that focused on predominately business-related content, such as desktop or web publishing. The workgroup recommended foundation courses and developed two cluster courses: introduction of information technology and computer hardware and software. Specific pathway courses on web development, computer programming, and network technology were also proposed. Key changes in the proposed

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standards included changes in the course sequences and developing methods for districts to expand some courses into two-semester courses to allow for more in-depth study.

7-12 Information Technology Exhibits 1-3 were received into the record. Comment 1 raised two questions about the standards. First, in regard to whether the option to count certain academic courses towards a student's concentrator status will still be available under the proposed standards. Larsen stated that this relates to school districts' approved programs within the Perkins framework and would continue in the future. Second, in regard to what dual-credit classes may be used in the pathways, Larsen stated that those classes would be identified by the workgroup if the proposed standards are adopted in order to match the listed classes as closely as possible to adopted standards.

Comment 2 stated that Introduction to Information Technology Indicator #IT9, Careers in Information Technology, is an area that changes often so is an important area to cover. The comment expressed appreciation for Indicator #IT9.4 and its emphasis on soft skills.

Comment 3 stated that industry has difficulty in filling the open technology positions and that he hopes the changes in course structures will encourage more schools to offer IT programs.

Rob Honomichl, Dakota State University faculty member and workgroup member, testified in favor of the proposed standards. Honomichl participated in the last revision workgroup eight years ago and stated that the current workgroup heavily revised the standards because they had a lot of old information that needed to be changed. Honomichl believes the proposed standards offer much more flexibility to help teachers.

In response to Board questions, Honomichl stated that the major changes in the proposed standards stripped out old information that people no longer utilize and focused on hardware, networking, and programming in alignment with industry needs.

There was no opponent testimony.

7-12 Law, Public Safety, Security, and Corrections Standards

Larsen testified that these standards are new and not based on current standards. The workgroup developed two introductory courses, Law and Public Safety I and II, and identified key topics to include in the courses. The workgroup focused on developing soft skills and knowledge of local, state, and federal government structures. The workgroup also encouraged inclusion of dual credit courses in the pathways and identified three specializations within the cluster: corrections and law enforcement, emergency medical services, and fire management.

No public comments were submitted.

There was no opponent testimony.

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Science, Technology, Engineering, and Mathematics (STEM) Standards

Larsen testified that the workgroup examined interdisciplinary areas in formulating the standards, particularly manufacturing and computer science, and implementing flexibility in the standards to allow courses to stay up-to-date with the fast pace of industry changes. The workgroup developed five pathways: aviation, computer science, robotics, energy, and engineering. Project Lead-the-Way courses were also identified for inclusion that will complement the courses already in place. Other changes including updating old language and creating a new course related to biotechnical engineering.

No public comments were submitted.

There was no opponent testimony.

The standards hearing closed at approximately 9:37 a.m. CT.

Mitchell Technical Institute (MTI) Program Expansion—GPS/GIS Mapping Technician Diploma:

Tiffany Sanderson, SD DOE Division of Career and Technical Education, and Vicki Wiese, MTI vice-president, testified in favor of the proposed program expansion. Sanderson stated that the applicable procedures for submitting the program were met and that all technical institute presidents and the Governor's Office of Economic Development support the program proposal.

Changes to the current MTI program are proposed due to the rapid evolution of geospatial data and technology. The proposed changes would keep the Precision Technology Specialist program in place and offer two new options: a Precision Agriculture Technician AAS and a GPS/GIS Mapping Technician diploma, consisting of 34 credits. The proposed change would be effective for the Fall 2016 semester.

The proposed GPS/GIS Mapping Technician diploma program fills needs in several industries. The cost to implement the diploma program is minimal, and current instructors in the Precision Ag program would be able to teach the required coursework. No other technical institutes in South Dakota currently offer a similar program.

Wiese stated that the proposed program changes have great support from a variety of industries, and there is a large market for these labor skills.

In response to Board questions, Wiese stated that offering these classes will provide more specific instruction and lead to growth in the area.

Motion by Sabers, second by Shephard, to approve the program as proposed. Voice vote, all present voted in favor. Motion carried.

Mitchell Technical Institute (MIT) New Program—Licensed Practical Nursing:

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Sanderson and Weise testified in favor of the proposed program expansion. Sanderson stated that the applicable procedures for submitting the program were met and that all technical institute presidents and the Governor's Office of Economic Development support the program proposal.

The proposed program would offer a Licensed Practical Nursing diploma program, starting in Fall 2016, to meet critical needs areas. The proposed program is a three-semester, 47.5-credit program which incorporates classroom and clinical experiences and would begin with a cohort of 24 students with plans to increase the number of students over time. Three South Dakota technical institutes offer practical nursing programs, but job placement and salary statistics support the need for additional capacity in the nursing field.

Wiese stated that MTI sees a real need for this program, and industry partners have also been enthusiastic. Clinical sites are not an anticipated problem for the program at this time.

In response to Board questions, Wiese stated that MTI has started the process of receiving approval from the state Board of Nursing. Wiese stated that MTI will encourage CNA certification prior to starting the program, but it will not be a requirement at this time. Wiese also stated that the goal for starting the program is Fall 2016, depending on approval from the South Dakota Board of Nursing.

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

President Kirkegaard declared a recess at approximately 9:56 a.m. CT.

President Kirkegaard declared the meeting back in session at approximately 10:04 a.m. CT.

Public Hearing-Rules:

Article 24:15 and section 24:53:07:12 (secondary CTE certification)

Four written public comments were received into the record of the hearing.

Erin Larsen, SD DOE division of career and technical education (CTE), testified in favor of the proposed rules. The proposed rule changes stem from increased CTE course offerings from schools, coupled with difficulty finding qualified teachers for the CTE courses.

School administrators have raised concerns about the CTE certification rules, particularly the disparity between endorsement requirements, access to certification endorsements, lack of clarity around accepted coursework within career clusters, and accepted national certifications.

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A workgroup consisting of teachers, administrators, and university faculty convened in April 2015 to address the concerns. The South Dakota Board of Regents was also contacted. The work of the Commission on Teaching and Learning on certification was also considered.

The proposed rules provide four options for teachers to obtain CTE certification: (1) Certification via a traditional CTE degree program, with the ability to teach any class in the teacher's designated career cluster; (2) Individuals with an education degree and CTE coursework obtaining certification in a related career cluster or pathway through specific coursework, work experience or passing designated exam; (3) Alternative CTE certification for individuals with a degree/diploma in a related content area, requiring additional coursework and mentorship and career cluster specific coursework or passing designated exam; and (4) CTE specialist certification for applicants with significant work experience, coursework, or certification in a career pathway. The proposed rules also transfer and organize all the specific CTE secondary certification and endorsement rules into their own chapters. The rules also allow for a transition period for completion of any new requirements until July of 2018.

Larsen addressed the written public comments. Comments 1-3 were in support of the proposed rules and were submitted by educators. Comment 1 stated that the proposed rules would allow the students to learn in a different setting and add flexibility to improve CTE program credibility and community involvement. Comment 2, submitted by a teacher, stated that the rules would allow her to qualify for certification in multiple areas which she already has knowledge of while also maintaining her teaching schedule. Comment 3 pointed out that finding CTE educators is becoming increasingly difficult in South Dakota, and the proposed rules would allow for alternatives to the certification process without watering down the rigor or certification itself.

In Comment 4, several educators raised concerns about the structure and content of the requirements for degree or diploma programs in the CTE degree program, the other education degree program, non-education degree or postsecondary diploma program, and non-education degree or postsecondary diploma or industry experience options. Larsen addressed each of the concerns. First, in regard to the question about the industrial technology program, persons with existing endorsements will be able to teach architecture and construction, manufacturing, and transportation, and the degree program is being explored. Second, in regard to the questions about the other education degree program, the rules are properly stated in regard to the options, and communication with the field will be clear. Third, in regard to questions about specific coursework, that coursework is being identified by an advisory committees made up of industry representatives and CTE teachers and will be communicated to applicants, with applicants being given sufficient time to complete it. Fourth, in regard to concerns about the cost of coursework, many applicants will already have credits which qualify which would reduce their cost. In addition, many of the certification options provide a certification exam route where applicants could forego some of the coursework. Fifth, in regard to concerns about the work experience route being available for the pathway rather than career cluster endorsement, this was to accommodate the needs of a broad range of schools who wanted an option with less requirements (career pathway) rather than to limit value of teachers. Sixth, regarding

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questions about mentorship, this will be a face to face meeting before the beginning of school to kick off the mentorship course along with access to various modules and face to face interaction during the school year. Seventh, regarding the questions about welding and manufacturing courses, there is a welding and precision machining endorsement which will allow both courses to be taught. Finally, the Department will be in ongoing communication and transcript review with existing CTE teachers and applicants regarding what requirements will be necessary going forward.

In response to Board questions, Larsen stated that there are many different ways to obtain additional endorsements based on the applicant's current education or work experience. The biggest change in the proposed rules is the support system, such as mentorship, provided to individuals working to obtain CTE certification. Also in response to Board questions, Larsen and Tiffany Sanderson, SD DOE CTE director, stated that CTE specialist certification would not require human services or Indian studies because the specialist permit is more limited in scope than full certification.

Secretary Schopp noted that the proposed rules allow multiple pathways to achieve CTE certification and is in response to needs in the CTE field.

Amy Miller, assistant principal in Webster, testified in favor of the proposed rules. Miller described the difficulties her school has had in finding qualified CTE teachers. Miller appreciated the mentoring supports the proposed rules put in place and noted that the increased flexibility of the proposed rules will allow schools to make local hiring decisions to keep the teaching pipeline full.

Bert Falak, principal/superintendent at Northeast Technical High School in Watertown, testified in favor of the proposed rules. Falak noted that the proposed rules offer clarity and consistency, as well as the needed flexibility, for schools to hire quality teachers in this area and would make it easier to find qualified teachers. Falak also provided examples of teachers from his school and the different requirements the various teachers had to fulfill before obtaining certification.

Jim Kayl, principal at the Sioux Falls Career and Technical Academy, testified in favor of the proposed rules. Kayl testified that the proposed rules provide more options and flexibility for schools to find qualified CTE teachers. Kayl discussed frustrations teachers have felt over a lack of information as to which classes they had to take and when, and noted that the proposed rules will address those frustrations. Kayl stated that he is encouraged by the mentoring requirements to support teachers coming from industry backgrounds and encouraged the use of CTE-endorsed mentors. Kayl also asked that the State consider some sort of tuition reimbursement or support for teachers coming into the teaching field from industry to counter the expense of credits or wage disparity.

There was no opponent testimony.

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

Article 24:43 (end of course exams)

Twenty-three written public comments were received into the record of the hearing.

Abby Javurek-Humig, SD DOE director of assessment and accountability, testified in favor of the proposed rules. The proposed rules were brought forward as a result of concerns of parents and teachers about the current rules on obtaining high school credit. Generally, a student must be in ninth grade and enrolled in certain classes to obtain high school credit. However, there is an exception for eighth-grade students who want to take high school courses (most commonly Algebra I, Spanish, and history classes).

Schools can apply for a waiver to award high school credit in this scenario if: (1) The waiver is in the best interest of the student and approved by the local school board; (2) The course is being taught by a qualified teacher; (3) The course teaches the same material and aligns to the same standards as the high school level; and (4) The student passes an end-of-course exam designated by SD DOE

The proposed rules would remove requirement (4) – the SD DOE end-of-course exam. The other three requirements would still need to be met in order to award high school credit to pre-high school students. This would return local control to the schools and the teachers. Schools would have flexibility to create their own exams or utilize exams provided by SD DOE if teachers believe it necessary.

All written public comments were addressed. Eighteen teachers from both middle school and high school commented, one of which commented as both a teacher and parent. Four principals, two of which were also teachers, also commented. One member of the public commented but did not provide an affiliation. One comment (Exhibits 17 and 18) was inadvertently copied twice, and the correct comment was read into the record. In addition, another comment received on the morning of the hearing was read into the record.

All comments except comment 13 were in favor of removing the end of course requirements. These comments raised the following issues: (1) The teacher should be trusted to make decisions about the students; (2) The end-of-course exam does not increase the rigor of the course which is already aligned to the required standards; (3) The current structure discourages school districts from innovation in pacing students and supporting students throughout high school; (4) The inequity of requiring pre-high school students to take an exam that others in the same class do not have to take; (5) Instructional time lost due to the administration of the end-of-course exam; (6) The additional stress placed on students; (7) Difficulties the end-of-course exam creates in offering the courses; and (8) Whether the rigor of the exams is really necessary for accountability.

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Comment 13, from a principal, opposed the proposed rule changes because of concerns that removing the end of course exam would remove consistency for eighth graders who want to earn high school credit because it tests all students against the same criteria. The Algebra, Spanish, and History teachers at her school did not support eliminating the end-of-course exam. In response, Javurek-Humig pointed out that SD DOE would still offer the state-developed end-of-course exams on the assessment portal to schools that want to utilize them.

Jeff Danielsen, superintendent of West Central School District, testified in support of the proposed rules based on his experiences with multiple schools.

There was no opponent testimony.

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

Article 24:55 (public school accountability system)

There were no written public comments.

Laura Scheibe, SD DOE division of assessment and accountability, testified in support of the proposed rules. The proposed rules result from changes to the ESEA waiver over the past two years. The proposed changes will only affect the accountability calculations for the 2015-2016 school year.

The proposed rules cover three main changes. First, the student achievement indicator was changed to look at two years rather than one year of student achievement scores. Second, the academic growth indicator was added at both the elementary and middle school levels. Third, accepted assessments for the college and career readiness indicator are added. Previously, only the ACT was accepted, but now the Accuplacer and National Career Readiness Certificate (NCRC) will also be an option. References and page numbers were also updated to reflect the most recent ESEA waiver provisions.

There was no opponent testimony.

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

Section 24:43:11:17 (summer credits)

Six written public comments were received into the record of the hearing.

Proponent Testimony:

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Tiffany Sanderson, SD DOE director of career and technical education, testified in support of the proposed rule. The rule requires the acceptance of credit earned from a SD DOE accredited school during the summer term. The home district maintains local control in deciding whether the course meets a graduation requirement but must provide written documentation of its decision. The proposed rule is intended to complement existing rules on graduation requirements and course offerings and encourage the need to think outside the traditionally defined school calendar when offering coursework to best fit student preparations. These preparations could be to either catch up on coursework or work ahead to maximize enrollment in dual credit opportunities or advanced elective courses.

All public comments were addressed. Comments 1, 3, and 5 raised concerns over the meaning of accreditation, which was addressed in the article definition of “school accreditation” to mean accreditation by SD DOE only. A potential amendment was discussed to make this even clearer.

Comments 2, 4, and 5 raised concerns about a loss of local control in transcribing credit. Sanderson pointed out that the proposed rule allows for local control in how credits are transcribed but simply requires a district to document the decision and school policy at issue.

Comment 6 raised concerns about how transfer credits would affect class rank, AP offerings, and access to similar courses by low-income students. Sanderson pointed out that the rule does not impose any requirements for students to take summer courses or require districts to pay costs for students to take summer courses.

Deb Peters, State Senator and parent, testified in support of the proposed rule. Peters’ child was adversely affected by a school district refusing to transcript summer credits. It was her feeling that the school policy on the issue was not properly communicated, adopted, or evenly applied, and the proposed rule was necessary to encourage students to academically challenge themselves. She also discussed the disparity between accepting credits from students who open enrolled into another district versus taking summer classes. In addition, she pointed out that she had discussed funding options with numerous individuals regarding opportunities for low-income students who want to take summer courses. In regard to class rank, she questioned whether colleges even consider class rank a significant factor anymore.

Jim Kayl, principal of the Sioux Falls summer school program, testified in support of the proposed rule. Kayl stated that students generally take summer school for a variety of reasons, including catching up and working ahead and that students should be encouraged to work ahead. In response to Board questions, Kayl addressed costs of classes, including a sliding scale for low-income students.

Opponent Testimony:

Jeff Danielsen, superintendent at West Central School District, testified in opposition to the proposed rule. It was his belief that the rule takes away local control, and with it oversight and academic rigor, and widens a financial gap between students. He also responded to previous

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testimony regarding the district policy and handbook on summer credits and explained why he believed procedures were proper. He also raised concerns that class rank could be affected by summer credits by students who shop for teachers in order to achieve a higher grade. His district offered a summer credit recovery course for students who took the course in eighth grade in response to lower pass rates last year.

In discussion, Board members questioned whether more time was necessary to explore the issue and whether the rule went far enough in regard to acceptance of credit. In response to Board questions, attorney Bobbi Rank provided information on the deadlines for passage of rules in 2015 and what the timeline would be if the Board asked for a new rule or rules to be presented to it in the spring of 2016.

Motion by Shephard, second by Duncan, to approve the rule as proposed. Voice vote, all present voted in opposition. Motion failed. Proposed section 24:43:11:17 will be removed from the rules packet.

The rules hearing closed at approximately 12:51 p.m. CT.

South Dakota Technical Institutes Fall 2015 Retention Report:

Keley Smith-Keller, SD DOE division of CTE, presented the Fall 2015 Technical Institute Retention Report. Smith-Keller stated that the overall retention rate is 77 percent, and first-time, full-time student retention was between 68 and 70 percent.

In response to questions, Smith-Keller stated that the 10-day institution numbers refer to students who shift between programs but stay at the institution and that SD DOE is careful about comparing South Dakota's retention data to averages from other institutions and other states because different formulas may be utilized.

South Dakota MyLife (SDMyLife) Updates:

Megan Tatum, SD DOE, presented an update on usage of the SDMyLife website. Goals for the 2015-2016 school year focus on increasing usage of SDMyLife, increasing business participation, and rebranding portions of the website. A single sign-on process was completed last year, which allowed students to log on to SDMyLife using a K12 email address and password, which increased log-ins. DOE has also adjusted the placement of Method Test Prep on the website to increase its visibility to students and teachers. Companies and career coaches are also increasing in presence on the website.

In response to Board questions, Tatum stated that some districts are not utilizing the website and that those districts are typically the districts without internet access.

Secretary's Report:

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Dr. Melody Schopp reported on the US Department of Education's visit to South Dakota concerning South Dakota's ESEA waiver. South Dakota has taken the position that it will maintain its evaluation system, which has returned positive results. Discussions about the re-authorization of the ESEA could also impact the on-going conversations about South Dakota's waiver. Schopp also discussed the Blue Ribbon task force and recommendations and the Native American Student Achievement Advisory Council and recommendations.

2016 Meeting Schedule

The following meeting dates and locations for 2016 were scheduled:

1. January 7 (Pierre)
2. March 14 (Rapid City)
3. May 16 (Aberdeen)
4. July 18 (Mitchell)
5. September 19 (Pierre)
6. November 18 (Sioux Falls)

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

Election of Officers:

Motion by Fouberg, second by Duncan, to nominate Kirkegaard for Board President. Voice vote, all present voted in favor (Kirkegaard abstained). Motion carried.

Motion by Duncan, second by Mathiesen, to nominate Sabers for Board Vice-President. Voice vote, all present voted in favor (Sabers abstained). Motion carried.

Executive Session:

Motion by Hoyt, second by Simmons, to go into executive session pursuant to SDCL 1-25-2(3) to discuss legal issues with Board counsel.

The board went into executive session at approximately 1:44 p.m. CT.

President Kirkegaard brought the board out of executive session at approximately 2:20 p.m. CT.

Adjournment:

Motion by Duncan, second by Fouberg, to adjourn the meeting. Voice vote, all present voted in favor. Motion carried.

The meeting was adjourned at approximately 2:21 p.m. CT.

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Ferne G. Haddock 1/7/16
Ferne G. Haddock Date