

**BOE Minutes**  
**January 5, 2010**  
**Kneip Conference Room #3**  
**700 Governors Drive**  
**Pierre, SD**

Meeting was called to order at 9:06 a.m. with the pledge of allegiance.

**Board Members Present** - Richard Gowen, Kelly Duncan, Don Kirkegaard, Terry Sabers, Patricia Simmons, Marilyn Hoyt, and Glenna Fouberg. Phyllis Heineman was listening to the meeting via phone. **Board Member Absent** – Stacy Phelps

**DOE Personnel Present** - Tom Oster, Mark Wilson, Sarah Carter, Tiffany Sanderson, Mary Stadick Smith, Gloria Smith Rockhold, Shelby Frame, Steve Fiechtner, Wade Pogany, Gay Pickner, Laura Snow, Kari Senger, Melody Schopp,

### **1.0 Adoption of January 5, 2010 Agenda**

Changes proposed to move Item 16 and 19 to lunch hour.

**Motion:** Motion by Patricia Simmons and seconded by Marilyn Hoyt to adopt the agenda with proposed changes

**Conclusion:** The motion carried.

### **2.0 Approval of November 20, 2010 meeting minutes via conference call**

**Motion:** Motion by Richard Gowen and seconded by Don Kirkegaard to approve the minutes as printed.

**Conclusion:** The motion carried.

### **3.0 Technical Institute Annual Report**

Mark Wilson, DOE, introduced President Deb Shephard from Lake Area Technical Institute to update the board on the annual report publication that was handed out. Over the past several years the four state technical institutes have been working very hard to become a “system” and wanted to show the benefits the technical institutes provide to the state. Board members commented on the manner the report was put together and shared that the legislators would be pleased with how it looks and the information inside.

### **4.0 Technical Institute Retention Report**

Mark Wilson, DOE, introduced Sarah Carter from the department. Sarah has worked with the four technical institutes to produce the 2005-2009 Retention Report by Career Clusters.

- \* All technical institutes see retention as core to all aspects of operations.
- \* Educational needs of students are changing; institutions are finding innovative ways to meet the basic needs of incoming students.
- \* Classrooms are becoming more diverse and a variety of teaching methods are used to enable instructors to meet the needs of students.
- \* There are a variety of reasons for losing students: academic difficulty which includes lack of preparedness for higher learning, motivation, financial issues, personal reasons, lack of commitment to reliable attendance or high achievement of learner outcomes.
- \* Retention levels at technical institutes can be affected by economic changes such as businesses need for labor force which can entice students to work before they finish their program.
- \* Overall, the technical institutes are meeting and exceeding retention standards.

## **5.0 Technical Institute Program Report**

Mark Wilson, DOE shared the following information for TI Continuing Program Reporting Required by 24:10:42:24.

Each continuing program is subject to an internal review annually to gauge its performance over the prior three years in the areas of enrollment, retention, and placement and all others deemed important by the institute. The Office of Curriculum, Career & Technical Education will conduct a risk analysis of all programs in the areas of enrollment, retention, and placement. The director encourages the review of all programs internally each year using the criteria outlined in the continuing program process. Standards and performance levels will be established by OCCTE and the technical institutes use to determine at risk programs. Summary data will be submitted annually by the technical institutes, and the Office of Curriculum, Career & Technical Education will conduct a risk analysis of all. At Risk - Year Three: The third consecutive year a program is assessed as high risk, the director of OCCTE will submit an updated continuing program report to the Secretary of Education and the Board of Education with recommendations for the program. The recommendation may be to continue the program or discontinue the program. The director's recommendation will include parameters for reviewing and continuing approval of the program if the Secretary of Education and Board of Education approves continuing the program.

Wilson handed out an update of programs at risk and the action taken along with a format for submitting an application for new or expansion of existing program. (See handout filed with secretary's office.)

## **6.0 Technical Institute Expanded Program Request for LATI & MTI**

Mark Wilson, DOE, introduced President Shephard, President VonWald and President Holcomb to introduce their requested program changes to the board.

### Expanded programs:

LATI: Business Associate

MTI: Commercial Construction

### Requesting name change only:

STI: Precision Machining Technology & Precision Machining Operations  
(Formerly Industrial Technology programs-letter)

The current Lake Area Tech Marketing/Management/Sales program has been offered since 1987. Enrollment has historically been strong and hundreds of graduates are employed in eastern South Dakota in a wide variety of business environments. In order to better serve the state and also to allow for more specialized courses, LATI is proposing restructuring the program into six options.

In addition, the program title is misunderstood and outdated. We are requesting the program be renamed Business Associate. The 'Associate' title is used frequently in connection with business positions. Examples include: Sales Associate, Retail Associate, Marketing Associate, Human Resource Associate, Photography Associate, and Studio Associate.

The program will include a required core curriculum which will contain foundational business courses, such as Introduction to Business, E-Business, Advertising, Principles of Marketing, and the required general education courses. The program will incorporate the latest technology to enhance business principles and also have a strong entrepreneurial emphasis.

Mitchell Technical Institute proposes to expand its popular Architectural Design and Building Construction program to give students the option to pursue careers in either residential construction or commercial construction. Construction companies in the area have repeatedly approached MTI and requested that the institute provide a degree in commercial construction to support the industry's workforce needs. Graduates of the ADBC - Commercial track would be prepared to work for the companies whose crews build the shopping centers, business offices,

schools, and hospitals that are essential to the well being of our South Dakota towns and cities. Mitchell Technical Institute has received strong support for this expansion into commercial construction and is excited to increase the opportunities for students in our building and trades programs.

**Motion:** Motion by Glenna Fouberg and seconded by Patricia Simmons to approve the proposed LATI Business Associate program expansion request.

**Conclusion:** The motion carried.

**Motion:** Motion by Terry Sabers and seconded by Patricia Simmons to approve the proposed MTI Architectural Design & Building Construction – Commercial Option program expansion request.

**Conclusion:** The motion carried.

No board approval necessary on the STI name change - Precision Machining Technology & Precision Machining Operations which was formerly Industrial Technology program. This was for the board's information only.

### **7.0 Technical Institute First Reading Distribution Formula**

First Reading 24:10:42:28 – Formula for funding. Mark Wilson, DOE, shared that the Technical Institutes have created a “system” for the distribution formula. The formula will be based on several criteria for determining a weighted value of three levels of programs. The current distribution is based on total FTE at each Technical Institutes. A per student allocation was determined. (Please see handouts filed in the Secretary's office for more detail.)

**Motion:** Motion by Terry Sabers and seconded by Patricia Simmons to move the proposed draft distribution formula to the March 2010 board meeting for a public hearing.

**Conclusion:** The motion carried.

### **8.0 Scrubs Camp Update**

Mark Wilson, DOE, introduced Shelby Frame, DOE, to share how the Scrub camps of 2009 went and what to expect in 2010. Scrub camps are free, one-day, hands-on health career camps for high school students and are hosted by the SD Departments of Education and Health. South Dakota students will have the opportunity to experience a wide variety of health careers through hands-on activities and discussions. Since 2007, the number of Scrubs Camps offered across the state has doubled from five to 10. The number of participants has increased by 75 percent, and those students represent a growing number of school districts. Health Science is one of 16 Career Clusters, or broad career fields, recognized by the South Dakota Department of Education. The Health Science Cluster features five pathways, or areas of concentration, within the Cluster: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Biotechnology Research and Development.

### **9.0 Career and Technical Student Organization (CTSO's) Update**

Mark Wilson, DOE, introduced Tiffany Sanderson, DOE. Sanderson shared an update with board regarding the CTSO's. Career and Technical Student Organizations are a vital component of Career and Technical Education (CTE) programs in South Dakota's middle schools, high schools and postsecondary institutes. These student organizations are comprised of students focused on exploring careers, career opportunities and receiving instruction for career and postsecondary readiness. Our goal is to update the Board on these organizations and state level activities, especially the increased focus on community service and CTSO students taking the leadership role in their schools' service efforts. In their local communities last year, SD CTSO students contributed \$325,822.25 using minimum wage as a means to show value for students' work. That breaks down

to: 44,941 hours contributed by 7,845 students in 76 communities. Each reporting chapter had an average impact of \$4,403.00 on their school and / or community. On average, each student gave 5.73 hours of time throughout the year. For every time a student took part in a service project he or she essentially contributed \$41.53 to the local area.

### **10.0 Experimental Program to Stimulate Competitive Research (EPSCoR)**

Tom Oster and Mark Wilson, DOE, updated the Board of Education about EPSCoR grant. The DOE/Office of Curriculum, Career & Technical Education will receive \$ 200,000 per year for the next 5 years as part of the Grow Dakota program of the Workforce 2025 initiative. OCCTE will utilize an RFP process for secondary schools to apply for the grant funds. These grant funds will mainly focus in the Career Cluster of STEM- Science, Technology, Engineering and Mathematics. Other optional career clusters may include: IT- Information Technology, Health Science and Agriculture Food and Natural Resources. Funds are to be used to enhance, expand, and implement new programs and opportunities through rigorous curriculum. These programs will emphasize rigorous curriculum and building partnerships with postsecondary and business/industry. Partnerships may include opportunities for dual credit, AP, career camps and youth internships/pre-apprenticeships. These are all key practices of High School 2025.

### **11.0 2<sup>nd</sup> Edition of the MyLife Publication update**

Mark Wilson, DOE, introduced Steve Rounds, Gloria Smith Rockhold and Mary Stadick Smith from the department to update the board on the MyLife publication. The first edition of the MyLife publication came out two years ago. The purpose of the publication was to bring relevance to education through the utilization of the 16 career clusters. Steve Rounds received a list of businesses from SD Dept. of Tourism and set up interviews. Gloria Smith Rockhold called those business people and visited with them regarding the magazine. Mary Stadick Smith, Laura Haatvedt, and Kodi Odean-Carlin DOE/Communication team put the information together for the second edition in full print at the start of the legislative session. Mary Stadick Smith, Director of Communications at the department shared that the next step is the website which is out there right now [www.sdmylife.com](http://www.sdmylife.com) in skeletal form. The plan is to “beef up” the portal and bring the publication to life. The department will work with SD Public Broadcasting to interview people around the state that know what the job market is and what they need. They will produce a range of short video interviews to put on the website. President Duncan encouraged the group to interview people that the students can relate to.

### **12.0 End of Course Exams**

Wade Pogany, DOE, introduced Laura Snow, Jan Martin and Gay Pickner, DOE to explain the recommendations to the board for the End of Course District created exams.

- A. All school personnel responsible for the development of district level EOC tests must receive training before being approved to submit a district level test.
- B. All district level tests must be submitted to DOE for review and approval by Feb. 1, before a test is to be administered. DOE will process submitted tests within 30 working days.
- C. All district level tests must follow the DOE blueprint and testing approval process.
- D. All district level tests submitted for approval will be reviewed by DOE and one external reviewer as designated by DOE.
- E. All district level tests must refresh a minimum of 30% of their questions every two years and be resubmitted to DOE for approval, or when state content standards change.
- F. All district level tests must have two forms for each test administration (completely different questions). Students taking a second chance test may not use the same form as their previous exam.
- G. No district level test may use Achievement Series questions. District testing submissions must document the sources of the questions.
- H. All district level tests must be secured and districts must sign and follow all security agreement procedures.
- I. Any district granted a waiver to use EOC tests for credit before grade nine, must submit all EOC testing data requested of DOE.

Other potential rule considerations:

- a. specific procedures for submitting district level tests for review
- b. specific procedures within the review and approval process
- c. procedures to follow when taking the tests
- d. procedures for reporting testing information to the State of South Dakota

Kirkegaard shared that the recommendations are very prescriptive and if the department is concerned about the tests and not have the level of security with the tests then just do not do it. Just tell everyone that they have to use the state test. The department is not advocating eliminating the district test. Oster said that Sioux Falls has a very good test and a very good system of administering it. Perhaps the department should partner with Sioux Falls on their test. Pogany asked for guidance from the board: Do you want the department to drop the recommendations and rule procedure and work with the Sioux Falls district regarding the End of Course Exam. Secretary Oster proposed that we invite all 14 districts using their own End of Course Exams to the table and let all share their ideas. We have to have a test that we are sure is legitimate. We should partner with Sioux Falls because they have already have a good test and the ability to administer. Pogany said the department will proceed with the meeting of the fourteen districts including Sioux Falls.

### **13.0 Board of Regents Update**

Sam Gingerich, BOR, shared the Teacher Education Accountability Report for 2009. He stated that in 2006-2007 there was a system wide review of teacher education programs that highlighted some issues that the Regental institutions in the teacher education programs should address to better meet the needs of school districts in the state. One of the key points was technology upgrades. A second issue the Council elected to address was the need to increase the number of teacher candidates and graduates in high need areas. Finally, one of the major areas of concern noted in the system wide review is the fact that South Dakota school districts continue to experience difficulty attracting a pool of candidates in high demand areas (some rural isolated districts are unable to attract qualified applicants for any teaching positions). One common approach to address these challenges has been to offer online opportunities for rural bound students.

### **14.0 Model Tobacco Free Schools Policy**

Kari Senger, DOE, shared the background of this policy with the board. The Coordinated School Health strategic plan was presented to the Board of Education in January 2009. At that time, we asked the BOE if they would support one of the strategic plan objectives which was to develop a "model" tobacco free schools policy for BOE approval. This is a similar approach as the model wellness policy approved by the BOE, which addresses physical activity and nutrition. The primary purpose is to provide schools guidance in local policy development. Board of Education approval provides more emphasis on the importance of this policy.

Having a model tobacco free schools policy approved by the BOE, is the first step in a series of strategies for improving local school district policy. By implementing a comprehensive tobacco free policy, schools provide not only a safe smoke free environment, but also provide the role modeling necessary to deter students from tobacco use. Data from the Tobacco Free Kids Network (TFKN) shows if a school-aged child sees an adult smoking at school, they are 50% more likely to try smoking themselves. 80 % of all life-long smokers indicate that they started smoking and were addicted to cigarettes by the time they reached high school.

The 2008 School Health Profiles indicates that 97% of the secondary schools (junior high/middle/high school) in South Dakota have adopted a policy prohibiting tobacco use. Only 35% of the secondary schools have a policy that prohibits tobacco use by students, staff, and visitors in school building, at school functions, in school vehicles, on school grounds, and at off-site school events. This is the

policy criteria that CDC recommends and that Coordinated School Health will be working with schools to implement.

When CSH contacted the Associated School Boards of South Dakota (ASBSD) requesting their involvement, ASBSD was already in the process of developing a tobacco free policy for schools. Therefore, ASBSD agreed to partner with Coordinated School Health, accepting suggestions on policy language from CSH and Department of Health (DOH) Tobacco Control Program. This allowed us to develop one policy document, as compared to having different policy guidance from different agencies. Once approved, Coordinated School Health, in partnership with the DOH Tobacco Control Program, will use the document to provide training and technical assistance to schools. See the proposed policy below.

## **TOBACCO-FREE SCHOOLS**

The \_\_\_\_\_ School District recognizes its duty to promote the health and safety of students, staff and citizens on district property and during school-sponsored activities. In accordance with this responsibility, it is the intent of the School Board to establish a tobacco-free school environment that demonstrates a commitment to helping students resist tobacco use and that emphasizes the importance of adult role modeling.

The use, possession, or promotion of tobacco on school property or during school-sponsored activities is prohibited. This policy shall be in effect at all times and shall apply to all students, employees and visitors.

For the purposes of this policy:

1. "Tobacco" means any substance or item, in any form, containing tobacco;
2. "School property" means all district-owned, rented or leased buildings, grounds and vehicles;
3. "School-sponsored activity" means any planned, organized, endorsed, or supervised activity involving district students or staff that occurs either before, during or after regular school hours;
4. "Promotion" means the use or display of tobacco-related clothing, bags, lighters, or other material that is designed to encourage the acceptance or use of tobacco.

Students or district employees found in violation of this policy will be subject to appropriate consequences, which may involve a range of enforcement options including disciplinary action and educational alternatives to disciplinary action. Visitors in violation of this policy will result in appropriate sanctions as determined and imposed by the administration, which may include direction to leave school property.

The superintendent shall provide reasonable public notification of the district's policy, including, but not limited to, inclusion in student and staff handbooks. The superintendent may develop administrative regulations as necessary to implement this policy.

**Motion:** Motion by Marilyn Hoyt and seconded by Patricia Simmons to approve the newly developed Tobacco Free School Policy as "model" policy for schools to follow.

**Conclusion:** The motion carried.

### **15.0 Secretary Oster's Report**

- Oster asked the board to clarify a question regarding High School graduation requirements about Economics and Personal Finance with the board. Can Economics count both as a Social Studies and Personal Finance / Economics requirement? The board said yes

because you will receive one credit and meet 2 requirements. You still have to have 22 credits to graduate.

- Department of Education is moving to the 2<sup>nd</sup> floor of the State Library building in the spring
- Acknowledged the reappointment of Glenna Fouberg and Marilyn Hoyt to the Board of Education.

### **Paperless Teacher Certificates**

Melody Schopp shared that Teacher Certification for Teachers is now paperless. After people apply online they will receive an e-mail notification that their certificate will not be mailed out and a pdf file with the certificate will be attached for them to print if they choose. Schopp reminded the board if they wanted to check on certain teachers they can look them up on the Teacher 411 program on the DOE website. School districts require a hard copy on file. Schopp shared that there would be a bill introduced to the legislature this year to take away that requirement of hard copy files. If that bill does not pass they are still able to print a copy of their certificate. The minute the certification officers make the updates it is reflected online at the Teacher 411.

### **16.0 First Reading - Article 24:15**

Melody Schopp shared that the changes to 24:15 are mostly language clean up. There have been many changes to certification over the past five years and this Article is outdated and needed to reflect those changes.

#### **24:15 Technology Endorsement Rules**

There is currently one technology endorsement that a teacher is able to add to their certificate and limits the scope of what teachers are using and doing with technology today. With the one-to-one initiative and virtual courses, it has become evident we should be allowing teachers to be credited for the many roles they are playing in the area of technology. These rules will accomplish the following:

- 1) Title change for the current endorsement . **K-12 educational technology teacher endorsement program**
  - a. Teacher who teaches computer/technology classes. This teacher specializes in hardware and software.
- 2) **K-12 classroom technology endorsement – Classroom teacher who integrates technology**
  - a. Classroom teacher who integrates educational technology into the learning environment. **This endorsement should be embedded in teacher preparation programs and the goal of all current teachers.**
- 3) **K-12 distance educator endorsement**
  - a. Teacher who teaches content in a non face-to-face environment via various communication technologies.
- 4) **K-12 technology integrationist endorsement.**
  - a. Teacher who supports staff to integrate technology, researches and leads change, and drives new initiatives and practices.
- 5) **K-12 technology coordinator endorsement.**
  - a. Teacher who has the knowledge and skills to:
    - Integrate technology;
    - Manage hardware & software.
    - Lead, develop, write and implement technology plans
    - Troubleshoot technology issues.
    - Communicate with DOE/BIT

Schopp asked the board to move to public hearing at the March meeting in two parts: the language cleanup and the Technology endorsements section.

**Motion:** Motion by Don Kirkegaard and seconded by Richard Gowen to move changes to ARSD 24:15 to public hearing in March as two separate agenda items.

**Conclusion:** The motion carried.

President Duncan asked Schopp to update the board about revising the Indian Education studies requirements. Schopp met with a group that had representation from the universities and looked at the four strands that determine what the course make up needs to be. The group felt there is a need to keep the 3 hour requirement and make the course more relevant. Schopp will report on the updates after the group meets again. It will not require any more board action. It was noted that Keith Moore is working with a group that is currently working on standards in Indian Education studies.

### **17.0 Approval of Dakota State University and the University of Sioux Falls teacher education unit and program.**

Steve Fiechtner, DOE, shared that during a 7 year period, each Institution of Higher Education in South Dakota that offers teacher education programs must have a review completed of their educational unit and programs to determine if they meet required standards. During the 08-09 school year, the onsite unit and program reviews were completed at Dakota State University and the University of Sioux Falls. It was determined that these universities met the requirements for both the unit and program standards. They should receive approval to continue from the State Board of Education.

**Motion:** Motion by Richard Gowen and seconded by Patricia Simmons to approve the DSU and USF teacher education and program.

**Conclusion:** The motion carried.

### **18.0 Race to the Top Application Update**

Keith Moore, Diversity Officer for the University of South Dakota, Stacy Phelps by telephone from Washington, DC, and Dan Guericke, Midstates Coop, updated the board on the Federal Race to the Top Application grant process that is going on at this time. The first round of applications is due January 19<sup>th</sup> and the second application deadline is in March. Moore shared that at the end of the presentation, he hoped the Board of Education would endorse the application. The board was very supportive in the application and the process to submit. President Duncan stated that if she needed to write a letter or sign the application she would be pleased to do that.

**Motion:** Richard Gowen proposed that the board go on record with strong endorsement for this program and congratulate those that have put it together with vision. He also asks the President of the United States to make sure that this is a program that will move forward on behalf of the state of South Dakota. Don Kirkegaard seconded the motion. As an inclusion to the motion President Duncan asked that she be allowed to sign as well as write a letter of support for the program.

**Conclusion:** The motion carried.

Secretary Oster shared that the charter grant authority would go to the SD Board of Education.

### **19.0 Sinte Gleska program approval for School Counseling area**

Steve Fiechtner, DOE, asked the board to consider approval for the School Counselor program that Sinte Gleska has requested. President Duncan shared that she was in support of the proposal.

**Motion:** Motion by Patricia Simmons and seconded by Glenna Fouberg to approve the Sinte Gleska program approval in the area of School Counselor

**Conclusion:** The motion carried.

**Election of Officers:**

At this time President Duncan turned the gavel over to Tom Oster. Nominations for the office of president. Glenna Fouberg nominated Kelly. Don Kirkegaard seconded the motion. Fouberg made a motion and Patricia Simmons seconded that nominations cease and cast a unanimous ballot for Kelly Duncan for President. Motion carried.

Secretary Oster turned the gavel back to President Duncan. Glenna Fouberg nominated Don Kirkegaard for Vice President. Terry Sabers seconded. Marilyn Hoyt made a motion and Patricia Simmons seconded that nominations cease and a unanimous ballot was cast for Don Kirkegaard for Vice President.

Next meeting date is March 30<sup>th</sup> and March 31<sup>st</sup> in Aberdeen. Plan A is the joint meeting with BOR from 1:00 – 5:00 on March 30<sup>th</sup>.

Plan B the meeting would be in Pierre if the Aberdeen dates with Board of Regents does not happen.

The board discussed thoughts about a board member attending via telephone. Meeting adjourned.

I, Tom Oster, Executive Officer of the South Dakota Board of Education, declare the foregoing to be a complete and true record of the conference call minutes of the South Dakota Board of Education held on January 5, 2010.

A handwritten signature in black ink that reads "Tom Oster". The signature is written in a cursive style with a large, stylized "T" and "O".

Tom Oster