

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Monday, January 28, 2019 - 10:00 a.m. Central Time

Location: MacKay Building, First Floor, Library Commons
800 Governors Drive
Pierre, South Dakota

Public Telephone Access:
1-866-410-8397/conference code: 8381998525#

For live streaming of meeting: <http://www.sd.net/mackay/>

Present: Sue Aguilar, President
Gopal Vyas, Vice-President
Scott Herman, Member
Kay Schallenkamp, Member
Jacqueline Sly, Member

Via phone Rebecca Guffin, Member
Lori Wagner, Member

Absent: None

DOE staff in attendance: Dr. Ben Jones, Mary Stadick Smith, Alissa Adams, Becky Nelson, Kathy Riedy, Holly Farris, and Ferne Haddock.

Others in attendance: Dr. Jay Perry, Nick Wendell, and other member of the public in attendance in person or via phone.

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

President Aguilar called the meeting to order at approximately 10:02 a.m. Central Time.

Guffin joined via phone at approximately 10:04 a.m. CT.

Adoption of Agenda:

Motion by Sly, second by Vyas, to adopt the January 28, 2019, proposed agenda with the removal of item 11 (Update on the Suicide Awareness and Prevention Training and request for approval of additional providers). Roll call vote, all present voted in favor. Motion carried.

Name	AYE	NAY	Abstain
S. Aguilar	X		
B. Guffin	X		
S. Herman	X		
K. Schallenkamp	X		
J. Sly	X		
G. Vyas	X		
L. Wagner			

Approval of Minutes:

Vyas noted a correction on page 2 as well as the date in the footer.

Motion by Sly, second by Herman, to approve the November 19,2018, minutes as corrected. Roll call vote, all present voted in favor. Motion carried.

Name	AYE	NAY	Abstain
S. Aguilar	X		
B. Guffin	X		
S. Herman	X		
K. Schallenkamp	X		
J. Sly	X		
G. Vyas	X		
L. Wagner			

Installation of Officers

Aguilar and Vyas were installed as president and vice-president of the board, respectively, for calendar year 2019.

Conflicts Disclosures (SDCL 3-23):

No conflicts of interest were disclosed or requested.

Public Comment Period:

No public comment was offered.

President Aguilar welcomed Dr Benjamin Jones, Interim Secretary of the Department of Education.

Public Hearing-Standards:

The Board of Education Standards convened the third public hearing on academic content standards at 10:11 a.m. Central Time on the following proposed standards: World Language and School Library Standards. This is the third of four public hearings for these standards.

World Language

Proponents:

Becky Nelson, Director of the Division of Learning and Instruction, Department of Education (DOE), testified in favor of the proposed World Language standards. Nelson described the revision process, which was conducted in the summer of 2017, with a workgroup of 20 participants including world language teachers, administrators, parents, and postsecondary professors. The workgroup broke into groups focusing on grade bands. The work reiterated that World Language standards are a K-12 progression and that K-12 vertical conversations are vital. The workgroup reviewed our original standards and other states standards to identify both the strengths and weaknesses. The workgroup referred to a standards quality checklist to organize and guide them in the review of the standards.

Some key discussion points that the group had; were the scaffolding of skills were very important; that language, culture and history be applied in context for the standards. Culture and language work together in understanding skills in World Language. The standards need to be written in a form that educators, parents and community members can understand.

Key changes were to include adding an additional introduction to give an overarching goal of the World Language standards. They also added a mini introduction prior to each of the five standards: commonly seen in this area: communication, culture, connections, comparisons, and communities. They also added clarifying language to the standards and gave specific examples where appropriate.

Once the revisions were drafted, the standards were communicated to educators across the state. The educators could then comment on the initial revisions. There were 25 comments submitted to the workgroup at that time. The workgroup then considered the comments from the educators before the public hearing started. There were a few changes made based on the input from the educators across the state; the changes were mainly clarifying language in the standards.

Public Comment:

World Language Exhibit I was received into the record and discussed at a prior public hearing. No new public comments have been submitted.

Opponents:

There was no opponent testimony.

Board questions:

In response to Board questions, Becky Nelson noted that the work group is complete at this time, however they would reconvene to review any additional public comments.

School Library Standards

Proponents:

Alissa Adams, School Library Technology Coordinator, South Dakota State Library (SDSL), testified in favor of the proposed School Library standards. Adams stated that over the last two hearings the board has heard about the process overview, summary of changes, and public comments made to the proposed School Library standards.

Two themes surfaced during the workgroup's review of the standards: maintain consistency and clarity for South Dakota's diverse educator group and to expand and improve certain skills and knowledge areas with in the proposed standards. Some of the major changes included the grade level from Pre-K through 12 to K through 12, the vertical alignment grades K through 8 were separated out, and 9-12 were grouped together.

Adams listed other changes that included updating the three strands from multiple literacies to textual literacies, from inquiry and problem solving to informational literacy, and from ethical participation to civic and ethical literacy.

Adams mentioned that the workgroup wanted consistent use of the word literacy. The work group also wanted to strengthen digital learning and citizenship concepts, inquiry and research process concepts, collaboration and cooperation. Additionally, the workgroup added curation and a glossary of terms for consistency.

Public Comment:

Library Standards Exhibits 1-6 were submitted into the record and discussed at a prior public hearing. Library Standards Exhibits 7-11 were submitted into the record and discussed. Exhibits 7, 8, and 10 required no changes to the standards. Exhibit 11 was a typographical error. Exhibit 9 suggested combining two objectives in the textual literacy strand. The workgroup responded that the delineation of the two objectives clarify that libraries may be used for both recreation and academics. Combining the two objectives may lose impact and clarity for South Dakota's diverse school library staff.

Opponents:

There was no opponent testimony.

Board questions:

In response to Board questions, Adams stated that the workgroup continues to review comments about the logo and cover design, and the response will be included in the final draft.

The hearing on the proposed standards adjourned at approximately 10:25 a.m. Central Time.

Public Hearing-Administrative Rules: Article 24:43 (Accreditation and School Improvement): Sections 24:43:01:01 (Definitions) and 24:43:11:09 (Course Equivalency Exam)

President Aguilar convened the public hearing at approximately 10:25 a.m. Central Time.

Article 24:43 (Accreditation and School Improvement): Sections 24:43:01:01 (Definitions) and 24:43:11:09 (Course Equivalency Exam)

Proponents:

Becky Nelson, DOE, testified in support of the proposed changes to Article 24:43 (Accreditation and School Improvement): Sections 24:43:01:01 (Definitions) and 24:43:11:09 (Course Equivalency Exam). Nelson stated that the course equivalency rules were initially created to provide structure for districts requesting a waiver to grant credit to students who wanted to test out of a course. The proposed changes are being brought for two reasons: to provide school districts flexibility while maintaining high expectations for students who want to have credit by testing out of a course and to align to recent changes in the rules pertaining to high school credit issuance before grade nine.

Nelson presented proposed changes to the definitions section in the rules. The second major change removes the requirement for the state to approve district-created course equivalency exams. The districts must still administer the exam, but the state does not have to approve that exam. Changes in the transcript requirements propose that the course must be transcribed, where it was previously permissive. However, schools can choose how to transcribe the course.

Since the waiver of administrative rules already requires a final report to be submitted to the Department, the Department is requesting to remove the reporting requirements under this section of the rules.

Public Comment:

No public comments were submitted regarding the proposed rules.

Opponents:

No opponent testimony was offered.

Board questions:

In response to Board questions, Nelson stated that districts may currently develop their own exams or use the exams provided by the state, but that the current rules require district-developed exams to be approved by the state.

Nelson also stated that the approval requirements is being removed in order to add flexibility as education becomes more personalized for students; the districts then can create an exam and administer that without having to go through the process. Nelson also discussed that districts are required to teach to the state content standards, and assessments will be built on those standards. Districts would still need to apply to the state for a course equivalency waiver.

Nelson also addressed questions concerning accountability and consistency statewide, and responded that the flexibility is available and alignment to the state standards would still be the requirement, but that the district would be responsible for ensuring district-developed assessments meet the requirement. Nelson stated that districts could offer course equivalency exams within any subject.

Nelson further discussed that the proposed rules do provide consistency. In the rules concerning credit before grade nine, the Board removed the requirement to have the state approve an end-of-course exam. Today's proposed change will make course equivalency exam development consistent with that requirement and will not put additional requirements on districts concerning students who want to test out of a class. Districts will make local determinations on whether to offer the course equivalency option.

Opponents:

There was no opponent testimony

Board discussion and action:

Motion by Sly, second by Schallenkamp, to approve the rules as presented. Roll call vote, all present voted in favor. Motion carried.

Name	AYE	NAY	Abstain
S. Aguilar	X		
B. Guffin	X		
S. Herman	X		
K. Schallenkamp	X		
J. Sly	X		
G. Vyas	X		
L. Wagner			

The rules hearing closed at approximately 10:42 a.m. CT.

Board of Regents Report:

Jay Perry, Interim System Vice President for Academic Affairs, South Dakota Board of Regents (BOR), presented updates to the Board regarding graduate certificate in Alternative Teacher Certification at the University of South Dakota. Since the Department of Education and Board of Education Standards have established alternative certification pathways for teachers, BOR has been working on ways to incorporate it in academic programs to help alleviate teacher shortages by providing an additional avenue for alternative certification. One of the newest innovations is the online graduate certificate. The certificate is a stand-alone credential that meets the alternative certification requirements by covering topics in classroom management, teaching methods, student assessment, differentiated instruction, adolescent psychology, and South Dakota Indian studies. The working together of BOR and K-12 education is critical.

Perry also presented an update on the Graduate Placement Analysis Overview which looks at all graduates' status one year after graduation. The overview is intended as a broad snapshot of the data.

Lori Wagner joined via phone at approximately 11:02 a.m. CT.

Board of Technical Education:

Nick Wendell, executive director of the South Dakota Board of Technical Education (BOTE), presented an update to the Board presenting data on the health of the technical institutes, and some of the priorities and work of the BOTE. Wendell also provided information on the Build Dakota Scholarship program, which has been a successful partnership between the technical institutes and high schools across the state.

The dual credit program has significantly expanded in participation since its inception in 2014. There is longitudinal data to study not only participation but the impact on post-secondary success.

Wendell also reviewed the Build Dakota scholarship and summarized data regarding participation, sustainability, and growth in industry partners of the scholarship program.

Wendell discussed the 2019 legislative session and transition to a new governor, where there are some goals and initiatives that align with BOTE systems: importance of career and technical education, building a workforce, and investing in rural communities. Governor Noem has proposed 'A Week of Work' program, which would provide opportunities for high school students to get out into the community and work with an employer in a field that they might have an interest in. BOTE feels that they could be a great conduit to partner with high schools and employers.

Wendell also gave an update on the pilot apprenticeship program at Southeast Technical Institute (STI) creating more opportunities and possibly expanding of the program.

President Aguilar declared a recess at approximately 11:40 a.m. CT.

President Aguilar called the meeting back to order at approximately 11:49 a.m. CT

Guffin left the meeting at approximately 11:49 a.m. CT.

Educator Preparation Program: Black Hills State University

Kathy Riedy, Administrator of Accreditation, Division of Accreditation, Certification and Data Management, DOE, introduced Dr. Betsey Silva representing Black Hills State University, who will be available for questions.

Riedy presented the Educator Preparation Program proposal (EPP) for Black Hills State University

Riedy outlined the accreditation process background. Within a 7-year period, each institution of higher education in South Dakota that offers an EPP must complete a review of its educational unit and programs to determine if it meets required standards. The EPP may choose a state review or Council for the Accreditation of Educator Preparation (CAEP) review. Black Hills State University (BHSU) underwent a CAEP accreditation review. All individual programs were approved.

The onsite review was held in April 2018 and in October 2018, CAEP approved accreditation for their initial level programs, with one suggested area of improvement. Riedy stated that when the National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC)—the former accrediting agencies—ended and CAEP was created, CAEP did not have a process in place to review advanced level programs. As of last summer, a process is in place. However, any EPP that underwent a review prior to that could not have its advanced level programs reviewed. Once this process was in place, the EPPs were informed that they could submit to an abbreviated off-site interim review of only those programs. BHSU fell into this category, as its review began before the new process was in place. BHSU and CAEP entered into an agreement which extends BHSU's advanced program accreditation for three years, giving BHSU time to complete the work necessary for an interim review. At that time, if the review is successful, accreditation would be extended for an additional four years. The initial and the advanced program would then be on the same timeline going forward. Due to these circumstances, the Department recommended that the Board grant BHSU a three-year approval of their EPP. At the end of that time, BHSU would need to show that the interim review is completed for its advanced level programs before the approval can be extended for the additional four years.

In response to Board questions, Riedy stated that the Board could grant a seven-year approval for the initial program and a three-year approval for the advanced program.

Dr. Silva discussed the BHSU conversations with CAEP regarding the advanced program approval.

Schallenkamp disclosed that she sits on the CAEP board but that she played no part in the BHSU review.

Motion by Schallenkamp, second by Vyas, to approve the initial program accreditation for BHSU for seven years and to approve the advanced level accreditation for three years, upon which CAEP’s interim review will be considered. Roll call vote, all present voted in favor. Motion carried

Name	AYE	NAY	Abstain
S. Aguilar	X		
B. Guffin			
S. Herman	X		
K. Schallenkamp	X		
J. Sly	X		
G. Vyas	X		
L. Wagner	X		

Educator Preparation Program: Sinte Gleska University

Kathy Riedy, DOE, presented the Educator Preparation Program proposal (EPP) for Sinte Gleska University (SGU). This is also a request for EPP approval, followed the same process as outlined in the previous agenda item. SGU chose state accreditation. All of its individual programs were approved. In October 2018, a state team conducted the onsite review. Those findings were complied and are contained in the report submitted to the Board. The team made suggestions for improvement, but overall, they found that SGU met all the necessary components. It is the recommendation of the Department that the Board grant a seven-year approval of the EPP at SGU.

In response to Board questions, Riedy stated that the suggested improvements are found within the second component of standard three within the report, concerning use of data for program improvement. The EPP does not have a formal document articulating its assessment system or how the assessments are connected, but does have assessments in place. Another suggested improvement was listed under standard four, of the last component. This suggested requiring some school field experience beyond student teaching. Another suggested area for improvement was the mission and conceptual framework of the EPP. Strengths were not significantly addressed on the student teaching evaluation and reviewers felt there should be a connection. Again, these were suggestions for SGU to implement prior to its next review.

Riedy also discussed that when there are suggested areas of improvement, the educator preparation program is not required to provide progress reports, but that this will be an area that is examined at the next review. If the school has not worked on this area, it could be grounds for a program stipulation. Riedy noted that CAEP does require follow up reports if improvements are suggested, but that is not the case with state accreditation reviews.

Secretary Jones noted that the Department would look into the possibility of working with the schools to include progress reports.

Motion by Sly, second by Vyas, to approve the SGU EPP as presented. Roll call vote, all present voted in favor. Motion carried.

Name	AYE	NAY	Abstain
S. Aguilar	X		
B. Guffin			
S. Herman	X		
K. Schallenkamp	X		
J. Sly	X		
G. Vyas	X		
L. Wagner	X		

Board of Education Standards (BOES) Policy Amendment

Holly Farris, Board legal counsel, presented a proposed Board of Education Standards (BOES) policy amendment. Farris had discussed the language of the policy amendment, which adopts the recommended statewide model code of conduct and conflict of interest policy, at prior meetings. The State Board of Internal Controls has recommended that all state boards and commissions adopt the model code and policy. After discussion at prior meetings, Farris undertook discussions with other state offices and agencies concerning whether all provisions of the model code and policy were applicable to the Board of Education Standards, and whether the Board should examine the possibility of seeking permission to omit inapplicable provisions.

Farris noted that she had engaged in those inquiries and, after completing discussions, it is her recommendation to adopt the policy in whole, with no omissions from the model language. Consistency between the state boards and commissions is important. Farris noted that the specific provision discussed regarded the portion that referenced employees and employee compensation. As the Board does not employ or pay employees, the discussion centered around whether it should be included. Leaving the language as part of the code and policy should not present implementation issues for the board. The majority of the model code and policy are provisions the Board already abides by, as required by other laws and statutes, particularly those regarding conflicts of interest and contract conflicts.

Motion by Sly, second by Schallenkamp, to adopt the BOES Policy Amendment as presented. Roll call vote, all present voted in favor. Motion carried.

Name	AYE	NAY	Abstain
S. Aguilar	X		
B. Guffin			
S. Herman	X		
K. Schallenkamp	X		
J. Sly	X		
G. Vyas	X		
L. Wagner	X		

Secretary's Report

Dr. Benjamin Jones introduced himself to the Board as interim Secretary of Education and gave a brief autobiography. Dr. Jones stated that he is on leave of absence from Dakota State University (DSU) and is excited to be working in this position. He shared the Governor's vision for education in South Dakota: to support families and to try and understand ways that school districts and accredited schools can explain performance and improve performance across the board. Dr. Jones also discussed the transfer of the Office of Indian Education to the Office of Tribal Relations. Dr. Jones noted that Native American education has to start within the culture, and he is looking forward to opportunities to do that.

The Board selected May 21, 2019, for the BOES meeting in Brookings.

NEXT MEETING: March 18, 2019 Rapid City, SD

Adjournment:

Motion by Vyas, second Sly, to adjourn. Roll call vote, all present voted in favor. Meeting adjourned at approximately 12:23 p.m. Central time.

Ferne G. Haddock
Executive Secretary BOES

Date: