SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Monday, May 20, 2019 - 9:00 a.m. Central Time

Location: Dakota Prairie Elementary, Community Room
111 26th Street South
Brookings, SD

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

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

Present: Gopal Vyas, Vice-President
Rebecca Guffin, Member
Scott Herman, Member
Kay Schallenkamp, Member
Jacqueline Sly, Member
Lori Wagner, Member

Absent: Sue Aguilar, President

DOE staff in attendance: Dr. Ben Jones, Kathy Riedy, Laura Scheibe, Jacquie Larson, Brett Arenz, and Ferne Haddock.

Others in attendance: Dr. Jay Perry, Klint Willert, and other members of the public in attendance in person or via phone.

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

Vice President G. Vyas called the meeting to order at approximately 9:03 a.m. Central Time.

Adoption of Agenda:

Motion by B. Guffin, second by J. Sly, to adopt the May 20, 2019, agenda.

Voice vote. All present voted in favor. Motion carried.

Approval of Minutes:

Motion by B. Guffin, second by K. Schallenkamp, to approve the March 18, 2019, minutes as corrected.

Voice vote. All present voted in favor. Motion carried.

Klint Willert, Superintendent, Brookings School District welcomed the Board to Brookings.

Conflicts Disclosures (SDCL 3-23):

B. Guffin presented a request for State Board Waiver relating to her contract as Superintendent with the Aberdeen School District.

Motion by K. Schallenkamp, second by L Wagner, to approve the B. Guffin Waiver request

Voice vote, B. Guffin abstained, all others present voted in favor. Motion carried.

Public Comment Period:

No public comment was offered.

Public Hearing: Administrative Rules Article 24:53 (Teacher Preparation Programs)

Proponent Testimony:

Kathy Riedy Administrator Division of Accreditation, Certification, and Data Management (DACDM), Department of Education (DOE), presented proposed changes to Article 24:53 (Teacher Preparation Programs). The proposed changes are being brought to represent industry language that has been changed, updates in the standards and requirements, and an alignment in the documentation for the new educator certification rules

K. Reidy proposed an amendment to the rules to make and oversight correction to 24:53:07:08(4). Correcting the reference ~~7-12~~ to 5-12 to match all the other similar changes.

Board Questions:

Why are there references for Mathematics courses to meet the National Council of Teachers of Mathematics (NCTM) standards, and English language arts education to meet the National Council of Teachers of English (NCTE) standards, but when it comes to the science standards courses; they reference the National Science Teachers Association (NSTA; but list over two pages of items to be covered providing all that detail as opposed to just referencing the NSTA standards?

K. Riedy responded that these were standards added in the past that were in addition to the NSTA standards that the field thought was necessary.

Are the notations about repealing special education rules applying to this rules package?

K. Riedy responded yes. This brings the rules into alignment with the certification rules.

Were these rules presented to the Board of Regents and Secondary education involved in teacher preparation programs? **this question was addressed to the BOR rep in the room.

Dr. J. Perry (BOR) responded that he would make sure they were aware of the changes.

Why are there differences in the waiving testing for superintendent programs versus principal programs and do the changes in the principal and superintendent programs reflect feed-back from the field?

K. Riedy responded that this was recommended by the field and the Commission on Teaching and Learning during the certification rules review. So, the change was made here as well to align with the certification rules.

B. Guffin also stated that they reflected feed-back from the field.

Opponent testimony

There was no opponent testimony.

Motion by J. Sly, second by B. Guffin, to amend the rules with the oversight correction to 24:53:07:08(4)

Voice vote. All present voted in favor. Motion carried.

Motion by B. Guffin, second by S. Herman, to approve the rules as amended.

Voice vote. All present voted in favor. Motion carried.

Board of Regents (BOR) report

Dr. Jay Perry, Interim System Vice President for Academic Affairs, South Dakota Board of Regents (BOR), reported that at the last BOR meeting they approved a new program for a master's degree (MAT) in Special Education at Black Hills State University. The new program will be a Master of arts and teaching: very heavy on pedagogy, and very light on research skills. The program is targeted towards people that have a bachelor's degree in a noneducation field and would like to make a transition and work in special education. The course is all online.

J. Perry also presented on the BOR annual teacher education report. It involves teacher placement in South Dakota. The most popular areas of specialization of our education teacher preparation graduates are in elementary and special education. This is 2017 data; and there have been some change to salaries since then. The mean earnings of teachers in South Dakota lags behind our regional neighbors. Thus, graduates may be looking at other opportunities than education after graduation.

J. Perry stated that the Legislative Research Council (LRC) is conducting a program analysis on the high school dual credit program.

Perkins Transition Plan

Laura Scheibe, Director, Division of Career and technical education (DCTE), DOE, presented the Perkins Transition plan. This is a momentous occasion; it is the first time in 12 years since a board in South Dakota has had the opportunity to approve a Perkins state plan.

Some context on what this is and how it works: July 2018 Congress reauthorized the federal law that oversees career and technical education. Following on the heels of Every Student Succeeds Act (ESSA). The process for the Perkins Act, as it is known, follows closely with ESSA. However, the Perkins Act is specific to career and technical education, and unique in that it covers both education at the middle school and secondary levels as well as overseeing postsecondary. Although the Board of Technical Education (BOTE) is a distinct entity, separate from the Board of Education Standards (BOES), the Department of Education (DOE) still oversees about two million dollars' worth of federal funding that goes to the Technical Institutes, in addition to the two million dollars that goes to secondary CTE.

What the law emphasizes is innovation. It is not intended to maintain the status quo, to supplant local school district's efforts or to fund what is traditionally referred to as Vocational Education programs. It is intended to fund innovative programs that are in line with industry standards and meet the needs of a community. Quality career and technical education programs will incorporate high academic standards, the needs of the community and the state, and alignment with industry. These are the goals as we are looking towards writing our full comprehensive state plan.

This plan is simply a transition plan. The new law takes effect July 1, 2019, The U. S. Department of Education has stipulated that we are no longer under the old plan. Therefore, we need a transition plan to legally receive those funds. This plan is a one-year transition plan for the 2019-20SY; over the winter we will submit a full four-year plan. There are no new requirements in what is before you for school districts. Program applications were handled earlier this spring. We did not ask any new requirements of school districts in order to receive their federal funding. When we complete the full plan, which we are in the process of devising right now, we will spell out the parameters for receiving funding under the next full state plan. Currently we are engaged in stakeholder consultations similar to what we conducted with ESSA and are looking at ways to improve current programs.

Looking toward the future the approved programs will have community connections with industry and community organizations. We will be looking at strengthening the connections with work-based learning and insuring that students have the opportunity to both learn career and technical education skills in the classroom but also apply them in the workplace. We are also looking at equity, for example: traditional sub-populations and gender discrepancies, to insure students have access to programs across the board. In South Dakota we are also looking at rural equity.

The Perkins Act requires accountability, similar to ESSA: insuring high academic standards, insuring that students are graduating, and student placement into the workforce or secondary education or to military or service occupations.

As far as the funding splits: South Dakota receives five million dollars in funding, nearly a one million dollar increase over the last two years. The increases have allowed us to do more with the additional funding. The funding is split between postsecondary and secondary; 85% goes directly to schools the rest is for state to promote activities, such as, professional development or competitive grants for equipment in classrooms.

Board Questions:

Board questions about examples of what was able to be accomplished with the additional funding

Scheibe stated that with increase in overall funding, it has allowed us to look at innovative programs. For example: this summer we are conducting a study to look at rural work base learning.

How is the money dispersed to the technical schools? Is it based on the number of students?

Scheibe responded by stating that 85% goes directly to schools; that is four million-split fifty-fifty, 2 million to secondary, 2 million to postsecondary. The state decides how that split works. Once you set aside the secondary and postsecondary amounts federal law establishes the formula for how the funding is distributed. At the postsecondary level that is determined by the number of PELL grantees and BIA grants an institution has, run those numbers and figure out the percentages distributed amongst the schools and that is how those allocations turn out. On the secondary side it is split according to the formula spelled out in the law: 30% straight census data and 70% toward census data based on poverty levels. It is skewed towards higher allocations toward lower income areas in the state.

Motion by K. Schallenkamp, second by L. Wagner to approve the Perkins Transition Plan as presented. Voice vote, all present voted in favor. Motion carried.

Professional Administrators Practices and Standards Commission (PAPSC) Annual Report:

F. Haddock, Executive Secretary, PAPSC presented the Professional Administrators Practices and Standards Commission Annual Report 2018. In year 2018, the Commission received five complaints. The Commission met on four occasions; the Commission held one contested hearing in 2018. The Commission dismissed four complaints and issued one private reprimand in 2018. There were no complaints pending at the end of 2018.

Secretary's Report

Dr. Benjamin Jones, DOE, The Department is in beginning the strategic planning process to refresh its goals and objectives. Native American education will continue to be something of focus and emphasis. Governor Noem and Dr. Jones recently visited a Todd County school that had received a Native American Achievement grant. During the tour it was evident that there was great pride in the facility. DOE is looking at the success of this program and is interested in how to replicate it in other schools.

DOE looking at the achievement gap, particularly with economic disadvantaged children. How can DOE support schools in supporting and teaching children that fall into that gap.

SB 3 Bill: related to Special Education for the extraordinary cost fund a Legislative interim committee will starting this summer.

A vendor for the state assessment has been chosen. It is American Institutes for Research (AIR). They will be administrating the Smarter Balanced state test in the spring of 2020. They will be doing Math, English Language Arts (ELA), Science and Alt. Science.

Jones had been visiting schools thought out the state. He plans to continue visiting more schools in the future.

Moving forward with the Native Achievement grant, and how to structure it. There are some questions about the close-out of the current grant; doing an audit and then will be informed how to pursue it in the future.

Board Questions:

S. Herman thanked Dr. Jones and his staff for coming down to the Todd County Middle School for the student lead tour. They are doing great things at the school. He was appreciative of the Governor and the Tribal Relations Secretary attending. It is good to have communication between the Tribes and the state.

K. Schallenkamp would like BOES to send congratulations to Regional Teacher of the Year.

We have new standards, are we making sure the teachers are being prepared to teach the new standards?

Jones replied that yes. We are looking into that issue. We have started a process with a regional center in Denver, it is called the root cause analysis project.

Regarding the achievement grant and the paraprofessional programs; numbers were low so there should be some money left over, will that money be able to be carried over or does it disappear? How do we build on what have been good programs?

Jones stated that the money cannot be continued past the three-year window. Within the time frame, year one can rollover to year two, etc. But once the three-years has gone by the money goes away. Moving forward as we structure new grants we will review what is the spend rate, what are the things that we didn't do that we have discovered should have been along for the ride?

NEXT MEETING: July 15, 2019, Mackay Building, First Floor, Library Commons, 800 Governors Drive, Pierre, SD

Adjournment:

Motion by J. Sly, second S. Herman, to adjourn. Voice vote, all present voted in favor. Motion carries.

Meeting adjourned at approximately 10:36 a.m. Central time.

Ferne G. Haddock 7/15/2019

Ferne G. Haddock
Executive Secretary BOES

Date: