

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

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

2 **Location:** Dakota Prairie Elementary, Community Room
3 111 26th Street South
4 Brookings, SD

5
6 Public Telephone Access:
7 1-866-410-8397/conference code: 8381998525#
8
9 For live streaming of meeting: <http://www.sd.net>

10
11 **Present:** Gopal Vyas, Vice-President
12 Rebecca Guffin, Member
13 Scott Herman, Member
14 Kay Schallenkamp, Member
15 Jacqueline Sly, Member
16 Lori Wagner, Member

17
18 **Absent:** Sue Aguilar, President

19
20 **DOE staff in**
21 **attendance:** Dr. Ben Jones, Kathy Riedy, Laura Scheibe, Jacquie Larson, Brett Arenz, and Ferne
22 Haddock.

23
24 **Others in**
25 **attendance:** Dr. Jay Perry, Klint Willert, and other members of the public in attendance in
26 person or via phone.

27
28 **Call to Order, Pledge of Allegiance, and Roll Call:**
29
30 Vice President G. Vyas called the meeting to order at approximately 9:03 a.m. Central Time.

31
32 **Adoption of Agenda:**
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34 Motion by B. Guffin, second by J. Sly, to adopt the May 20, 2019, agenda.
35
36 Voice vote. All present voted in favor. Motion carried.

37
38 **Approval of Minutes:**
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40 Motion by B. Guffin, second by K. Schallenkamp, to approve the March 18, 2019, minutes as
41 corrected.
42
43 Voice vote. All present voted in favor. Motion carried.

44
45 Klint Willert, Superintendent, Brookings School District welcomed the Board to Brookings.

46
47 **Conflicts Disclosures (SDCL 3-23):**

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

51
52 Motion by K. Schallenkamp, second by L Wagner, to approve the B. Guffin Waiver request

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

55
56 **Public Comment Period:**

57
58 No public comment was offered.

59
60 **Public Hearing: Administrative Rules Article 24:53 (Teacher Preparation Programs)**

61
62 Proponent Testimony:

63
64 Kathy Riedy Administrator Division of Accreditation, Certification, and Data Management
65 (DACDM), Department of Education (DOE), presented proposed changes to Article 24:53
66 (Teacher Preparation Programs). The proposed changes are being brought to represent industry
67 language that has been changed, updates in the standards and requirements, and an alignment
68 in the documentation for the new educator certification rules

69
70 K. Reidy proposed an amendment to the rules to make an oversight correction to
71 24:53:07:08(4). Correcting the reference ~~7-12~~ to 5-12 to match all the other similar changes.

72
73 Board Questions:

74
75 Why are there references for Mathematics courses to meet the National Council of Teachers of
76 Mathematics (NCTM) standards, and English language arts education to meet the National
77 Council of Teachers of English (NCTE) standards, but when it comes to the science standards
78 courses; they reference the National Science Teachers Association (NSTA; but list over two
79 pages of items to be covered providing all that detail as opposed to just referencing the NSTA
80 standards?

81
82 K. Riedy responded that these were standards added in the past that were in addition to the
83 NSTA standards that the field thought was necessary.

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

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

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

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

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

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

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

96 Opponent testimony

97 There was no opponent testimony.

98 Motion by J. Sly, second by B. Guffin, to amend the rules with the oversight correction to
99 24:53:07:08(4)

100

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

102

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

104

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

106

107 **Board of Regents (BOR) report**

108

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

115

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

122

123 J. Perry stated that the Legislative Research Council (LRC) is conducting a program analysis on
124 the high school dual credit program. Some of the highlights of the program are

125 **Perkins Transition Plan**

126

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

130

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

140

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

148

149 This plan is simply a transition plan. The new law takes effect July 1, 2019, The U. S. Department
150 of Education has stipulated that we are no longer under the old plan. Therefore, we need a
151 transition plan to legally receive those funds. This plan is a one-year transition plan for the
152 2019-20SY; over the winter we will submit a full four-year plan. There are no new requirements
153 in what is before you for school districts. Program applications were handled earlier this spring.
154 We did not ask any new requirements of school districts in order to receive their federal
155 funding. When we complete the full plan, which we are in the process of devising right now, we
156 will spell out the parameters for receiving funding under the next full state plan. Currently we
157 are engaged in stakeholder consultations similar to what we conducted with ESSA and are
158 looking at ways to improve current programs.

159

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

167

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

171
172 As far as the funding splits: South Dakota receives five million dollars in funding, nearly a one
173 million dollar increase over the last two years. The increases have allowed us to do more with
174 the additional funding. The funding is split between postsecondary and secondary; 85% goes
175 directly to schools the rest is for state to promote activities, such as, professional development
176 or competitive grants for equipment in classrooms.

177
178 Board Questions:

179
180 Board questions about examples of what was able to be accomplished with the additional
181 funding

182
183 Scheibe stated that with increase in overall funding, it has allowed us to look at innovative
184 programs. For example: this summer we are conducting a study to look at rural work base
185 learning.

186
187 How is the money dispersed to the technical schools? Is it based on the number of students?

188
189 Scheibe responded by stating that 85% goes directly to schools; that is four million-split fifty-
190 fifty, 2 million to secondary, 2 million to postsecondary. The state decides how that split works.
191 Once you set aside the secondary and postsecondary amounts federal law establishes the
192 formula for how the funding is distributed. At the postsecondary level that is determined by the
193 number of PELL grantees and BIA grants an institution has, run those numbers and figure out
194 the percentages distributed amongst the schools and that is how those allocations turn out. On
195 the secondary side it is split according to the formula spelled out in the law: 30% straight census
196 data and 70% toward census data based on poverty levels. It is skewed towards higher
197 allocations toward lower income areas in the state.

198
199 Motion by K. Schallenkamp, second by L. Wagner to approve the Perkins Transition Plan as
200 presented. Voice vote, all present voted in favor. Motion carried.

201
202 **Professional Administrators Practices and Standards Commission (PAPSC) Annual Report:**

203
204 F. Haddock, Executive Secretary, PAPSC presented the Professional Administrators Practices
205 and Standards Commission Annual Report 2018. In year 2018, the Commission received five
206 complaints. The Commission met on four occasions; the Commission held one contested
207 hearing in 2018. The Commission dismissed four complaints and issued one private reprimand
208 in 2018. There were no complaints pending at the end of 2018.

209
210 **Secretary's Report**

211

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

218
219 DOE looking at the achievement gap, particularly with economic disadvantaged children. How
220 can DOE support schools in supporting and teaching children that fall into that gap.

221
222 SB 3 Bill: related to Special Education for the extraordinary cost fund a Legislative interim
223 committee will starting this summer.

224
225 A vendor for the state assessment has been chosen. It is American Institutes for Research (AIR).
226 They will be administrating the Smarter Balanced state test in the spring of 2020. They will be
227 doing Math, English Language Arts (ELA), Science and Alt. Science.

228
229 Jones had been visiting schools thought out the state. He plans to continue visiting more
230 schools in the future.

231
232 Moving forward with the Native Achievement grant, and how to structure it. There are some
233 questions about the close-out of the current grant; doing an audit and then will be informed
234 how to pursue it in the future.

235
236 Board Questions:

237
238 S. Herman thanked Dr. Jones and his staff for coming down to the Todd County Middle School
239 for the student lead tour. They are doing great things at the school. He was appreciative of the
240 Governor and the Tribal Relations Secretary attending. It is good to have communication
241 between the Tribes and the state.

242
243 K. Schallenkamp would like BOES to send congratulations to Regional Teacher of the Year.

244
245 We have new standards, are we making sure the teachers are being prepared to teach the new
246 standards?

247
248 Jones replied that yes. We are looking into that issue. We have started a process with a regional
249 center in Denver, it is called the root cause analysis project.

250
251 Regarding the achievement grant and the paraprofessional programs; numbers where low so
252 there should be some money left over, will that money be able to be carried over or does it
253 disappear? How do we build on what have been good programs?

254

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

260

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

263

264 **Adjournment:**

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

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

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274

275 Ferne G. Haddock

Date:

276 Executive Secretary BOES