

**ASBSD Board of Directors Meeting**  
**Friday, August 7, 2020**  
**Drifters**  
**Fort Pierre, SD**

**I. Call to Order - President Denise Lutkemeier**

President Lutkemeier called the meeting to order at 12:00 pm and led the board in the Pledge of Allegiance. She welcomed board members Ellie Saxer and Curt Pochardt.

**II. Welcome/Introductions**

Present were members: Denise Lutkemeier, Eric Stroeder, Julie Schwader, Susan Humiston, Louann Krogman, Todd Thoele, Tanya Gray, Pam Haukaas, Anita Peterson, Shane Roth, Duane Alm, Angie Ross, Curt Pochardt, Ellie Saxer, Garret Bischoff, Tom Farrell, and Lisa Snedeker. Absent board member: Steve Kubik. Also present were staff members: Dr. Wade Pogany, Gerry Kaufman, Tyler Pickner, Holly Nagel and Katie Mitchell-Boe.

**III. Good News**

Dr. Pogany thanked Gerry Kaufman, Holly Nagel, Tom Farrell and Tyler Pickner for their presentations and work on the first virtual ASBSD/SASD Joint Convention. Dr. Pogany shared that approximately 187 people joined the first general session and 110 schools registered for the convention.

Dr. Pogany also acknowledged the birthdays of Susan Humiston (August 7) and Duane Alm (August 26).

Dr. Pogany shared Gerry Kaufman has submitted his resignation as he will be retiring at the end of September. He thanked Gerry for his work at ASBSD and advised the board he has been very busy finishing up projects in anticipation of his retirement.

Duane Alm – Aberdeen is preparing for school to re-open as close to normal as possible. They have worked closely with DOE, Secretary of Health, ASBSD, business partners, board members, administrators and teachers. They don't plan on mandating masks for students.

Lisa Snedeker – Woonsocket district has been collaborating with community, teachers, administrators to assist the boards commitment to have school start on time. Everyone has very positive attitudes and are excited for back to school.

Denise asked that board members when providing good news they would share a bit of information about themselves.

Ellie Saxer – Brandon Valley board member completed 4 years and excited to be a part of ASBSD. She is married and has a 10 year old son in the Brandon Valley District. Brandon Valley is planning on opening on schedule and has full community support. COVID funds have helped with the preparation for a safe return to school. The district had a ground breaking for a new school.

Curt Pochardt – Rapid City board member and completed his 3<sup>rd</sup> year. He also shared former board member Mike Roesler is not far from our meeting as he was fishing in Pierre this weekend with his family. Rapid City has chosen to postpone the start of school until after Labor Day. The Sturgis Bike Rally has the hills very busy and hope with the delay will provide with a safe start. COVID cases in Rapid City has decreased.

Angie Ross – Hill City board member reported their district is excited for the start of school and plans are in place if necessary for school closure.

Anita Peterson – Haakon (Philip) is ready to start school as normal as possible. We invested in a filtration system that has ions to remove allergens and other particles from the air. Celebrated over 120

years of education as 3 teachers retired. Had two teachers take a year off for maternity leave and needed to split 5th grade class—so we needed to hire 2 teachers for 1 year, 1 for two year plus move one and hire a permanent teacher. Will have very young staff and are optimistic for a great year.

Pam Haukaas –

Garret Bischoff – Huron district has some good news – COVID allowed the completion of two projects (high school and middle school) ahead of schedule. The district has created a 145 page back to school plan based on safety of community and students. District will use Google Classroom as their platform for unified teaching practices.

Tanya Gray – Douglas school district is opening with masks on schedule. They have a plan in place with color codes for severity. Community has really pulled together, sharing, involved and overall taking good care of each other. Students are excited about coming back to school.

Tom Farrell – Madison Central had two teachers affected by COVID and will not be returning. The district has created a plan of action for return and they too have color codes. They are still looking for bus drivers and janitors otherwise they are fully staffed and ready for school to begin.

Todd Thoelke – Sioux Falls has a new superintendent and the district has completed their boundary changes. The Virtual Academy is ready for students and they anticipate an increase in enrollment. Progress continues on their new school buildings.

Shane Roth – DeSmet is planning on school beginning on time. District has chosen not to charge any fees for activities therefore opening more entrances to provide for more social distancing. Two success stories happened with the Senior Class project on mental health and the culinary class both being highlighted.

Louann Krogman – White River has completed the work on their gym. School will be opening on schedule. Teachers and students are ready to go back to school. District has concerns regarding open enrollment as several districts surrounding them are not opening and students want to participate in fall sports.

Susan Humiston – Edgemont is a small, sparse school district however they plan on school starting on August 25. Susan commented that she hoped all individuals take time to reflect on COVID and at the end of the day ask themselves, what did we learn, how can we make things better and how do we help our fellow man.

Julie Schwader – Howard school district plans on opening school on time. The district has done updating of bathrooms, major house cleaning and painting during this down time.

Eric Stroeder – Mobridge-Pollock school will start on time. Two girls' softball teams will be going to the state tournament.

Denise Lutkemeier – Wilmot school district music teacher who is working here via a Visa chose not to renew their contract so they are looking for a music teacher. Hired a new ag teacher and district is planning on opening August 18 and they are not requiring students to wear masks. She too hopes district will review what we are learning and going forward what would/should we do differently.

#### **IV. Approval of Minutes – April 17, 2020 minutes**

Moved by Todd Thoelke, second by Duane Alm to accept the April 17, 2020 minutes. Motion carried.

#### **V. Approval of Officers**

Tom Farrell, chair of the nominating committee recommended to the board Louann Krogman to serve as the 2nd Vice President. The Executive Committee will include: Eric Stroeder - President; Lisa



Snedeker - 1st Vice President; Denise Lutkemeier - Past President. Moved by Tom Farrell, seconded by Tanya Gray to approve the nominating committee recommendation of Louann Krogman as 2<sup>nd</sup> Vice President and the entire makeup of the executive committee. Motion carried.

## **VI. Reorganization of the Board**

President Lutkemeier thanked the nominating committee for their work and recognized the election of Louann Krogman to the Executive Board.

President Lutkemeier recognized re-election of board members Duane Alm, Anita Peterson and Pamela Haukaas. She also acknowledged the election of new board members Ellie Saxer and Curt Pochardt.

## **VII. Passing of the Gavel**

Denise Lutkemeier thanked the board for the opportunity to serve as president and presented Eric Stroeder with the gavel. Eric Stroeder thanked Denise for her role as President of the ASBSD Board.

## **VIII. Finance**

### **VIIIA. Financial Report**

Holly Nagel, CFO, reported June 30<sup>th</sup> marked the end of the FY 20 fiscal year. ASBSD ended the fiscal year at \$2,251,607.89 which exceeded the budgeted revenue amount by \$167,641.13. This is a revenue increase of \$43,649.94 from FY19.

FY 20 expenditures were \$1,930,964.66 which is \$110,616.34 less than budgeted expenditure amount. This also is a decrease of \$564,687.19 from FY 19.

After all year-end entries are completed, the Association increased the overall Net Position on the balance sheet by \$318,984.99. COVID-19 pandemic closed our office in March and caused the cancellations of all in-person events which effected both budgeted revenues and expenditures.

We end another year stating the balance sheet is the strongest it has been in recent years and ASBSD continues to have a strong financial position. The Association continues to be able to financially support a worst-case scenario event should we need to absorb a large loss in a revenue source and would have a short, but workable time to restructure.

As for the past two years, the Association continues to have zero long term liabilities. Moved by Denise Lutkemeier, second by Garret Bischoff to accept the financial report as presented. Motion carried.

### **VIIIB. Certificate of Resolutions for Section 125 Premium Only Plans**

Tom Farrell moved to adopt the Certificate of Resolution for the Section 125 Premium Only Plan for plan year ending June 30, 2021, second by Tanya Gray. Motion carried.

**VIIIC. Signatory Card Authorization** - Approve authorization of signature card for Eric Stroeder, ASBSD President.

Moved by Pam Haukaas, second by Garrett Bischoff to remove Denise Lutkemeier's name from all ASBSD checking accounts and add Eric Stroeder to signatory authorization. Motion carried.

### **VIIID. Protective Trust Update**

Holly Nagel, CFO reported the health fund is having another great year. As of June 30, 2020, the fund has a net position approximately \$16 million. As of July 1, 23 have 72 member schools. As a reminder, the last year of assessment payments are due September 1, 2020. Currently there is \$1.5 million outstanding of the original \$11.2 million assessment.

The Work Comp Pool continues to do well with a net position of \$12.9 million. As of July 1, our work comp fund decreased by 7 to 75 members.

The Property Liability pool decreased from 40 to 24 members effective July 1 with a net position of approximately \$530,000. ASBPT has contracted with Gallagher Bassett for loss control in both Workers Comp and Property Liability.

## **IX. Policy Considerations**

### **IXA. Gift Policy/Conflict of Interest**

Dr. Pogany asked that board members please take the time to read ASBSD Policy GBI – Gift Policy and GBI-E – Gift Policy Certification Statement and ASBSD Policy BOF – Conflict of Interest and BOF-E – Conflict of Interest Annual Disclosure Statement Director and Officer Form. He asked that board members please complete the exhibits and return to Katie Mitchell-Boe.

### **IXB. Ratification of ASBSD Investment Policies and Standards**

Moved Susan Humiston, second by Tanya Gray to accept the Ratification of ASBSD Investment Policies and Standards as presented. Motion carried. Attachment 1

## **X. Executive Committee Minutes**

Minutes of the July 6, 2020 Executive Teleconference Meeting was presented to the board for their information.

## **XI. Policy and Resolutions Report**

Moved by Susan Humiston, second by Lisa Snedeker to accept the draft July Resolutions as presented. Motion carried. Attachment 2

Moved by Susan Humiston, second by Lisa Snedeker to amend Standing Position – Native American Indian Education as follows: 3<sup>rd</sup> paragraph – following strike through, 3<sup>rd</sup> paragraph – following strike through, by embracing the pride, heritage and dignity of Native American Indian culture and fostering, collaborating and establishing long-term commitments to improving public educational outcome for Native American Indian students. Moved by Tom Farrell, second by Garret Bischoff for a substitute motion to amend the third paragraph to read: South Dakotans must continue to work toward solutions by embracing the pride, heritage and dignity of Native American Indian culture, fostering-collaboration and establishing long-term commitments to improving public educational outcomes for Native American Indian students. Moved by Tom Farrell, second by Ellie Saxer to accept the Standing Positions as amended. Motion carried.

## **XII. Region Meetings**

Dr. Pogany lead the discussion on how to proceed with region meetings in the fall. Dr. Pogany shared that we will be providing multiple meetings but no one on one. Zoom, webinar and virtual meetings were discussed.

## **XIII. Board Development – Trust Edge Self Assessment**

Denise Lutkemeier lead the book study discussion from The Trust Edge by David Horsager. The Executive Committee first discovered David Horsager at a Summer Leadership Conference in Chicago in 2019. Horsager argues there are 8 pillars that build trust.

1. Clarity
2. Compassion
3. Character
4. Competency
5. Commitment
6. Connection
7. Contribution
8. Consistency



A self-assessment was done and scored by each individual. After the scoring of the self-assessment each individual was to determine their strongest pillar and their weakest pillar. Denise lead the discussion addressing each pillar and asking what board members took away from their readings.

#### **XIV. Directors Report**

Dr. Pogany shared our 1<sup>st</sup> Virtual ASBSD/SASD Conference went well. He advised the board over 187 people signed on for the 1<sup>st</sup> Keynote Speaker, 110 schools and coops registered and all sessions were either pre-recorded or recorded for future use.

Dr. Pogany asked if there was anything else ASBSD could do in the next 30 days to help schools/superintendents in preparation for the opening of school.

He advised the board we were having weekly meetings with the Governor, Secretary of Education and the Department of Health with the decision making policies regarding the opening of schools.

#### **XV. Future Board Meetings**

Dr. Pogany informed the board of the proposed meeting dates. He proposed the following:

November 19 Board of Directors Meeting/staff appreciation dinner  
November 20 Delegate Assembly  
February 15 Board of Directors Meeting  
April TBD Board of Directors Meeting

- Legislative Meeting – format is going to be changed as the participation the past couple of years has proven this is not an effective way to reach our legislators

#### **XVI. Executive Session**

Motion by Tom Farrell, second Denise Lutkemeier to go into Executive Session - motion carried.

Once out of Executive Session motion by Garrett Bischoff, second by Ellie Saxer to approve Wade Pogany's three year contract. Motion carried.

Motion by Tom Farrell, second Denise Lutkemeier to adjourn the meeting at 5:52 pm. Motion carried.

## **INVESTMENT POLICIES AND STANDARDS**

### **INVESTMENT POLICY STATEMENT FOR ASSOCIATED SCHOOL BOARDS OF SOUTH DAKOTA**

#### **Purpose**

The purpose of this Statement is to establish a clear understanding of the investment policies and objectives of the Associated School Boards of South Dakota (ASBSD).

This Statement establishes policies and restrictions to be placed on investments. However, these are not intended to impede efforts to attain the overall objectives of the Association. The ASBSD gives the Investment Managers or Executive Director discretion in investment selection and diversification for the purposes of increasing returns or reducing risk exposure. The ASBSD also gives the Investment Managers or Executive Director responsibility to shift the Association's asset commitment among securities and market sectors to pursue opportunities presented by secular changes within the capital markets.

#### **Investment Guidelines**

The Association's assets must be invested with the care, skill and diligence that a prudent investor acting in this capacity would use to comply with controlling statutes governing this type of plan.

The greatest concerns should be generating income and modest principal growth. The ASBSD understands that fluctuating rates of return are characteristic of the securities markets. Portfolio risk levels should be established and maintained to meet the objectives set forth in this policy.

#### **Objectives Standards**

The Investment Manager's primary objective should be to provide income and principal growth through a diversified portfolio of investments. The primary benchmark for comparing performance will comprise of 50% S&P 500, 10% MSCI EAFE and 40% Barclay's US Aggregate Bond Index.

As a secondary objective, the Managers should seek to provide net average annual returns exceeding the Consumer Price Index by at least 1% annually over a rolling three-year time period.

#### **Securities Classes**

##### **Fixed Income Securities**

Investment in fixed income securities will be invested in the fixed income market to pursue opportunities presented by the capital markets. The Investment Managers should choose from U.S. Government bills, notes and bonds; U.S. Government agency securities, high grade corporate bonds, and insured certificates of deposit. Maximum maturity of any security shall be ten years. Effective duration of the portfolio shall be limited to five years or less.

No single security shall comprise more than 10% of the total portfolio.

Corporate bonds must be rated BBB or better by Moody's or Standard & Poor's. Mutual funds investments are allowed provided that the ASBSD, by prospectus, adheres to the specifications listed below.



## **South Dakota School District Bonds**

The Investment Manager will discuss with the Executive Director and Chief Financial Officer all new South Dakota school district bond issues to determine if appropriate for investment by the ASBSD investment account.

## **Equity Securities**

The Investment Manager will utilize ETFs (Exchange Traded Funds) to gain exposure to the equity markets in the investment account. The ETFs will be regularly monitored by the investment manager and a thorough review will be completed annually by the investment committee.

## **Cash Equivalents**

The Investment Managers or Executive Director may invest in commercial paper, repurchase agreements, Treasury Bills, certificates of deposit, and money market funds to provide income, liquidity for expense payments, and preservation of the funds principal value. All such assets must represent maturities of less than one year at the time of purchase. Commercial paper assets must be rated A-1 or P-1 by Standard & Poor's and Moody's respectively. The Investment Managers may not purchase short-term financial instruments with speculative characteristics (uncertainty of principal and/or interest). The Investment Managers also may not invest more than 5% of the Association's market value in the obligations of a single issuer with the exception of the U.S. Government and its fully-guaranteed agencies.

The Investment Managers or Executive Director is prohibited from investment in private placements, common and preferred stock, short sales margin transactions, options and futures contracts and other derivative securities.

## **Asset Allocation**

The Client (ASBSD) expects the Association's asset allocation policies to reflect the investment objectives and risk tolerances expressed throughout this Statement. Ranges of allowable investment within the asset classes cited above are herein specified:

	Minimum	Maximum
Cash Equivalents	2%	20%
Corporate Bonds	0%	40%
School Bonds	0%	10%
Certificates of Deposit	0%	75%
U.S. Government Securities	0%	40%
Agency Securities	0%	25%
Equities	0%	70%

## **Communications**

Unless otherwise requested, the Investment Managers or Executive Director must furnish the Client with a quarterly account review detailing investment performance (time-weighted), portfolio holdings, and the market value. The ASBSD must receive timely information about changes in any investment philosophy, management, ownership, and key personnel.

Meetings between ASBSD and the Investment Manager will be held on an annual basis. They will cover the following topics:

1. The Manager's investment performance and risk levels, in light of the stated policies and objectives.
2. The Investment Manager's views on important developments within the economy and the securities markets, as well as their potential effect on investment strategy, asset allocation, and fund performance.
3. Changes in the Investment Manager's organization, professional staff, investment style, investment process, and brokerage practices; and the effects on investment philosophy, strategy, and performance.
4. Amendments to the Statement's policies and objectives.

The ASBSD may call more frequent meetings if significant concerns arise about the Manager's investment strategy or performance, or if key changes occur in the Manager's personnel or organizational structure.

### **Acknowledgements**

By acknowledging in writing the receipt of this statement, the Investment Managers agrees to its terms and conditions. Should the Managers believe at any time that changes, additions, or deletions to this statement are advisable, he will be responsible for communicating these in writing for review.

This Statement shall be reviewed on an annual basis. Any modifications to this policy shall be reviewed with the Investment Managers prior to implementation.





## 2021 ASBSD Standing Positions

Revised 8/7/2020

### OVERVIEW

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Standing positions are broad policy statements that reflect the core beliefs of South Dakota's locally elected public school board members. Standing positions provide your school board association with general direction and guidance on a range of education policy issues.

### DIVERSITY AND EQUITY (PROPOSED AMENDMENT)

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School boards are encouraged to recognize and understand the needs and strengths of all students. School boards should provide resources that will facilitate access to a high-quality, safe, and supportive education that prepares students for success. ASBSD urges local school boards to promote and support the significant benefits of learning in racially, ethnically, and socio-economically diverse settings, to commit to equity and excellence for all students, and to support the needs of English-language learners.

Adopted: 2018

Revised: 2020

### HEALTH & WELLNESS (PROPOSED AMENDMENT)

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ASBSD believes that wellness is related to staff and students overall well-being and their readiness to teach and learn. A growing body of research links student wellness to positive academic results, affirming the important role the overall wellness plays in student achievement.

ASBSD believes local public school boards should work with community stakeholders in a coordinated approach to promote policies and practices that encourage and enable wellness, including healthy food choices, nutrition education, personal care and hygiene and regular physical activity.

Comprehensive local policy includes multiple aspects of student/staff well-being, including drug resistance, suicide prevention, violence prevention and all forms of bullying.

ASBSD urges local public school boards to adopt policy that promotes healthy lifestyles and student safety, but opposes state mandates, whether funded or unfunded, which would limit the authority of local public school districts to design appropriate wellness programs that reflect school and community standards.

Adopted: 2008

Revised: 2020

## **INVESTMENT IN EDUCATION**

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ASBSD believes devoting public funds to elementary and secondary education is an investment in the social and economic future of our children, our communities, our state and our nation.

In South Dakota, public schools deliver an outstanding return on investment. The personal and economic benefits of a quality education have a direct and dramatic impact on individuals, families and communities. Investments in the public education system serve multiple ends, but none are more important to the economic future of our country than ensuring every child graduates from high school ready for the postsecondary education or the workplace.

ASBSD believes investing in elementary and secondary education leads to improved student outcomes, particularly when investments strengthen teacher quality, improve access to high quality public K-12 programs and provide extended learning opportunities for students at-risk.

South Dakota's Constitution prescribes the commitment to public education in Article 8, Section 1; "The stability of a republican form of government depending on the morality and intelligence of the people, it shall be the duty of the Legislature to establish and maintain a general and uniform system of public schools wherein tuition shall be without charge, and equally open to all; and to adopt all suitable means to secure to the people the advantages and opportunities of education."

State law (SDCL 13-13-10.1) mandates funding for public education in South Dakota must be increased by the percentage of growth in the Consumer Price Index (CPI-W) or 3 percent, whichever is less. This law requires a minimum increase in the investment in public education be made by the state each year and is the only such legal requirement amongst the state's institutions.

Adopted: 2011

Revised: 2019



## **LOCAL GOVERNANCE (PROPOSED AMENDMENT)**

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Public school districts are governed by elected leaders, who are responsive and accountable to local citizens. An informed, active citizenry is essential to our democratic and representative form of government.

Local boards, within parameters established by state law, are vested with authority to make local education decisions. Local board members, as the elected representatives closest to the students, families and communities in which they live, are best positioned to understand student and community needs and identify effective solutions. A local public school board cannot delegate statutory duties and responsibilities. State law must allow governance flexibility to ensure all school boards are positioned to meet the needs of their community and the changing public school environment.

Public school boards are accountable to students, citizens and staff for: providing education programs; striving for excellence; identifying needs; adopting clearly defined written policies; measuring program success; and interpreting and disseminating information to the public; and setting the school calendar that best fits their district.

Public school boards function best in a non-partisan, broadly representative, team-spirited manner while putting district needs ahead of partisanship, special or personal interest – be they political, racial, religious, geographic, economic, social, civic or any other form. The board and superintendent, along with other key personnel, serve as a local governance leadership team that works together to effectively and efficiently operate a public school district.

ASBSD supports the judgment and integrity of South Dakota public school board members and opposes initiatives or legislation that impedes a school board's ability to govern.

It is ASBSD's expectation that school board members be fully invested in the concept of public school education and the purpose for which public schools are created.

Adopted: 2007

Revised: 2020

## **NATIVE AMERICAN INDIAN EDUCATION (PROPOSED AMENDMENT)**

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A range of statistical indicators reveal persistent and dramatic achievement gaps between Native American Indian students and their peers, depriving a significant portion of South Dakota's children of an equal opportunity to claim a more prosperous personal, social and economic future.

All students can face barriers to learning, but many of South Dakota's Native American Indian children are surrounded by a concentrated and generationally pervasive poverty that jeopardizes an individual's health, safety and personal belief in the value of education.

~~South Dakotans must continue to work toward solutions which include but not limited to the Native American Achievement Schools Grant Program and the Paraprofessional Tuition Assistance Scholarship Program, while embracing the pride, heritage and dignity of Native American Indian culture and fostering collaboration and establishing long-term commitments to improving educational outcomes for Native American Indian students.~~

South Dakotans must continue to work toward solutions by embracing the pride, heritage and dignity of Native American Indian culture, fostering collaboration and establishing long-term commitments to improving public educational outcomes for Native American Indian students.

Adopted: 2010

Revised: 2020

## **OPEN GOVERNMENT AND TRANSPARENCY**

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As public bodies, school boards operate in a transparent manner that promotes active civic engagement and public discourse. Effective and efficient governance respects the public's right to observe, respectfully record a board meeting and petition government while operating under the legal framework of school board, state and federal policy. Public school boards, as government entities closest to citizens, provide a wealth of public information, including thorough financial records.

ASBSD believes it is incumbent upon each public school board member to have a working knowledge of both open meeting laws and privacy laws.

ASBSD supports state policies and potential legislation allowing public school boards the local option to post official minutes and public notices online.

ASBSD supports full disclosure of conflicts of interest as prescribed by law (reference SDCL 3-23-6 through 3-23-9).

Adopted: 2009

Revised: 2019

## **PUBLIC SCHOOL CHOICE (PROPOSED AMENDMENT)**

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ASBSD believes South Dakota's public education system, through South Dakota's open enrollment laws, should provide parents and students the choice to attend any of South Dakota's public schools.

ASBSD supports open enrollment laws that work to promote cooperation among public school districts that help meet the educational needs of ALL all students and families.

ASBSD supports partnerships between schools and parents to offer diverse and multiple high quality educational options to meet the individual needs of students.

Adopted: 2007

Revised: 2020



## **SAFE AND SECURE SCHOOLS (PROPOSED AMENDMENT)**

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ASBSD believes South Dakota public school students deserve to learn in a safe and secure school environment.

A growing body of research has linked student achievement and behavior, as well as staff morale, to physical building conditions. Every child deserves a safe, technologically-ready school facility designed for student learning.

ASBSD believes local public school boards are responsible for the adoption of plans to prevent and respond to situations that threaten the safety or well-being of students and staff. School districts are encouraged to work with a variety of state and local government agencies and to prepare effective emergency response plans.

State and local government agencies are encouraged to inform and collaborate with school districts to obtain and utilize appropriate resources that will enhance the safety and security of school buildings.

ASBSD believes local public school boards, acting in compliance with federal and state law, must have the authority to enact and implement policies and procedures that maintain safe, orderly schools and create supportive learning cultures.

ASBSD supports current laws designed to keep convicted criminals from employment in schools and illegal drugs and weapons away from school buildings.

ASBSD urges parents, businesses, communities and state agencies to work with local school boards to provide safe, crime-free schools.

Adopted: 2010

Revised: 2020

## **SCHOOL FINANCE**

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South Dakota's public school students deserve a comprehensive school finance system. School finance decisions, whether at the local, state or federal level, should build the capacity of the public education system to expand learning opportunities for students. Policy makers at all levels should fulfill commitments and obligations to public schools before providing financial support to non-public schools.

ASBSD supports a school finance system that:

- Provides necessary equitable, predictable and timely funding; and
- Provides equal opportunities to all public school students while addressing South Dakota's diverse student needs; and
- Provides judicious funding based on relief for enrollment fluctuations; and
- Provides locally elected public school boards the authority and responsibility to prioritize and allocate funding, within the mandates and parameters of each fund set in state statute, to best meet student needs; and
- Provides additional funding to meet state and federal expectations.

Adopted: 2007

Revised: 2019

## **SCHOOL REORGANIZATION (PROPOSED AMENDMENT)**

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ASBSD believes school district reorganization, resource sharing and cooperative arrangements are in the best interest of South Dakota's public school students when:

- Educational outcomes, measured in expanded educational opportunities with expectations for improved achievement, is the most important consideration; and
- Geographical issues are considered, including the amount of student travel time and allowing for continued community participation; and
- Reorganization is voluntary – initiated at the local level by the board or citizens and approved by the citizens of the public school district and voted upon by the school board, or by the citizens of the public school districts.

Adopted: 2006

Revised: **2020**

## **STUDENT ACHIEVEMENT (PROPOSED AMENDMENT)**

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One of a local public school board's core responsibilities is to develop, adopt and oversee policies focused on improving student achievement and eliminating achievement gaps between low achieving students and students performing at or above grade level. Every student, regardless of individual differences, must be given opportunities to achieve at their highest level ~~can achieve at high levels when the state, local public school boards and communities establish high expectations for students and provide necessary resources and support.~~

Today's public school boards strive to develop instructional policy that provides for multiple paths to knowledge that moves students to develop more critical thinking, collaborative problem solving and self-reliance skills.

As community leaders, public school board members focus on providing programs and working collaboratively with other agencies.

Student achievement should be gauged using an accountability system based on multiple assessments that are valid, reliable, defensible, credible and diagnostically meaningful to a variety of stakeholders.

ASBSD urges policymakers at all levels to support programs that promote high level skills such as digital literacy, innovative thinking, and interactive communication to engage learners leading students to succeed in today's highly competitive, global economy.

Adopted: 2010

Revised: **2020**



## **TECHNOLOGY IN EDUCATION**

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Technology has an essential and expanding role in our global society. Emerging information and communication technologies will reshape how students learn and how they apply their knowledge, skills and abilities.

ASBSD believes technology transforms public K-12 education. The infrastructure, hardware, software, and platforms are either available or being developed that will continue to change the nature of how we teach our children in profound and far-reaching ways.

ASBSD believes technology is a powerful, important tool for public education to be used in combination with proven teaching and learning strategies to ensure a high-quality education.

ASBSD supports technology initiatives that are focused on improved student outcomes and that reflect the need for ongoing support and renewal in the ever-changing technological landscape. Digital technology using virtual learning strategies, blended learning, and other cutting edge teaching coupled with quality training, will advance our students in the highly competitive global environment.

South Dakota's public school systems should embrace technology as a catalyst to improve teaching and learning. School district staff need support, through high-quality, embedded professional development, to integrate technology into their instruction. Technology integration is a critical tool to prepare our students for digital world that is transforming around them.

Adopted: 2012

Revised: 2019



## **2021 ASBSD Legislative Resolutions**

**Updated 8/7/20**

### **Overview**

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ASBSD Resolutions are policy statements adopted by the ASBSD membership that guide your Association's advocacy efforts at the state and federal levels. A subcommittee of the ASBSD Board of Directors – called the ASBSD Policy and Resolutions Committee – develops draft policy statements for consideration by the full membership at the ASBSD Delegate Assembly.

### **A. Achievement and Equity**

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#### **1. STATE FUNDED PRESCHOOL**

##### RESOLUTION

ASBSD supports state funding of public voluntary preschool education programs so long as it does not jeopardize or repurpose current funding of public K-12 education.

##### RATIONALE

State funding for voluntary pre-school programs, consistent with the SD Early Learning Guidelines, would be a welcome addition to the public K-12 funding model. However, that funding would need to be a supplement to the current funding model, not utilized to supplant it, in any way. Any adjustment to the current funding model, which did not add new money to the model, would jeopardize academic opportunities currently in place in public school districts.

ADOPTED: 2017

REVISED: 2019

#### **2. COMPULSORY SCHOOL ATTENDANCE**

##### RESOLUTION

ASBSD supports compulsory school attendance to age 18 or until a student graduates or earns their GED. ASBSD also understands to accomplish this goal cooperative funding and support for at-risk youth must be provided to the districts.

##### RATIONALE

In today's global economy, every South Dakota student deserves the lasting benefits of a high school diploma. Maintaining compulsory attendance age until 18 will make public school policy mirror BIE policy, minimizing the potential for students to transfer to public school in order to drop-out of high school.

ADOPTED: 2008

REVISED: 2019



## **A. Achievement and Equity**

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### **3. SOUTH DAKOTA ACADEMIC CONTENT STANDARDS, GRADUATION REQUIREMENTS AND STATE ASSESSMENT EXAMS**

#### RESOLUTION

ASBSD supports South Dakota academic content standards, with sufficient financial resources and professional development for school staff, to facilitate implementation of the standards and graduation requirements as well as the full participation of students in state assessment exams.

#### RATIONALE

South Dakota academic content standards and graduation requirements serve as expectations for what students should know and be able to do by the end of each grade level and upon graduation. The review, revision, development, and feedback process involves stakeholders throughout the state of South Dakota and is an ongoing and critical component to ensure South Dakota students in every classroom receive current and relevant learning experiences. The goal is that all students will graduate college, career, and life ready.

ADOPTED: 2010

REVISED: 2018

### **4. ~~EXTRA AND CO-CURRICULAR ACTIVITIES – FREE PARTICIPATION~~ (PROPOSED DELETION)**

**Reason for Deleting:** The topic of pay to play sports or other extracurricular activities has not been an issue for several years and doesn't appear to warrant a legislative resolution.

#### RESOLUTION

~~ASBSD supports extra and co-curricular activities as an important component of South Dakota's system of public education and opposes legislation that will in any way establish fees for participation in extra and co-curricular offerings.~~

#### RATIONALE

~~The South Dakota Constitution guarantees a free public education to all students. Extra-curricular and co-curricular activities, though not always offered for academic credit, are a valuable part of a child's education and should remain free to all public school students.~~

ADOPTED: 2010

REVISED: **2020**

### **5. SCHOOL EMPLOYEE COMPENSATION**

#### RESOLUTION

ASBSD supports continued commitment by the legislature to enhance the ability to attract, recruit and retain quality personnel in South Dakota public schools.

#### RATIONALE

To ensure public schools can recruit and retain quality employees, the state must maintain a long-term financial commitment to our schools in order to provide competitive salaries for their school employees.

ADOPTED: 2013

REVISED: 2018

## **A. Achievement and Equity**

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### **6. ADDITIONAL STATE TESTING REQUIREMENTS**

#### RESOLUTION

Beyond what is already required in state and federal law, ASBSD opposes legislation that would exempt any student in a public, private or homeschool from state assessments.

#### RATIONALE

Should an additional testing requirement be deemed reasonable and necessary by the South Dakota Department of Education, ASBSD believes all students should be included in the requirement. All groups of students, whether in public, private or homeschool education programs, should be required to demonstrate knowledge at a similar level to that of their peers residing in a different educational path.

ADOPTED: 2019



## **B. Local Governance**

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### **1. STUDENTS RECEIVING ALTERNATIVE INSTRUCTION (HOME SCHOOL INSTRUCTION) (PROPOSED AMENDMENT)**

#### RESOLUTION

ASBSD supports state guidelines for evaluating the academic progress of students receiving alternative instruction, the establishment of effective state regulations to ensure exempted students receive a high-quality education and the right of the local public school board to decide criteria for allowing alternative instruction students to participate in extra-curricular and co-curricular activities.

#### RATIONALE

School boards and the Department of Education are responsible for the education of students receiving alternative instruction. State guidelines and regulations would provide school boards with criteria to determine if revocation of an application is warranted. When issues of participation in public school activities arise, the authority to determine who may participate should rest solely with the local public school board.

ADOPTED: 2008

REVISED: 2020

### **2. SCHOOL FINANCES**

#### RESOLUTION

ASBSD supports local governance in the management of district funds.

#### RATIONALE

Control of school finances should rest with the local public school board within the district.

ADOPTED: 2009

REVISED: 2012

### **3. CHARTER SCHOOLS OR OTHER SCHOOL SYSTEMS (PROPOSED AMENDMENT)**

#### RESOLUTION

ASBSD opposes any new legislation that creates charter schools or a similar school system that would require the use of any state or federal funds in order to operate.

#### RATIONALE

Any legislation that has the potential to introduce charter schools or similar school systems and could take funding from public schools, receive waivers from state standards of accreditation and teacher certification, be selective in the students who may enroll, and be detrimental to local public school districts, should be opposed.

ADOPTED: 2012

REVISED: 2020

### **4. PUBLIC FUNDING FOR NON-PUBLIC EDUCATION**

#### RESOLUTION

ASBSD opposes any law that diverts public dollars to fund non-public education in any manner.

#### RATIONALE

Legislation that diverts public dollars to non-public schools would be detrimental to the public education system.

ADOPTED: 2015

REVISED: 2016

## **B. Local Governance**

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### **5. PRIVATE SCHOOL SCHOLARSHIP PROGRAM**

#### RESOLUTION

ASBSD opposes state law allowing tax credits from the insurance company premium and annuity tax to fund a private school scholarship program and permits contributions made by the insurance companies to remain anonymous.

#### RATIONALE

The state law allowing the diversion of public dollars to non-public schools is detrimental to the public education system and, in the opinion of ASBSD, is unconstitutional. In addition, the scholarship program is based on an antiquated school funding system and may result in the program no longer remaining fiscally neutral for the state. Permitting contributions made by insurance companies to remain anonymous places their special interests above their tax obligation to the state and undermines transparency established in other state laws. ASBSD supports amending SDCL 13-65 to require contributions to the scholarship fund to become public information. ASBSD also supports amending SDCL 13-65 to require any school receiving funds under SDCL 13-65 to follow all state requirements that public schools follow, including (but not limited to) accepting students under the State's Open Enrollment statutes and requiring the school to continue educating all accepted students until tuition/scholarship dollars are no longer paid or the student is expelled pursuant to State law.

ADOPTED: 2016

### **6. SCHOOL DISTRICT IDENTIFICATION SYMBOLS and EVENTS (PROPOSED AMENDMENT)**

#### RESOLUTION

ASBSD supports the local control by public school boards, and encourages them to seek input from community stakeholders on matters that involve symbols and events they believe uniquely identify their school.

#### RATIONALE

Public school districts are sensitive to the representation and depiction of all people through the use of mascots, nicknames, logos or other symbols and school events. Public school boards are open to discussion with local Native American tribes, community organizations and members on the utilization of these symbols and maintain their local control to make determinations on usage based on these discussions and what is best for the district, as a whole.

ADOPTED: 2016

REVISED: 2020

### **7. DECISION-MAKING AUTHORITY REGARDING TRANSGENDER LEGISLATION (PROPOSED AMENDMENT)**

#### RESOLUTION

ASBSD supports the judgment and integrity of local public school boards and school districts to act in the best interest of all their students, school and community and show respect for all students, staff and other individuals including transgender persons, within the parameters of existing law.

#### RATIONALE

Public school boards, as elected leaders, are responsive and accountable to local citizens, as noted Gov. ~~Dennis Daugaard~~ in his in the 2016 veto message of House Bill 1008, "can, and have, made necessary restroom and locker room accommodations that serve the best interests of all students, regardless of biological sex or gender identity." Local public school boards and districts who have been met with these matters previously have prudently reached a decision that works best for all parties involved

ADOPTED: 2016

REVISED: 2020



## **B. Local Governance**

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### **8. LEGAL AND FINANCIAL PROTECTION FOR COMPLIANCE WITH STATE LAW**

#### RESOLUTION

ASBSD supports provisions in law that would require the South Dakota Attorney General's office to represent a public school district, should it face a lawsuit while complying with the state law, and indemnify the public school district for any financial liability incurred by the district rising out of the lawsuit.

#### RATIONALE

Public school districts respect the letter of the law and implement statutory requirements handed down to them by the legislature. Should a district face litigation for complying with state law, ASBSD believes a legal and financial partnership with the State of South Dakota is necessary. There is precedent in law related to this request as SDCL 13-34-25 and 13-24-24 states the attorney general would represent a school district at no cost should it be sued for complying with state statute related to use of textbooks or the display of the national motto and we believe this right should be extended to all laws requiring school district compliance with state law.

ADOPTED: 2016

REVISED: 2019

### **9. BEHAVIORAL and MENTAL HEALTH RESOURCES**

#### RESOLUTION

ASBSD supports additional State and Federal resources for schools to support the behavioral and mental health of students in K-12 public schools.

#### RATIONALE

Public schools are experiencing a growing need for support in mental health resources including, behavior specialists and social workers, which most schools cannot afford. An increasing number of students with behavior and mental health issues have taxed the resources available in schools. Learning and instruction are disrupted and hindered if a student's behavioral or mental health problems are not addressed. Support from state and federal funds is essential to providing the resources needed.

ADOPTED: 2018

## **B. Local Governance**

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### **10. SAFE SCHOOLS RESOURCES**

#### RESOLUTION

ASBSD supports additional State, Federal, and local resources for schools to create a safe learning environment for all students in K-12 public schools.

#### RATIONALE

School safety plans are continuously evolving and essential to ensuring a safe environment, thus additional resources are needed to:

- a. Dedicate more resources to community efforts to “wrap services around” students. This starts at the district and school building level with programs that nurture students’ social and emotional needs and growth. Through this support, communities can implement threat assessment and help students in need of intervention;
- b. Provide sustained and flexible funding for comprehensive school safety planning and implementation. School boards may consider building improvements and school climate programs to enhance safety which can require capital outlay funds;
- c. Fund more collaborative projects between schools and local law enforcement. ASBSD believes the best option to ensure school safety is through partnership with local law enforcement agencies, specifically in the form of school resource officers being in schools.

ADOPTED: 2018

REVISED: 2019

### **11. SCHOOL BOARD TRAINING POLICY**

#### RESOLUTION

ASBSD supports the right and responsibility of locally elected school boards to establish policy outlining the requirements for initial training and continuing education of their school board members.

#### RATIONALE

Initial and continuing education of school board members is important in order to enhance their knowledge base resulting in strong and effective leadership for the district. Initial school board member training and continuing education is also important as it sets a good example for students, administrators, staff and community members, and shows the local school community and the State that local school board members are deeply committed to their public service and responsibilities.

ADOPTED: 2019



## **B. Local Governance**

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### **12. SCHOOL BOARD AND SCHOOL BOND ELECTIONS (PROPOSED ADOPTION)**

#### RESOLUTION

ASBSD opposes any legislative mandate which would require public school district annual school board elections, or special elections, or both, to be held on the first Tuesday in June and in conjunction with the primary election in even-numbered years, or on the first Tuesday in November and in conjunction with the general election during even-numbered years.

#### RATIONALE

It is important for locally elected school boards to be able to decide, within the parameters of state statute, the date they will hold their school board and school bond elections, in order to maintain the non-partisan nature of these elections. School bond elections should also be left to local control of the school board so the district can meet construction project timelines and favorable interest rates, should the bond be passed by the local voters. Since 1939 the locally elected school board has had the statutory authority to set the date of the annual school election and since 1981 the locally elected school board has had the statutory authority to choose to hold a general school district election in conjunction with a regular municipal election. School elections are a local decision and should remain as such.

ADOPTED: 2020

### **13. GOVERNANCE DURING THE COVID-19 PANDEMIC (PROPOSED ADOPTION)**

#### RESOLUTION

ASBSD supports school districts' maintaining high expectations for learning and recognizes local decision making is essential during the COVID-19 pandemic, with continued guidance provided by the South Dakota Department of Health, the Centers for Disease Control and the South Dakota Department of Education.

#### RATIONALE

During the COVID-19 pandemic, decisions are best made at the local level for the students and staff in each school district, including those dealing with the method of instruction that best meets the needs of students and can be delivered by staff. The local school district needs guidance as to how to deal with issues, but does not need mandates from either the state or federal level.

ADOPTED: 2020

## **C. School Finance**

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### **1. SCHOOL FUNDING (PROPOSED DELETION)**

Reason for deleting: The concepts in C1 have been incorporated into the revised C7 resolution.

#### RESOLUTION

ASBSD supports a state education funding system that provides adequate aid for public schools to deliver a high-quality education to all students, competitively compensate district employees and allow local management of funds.

#### RATIONALE

The revamped funding system, which was implemented in 2016, has evolved in the brief time since it was put in place and will continue to do so, but the foundational belief remains the same that the school funding system must provide districts with adequate funding in order for public schools to provide quality education to their students.

ADOPTED: 2008

REVISED: 2020

### **2. CONSISTENT SPARSITY FUNDING**

#### RESOLUTION

ASBSD supports consistent district-level funding provided by the state for sparse public school districts as defined in SDCL 13-13-78.

#### RATIONALE

The state's sparse funding has provided much needed resources to the state's smallest and most rural schools. However, since the funding has been instituted, the amount of funding delivered to districts has declined and has been threatened for repeal. Given that sparsity funding amounts to more than 10 percent of the operating budget in some rural districts, the state's smallest most geographically isolated districts deserve consistent state supplemental funding.

ADOPTED: 2009

REVISED: 2014

### **3. SCHOOL FUNDING – TWO YEAR ENROLLMENT AVERAGING**

#### RESOLUTION

ASBSD supports reinstating two-year enrollment averaging or current enrollment, whichever is larger, in place of the fall enrollment count for the state aid formula calculation.

#### RATIONALE

The provision in the state aid formula that allowed for two-year averaging of school district enrollment was eliminated. With year to year fluctuations in student enrollment, public schools depend on two-year averaging to provide stability in their budgeting process.

ADOPTED: 2016

REVISED: 2019



## **C. School Finance**

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### **4. CAPITAL OUTLAY ADJUSTMENTS (PROPOSED AMENDMENT)**

#### RESOLUTION

ASBSD supports legislation amending the ~~\$2,800~~ \$3,400 cap on Capital Outlay funds in SDCL 3-16-7.2 and setting the maximum limits in SDCL 13-16-7, to allow a school district to levy up to \$3 per \$1,000 of valuation.

#### RATIONALE

Since the implementation of the Capital Outlay growth caps, schools have experienced growing pressure on the Capital Outlay fund. Amending the additional ~~\$2,800~~ \$3,400 cap on the fund and allowing school districts to levy up to the \$3 per \$1,000 of valuation would help minimize the pressure.

ADOPTED: 2018

REVISED: 2020

### **5. GENERAL OBLIGATION BOND ELECTION**

#### RESOLUTION

ASBSD supports legislation allowing a school bond to be approved by a simple majority vote.

#### RATIONALE

With the growth caps placed on Capital Outlay, schools are finding it increasingly difficult to fund major Capital Outlay projects, such as facility construction. School districts need the ability to pass bonds on local construction whereby a majority vote of the electorate is enough for it to pass. Under current law SDCL 7-24-2 county bonds only require a simple majority, while school related bonding requires a 60 percent vote to pass. Thus, the change would be consistent with another government subdivision requirement.

ADOPTED: 2018

### **6. PROPERTY TAX EXEMPTION FOR ALTERNATIVE INSTRUCTION**

#### RESOLUTION

ASBSD opposes legislation exempting parents or guardians who provide alternative instruction from property taxes.

#### RATIONALE

Exempting specific tax payers from the need to pay for public education defeats the purpose of taxation of the general public to provide the constitutionally mandated support for public schools. Parents and guardians utilizing alternative instruction have made a choice when it comes to exempting out of the public school system and that choice should be respected, however, forgiving their tax obligation to fund public education is a dangerous precedent that would lead to any government service being provided on a use basis. Government cannot function in that model.

ADOPTED: 2018

## **C. School Finance**

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### **7. MAINTAINING THE STATE AID INFLATION FACTOR (PROPOSED AMENDMENT)**

#### RESOLUTION

ASBSD supports adherence to the State Aid inflationary index factor defined in SDCL 13-13-10.1, which requires school districts to annually receive an increase in state aid of 3 percent or inflation, whichever is less, The Governor and the Legislature have a constitutional obligation to maintain a state education funding system that provides for public schools to deliver a high-quality education and competitively compensate district employees.

#### RATIONALE

Since the change in the state funding formula in 1995, the concept of an inflation factor to increase the state aid formula over time has been based on 3 percent or CPI-W, whichever is less. The inflationary index has been appropriated by the Legislature each fiscal year, with the exception of FY 2011, 2012 and 2019. Appropriating funds for public schools is a constitutional requirement of South Dakota under Article 8, section 1, and must be a state budget priority. The inflationary index factor is critical to schools in order for them to maintain a consistent revenue source and without an inflationary factor, schools would not be able to withstand the inflationary increases of salaries, and operational expenses of schools and thus not meet the standard of education expected. In addition, schools are required by state law to meet accountability rules to maintain teacher salaries. Without the inflationary index schools could not meet those state mandated requirements.

There is growing concern when state dollars are limited, the inflation factor is optional and the legislature is not required to adhere to the law. Schools need the index factor and the Legislature needs to fund at least the minimum index requirement. School districts must be appropriated at least the index factor to pay for the growing needs within school districts to:

- a. provide salary increases to teachers, as well as maintain salaries for all personnel, and remain competitive in regional teacher salaries to attract and retain our best teachers.
- b. meet inflationary increases in the operation of the schools;
- c. maintain safety and health related services;
- d. provide current technology and instructional materials.

ADOPTED: 2018

REVISED: 2020

## **C. School Finance**

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### **8. ACCOUNTABILITY WAIVERS PROCESS (PROPOSED AMENDMENT)**

#### RESOLUTION

ASBSD supports the waiver process option for school districts to seek relief from accountability requirements, including, but not limited to, meeting the target teacher compensation and the general fund reserve cash caps. In a fiscal year where school districts are not provided the statutorily required increase in state aid, all accountability requirements should be waived.

#### RATIONALE

There must be a balance between accountability and flexibility regarding funds for enhancing teacher salaries and general fund cash reserves. Each school district faces unique challenges and situations and the waiver process is an important component in guaranteeing flexible options for schools to meet the teacher salary targets and general fund cash reserve caps.

ADOPTED: 2018

REVISED: 2020

### **9. PROTECTING SCHOOL DISTRICT VALUATIONS**

#### RESOLUTION

ASBSD opposes legislation that would reduce any property valuations without the inclusion of a hold harmless clause for school districts.

#### RATIONALE

ASBSD believes protecting property valuations to support school funding must be a priority in South Dakota. Any legislation that significantly reduces property valuations without a hold harmless for schools would have a drastic negative effect on school finance.

ADOPTED: 2019

### **10. ADDITIONAL FUNDING DURING COVID-19 PANDEMIC (PROPOSED ADOPTION)**

#### RESOLUTION

ASBSD supports additional state and federal funding for school districts due to unforeseen and continued expenses incurred during the COVID 19 pandemic.

#### RATIONALE

There are many new one time and on-going expenses that school districts are incurring during the COVID-19 pandemic in order to continue to provide high-quality education. These expenses are related to added staff needs for both certified and classified employees and multiple expendable items such as PPE, cleaning products, barriers and other items. Current budgets are being stretched and will need additional dollars to maintain a safe environment for students to learn in.

ADOPTED: 2020



## **D. Taxation**

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### **1. COMMITMENT TO THE HALF PENNY SALES TAX RATIO**

#### RESOLUTION

ASBSD supports continued adherence to the original ratio of funds from the half penny sales tax established in HB 1182 (SDCL 10-58-7) in 2016 dedicated to funding teacher salaries.

#### RATIONALE

ASBSD believes the State must continue the revenue distribution ratio implemented when the half-cent sales tax was approved in order for schools to maintain funding teacher salaries at the rate required by state mandates attached to the additional dollars and to fulfill the purpose the original statute intended.

ADOPTED: 2018

### **2. SCHOOL FUNDING – PARTRIDGE AMENDMENT**

#### RESOLUTION

ASBSD supports legislation giving the legislature the authority to decide whether or not to reduce the state's sales tax rate by one-tenth of a percent should the revenue collected from the remote seller's tax – the tax collected by the state on Internet sales – exceed the previous calendar year's revenue collection from the tax by \$20 million.

#### RATIONALE

Revenue collections must be suitable in order for the state to meet its financial obligations, such as providing the statutorily required increase in state aid to education. The legislature, as the government stewards of the state budget, should be allowed the latitude to decide if lowering the state's sales tax rate is feasible based on whether or not revenue collections, as a whole, will meet the state's financial obligations to public education.

ADOPTED: 2019

## **E. Personnel**

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### **1. HUMAN RESOURCE MANAGEMENT**

#### **RESOLUTION**

ASBSD supports a local public school district's ability to develop hiring, evaluation and compensation policies to develop performance and market-based compensation mechanisms that support local efforts to recruit and retain quality staff.

#### **RATIONALE**

School boards, administrators and teachers are in the best position to decide whether the school district has the financial resources, personnel, data systems and desire to implement local policy. Districts should have the flexibility to adopt effective hiring, evaluation and compensation policies.

ADOPTED: 2010

REVISED: 2012

## **F. Unfunded Mandates**

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### **1. STATE EDUCATION MANDATES**

#### RESOLUTION

ASBSD supports legislative action to require the State to adopt a fiscal note associated with and providing funding for all mandates placed on local public school districts.

#### RATIONALE

When state mandates place additional burdens on school boards, funds should be allocated to compensate expenses incurred. Therefore, it should be the policy of the State Department of Education to adopt fiscal notes and request funding from the legislature, prior to the passage of all mandates placed on local public school districts.

ADOPTED: 2008

REVISED: 2017

### **2. FEDERAL MANDATES**

#### RESOLUTION

ASBSD supports full funding for all federal mandates.

#### RATIONALE

When federal policymakers enact laws intended to foster higher levels of school performance and academic achievement, Congress must adequately fund federal mandates to avoid causing local school boards to shift local resources to meet the demands of federal education policies.

ADOPTED: 2008

REVISED: 2016



## **G. Federal Relations**

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### **1. MEDICAID SERVICE REIMBURSEMENT**

#### RESOLUTION

ASBSD supports the continuation of federal Medicaid Service provided to public school K-12 for providing health services to Medicaid-eligible students.

#### RATIONALE

Public schools play a key role in identifying eligible children for Medicaid, connecting children to needed services in schools and communities. Medicaid service reimbursement funds help South Dakota public school districts provide outreach and coordination services that ultimately helps eligible children receive health services in a timely manner.

ADOPTED: 2008

REVISED: 2012

### **2. SCHOOL NUTRITION**

#### RESOLUTION

ASBSD supports flexibility in federal law for state and local food service personnel to adjust the nutrition requirements including changes to the calorie maximum, to ensure they are providing school meals that meet the needs of their diverse student body in their communities.

#### RATIONALE

A one-size-fits-all policy ties the hands of local public school lunch providers. According to recent report, the USDA's new regulations have led to hungrier students, wasted food, and increased costs for schools.

ADOPTED: 2010

REVISED: 2016

### **3. E-RATE**

#### RESOLUTION

ASBSD supports action by Congress and the Federal Communications Commission to strengthen the E-Rate program and improve the quality and speed of Internet connectivity in our nation's public K-12 schools.

#### RATIONALE

The E-rate program, officially called the Schools and Libraries Program Universal Service Fund, provides significant discounts to schools and libraries to help them build technology infrastructure and provide telecommunications and Internet services for students in low-income and rural areas. The program is a vital source of funding to maintain and improve Internet connectivity in public K-12 schools. Expansion of the federal E-rate program would improve access to technology for public K-12 schools and students.

ADOPTED: 2010

REVISED: 2012

## **G. Federal Relations**

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### **4. EVERY STUDENT SUCCEEDS ACT (ESSA)**

#### RESOLUTION

ASBSD supports the federal education policy emphasizing the importance of local governance, providing states with more control over education standards and strengthening support for local control in managing school administration, budget development and related operations for public school district responsibilities.

#### RATIONALE

ESSA affirms state control of education standards by allowing them to set their own benchmarks for student achievement in math and reading. In addition, ESSA reaffirms the importance of local governance as state education standards will be up for peer review by public school board members, administrators, parents and other groups. A local governance measure included in the bill strengthens support for local control which will enhance the local district's goal of consistent student achievement.

ADOPTED: 2016

### **5. REPURPOSING FEDERAL FUNDING FOR SCHOOL CHOICE EXPANSION**

#### RESOLUTION

ASBSD opposes the repurposing of federal funds in order to expand non-public school choice options.

#### RATIONALE

The repurposing of federal funds to expand non-public school choice options-would have lasting effects on public school programs that originally received these funds. The use of public funds to expand school choice damages public schools by removing dollars dedicated to these schools to support students in a multitude of programs.

ADOPTED: 2017

REVISED: 2019