



ASBSD Legislative Resolutions (DRAFT)

Revised: 8/3/2016

OVERVIEW

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

1. PRE-KINDERGARTEN STANDARDS

RESOLUTION

ASBSD supports the South Dakota Early Learning Guidelines for voluntary pre-kindergarten education programs.

RATIONALE

Pre-kindergarten is defined as any public education program for children under age 5. Research points to clear short and long-term benefits of pre-k programs. It's widely accepted that early experiences form vital connections in a child's brain and influence how a child learns and develops throughout life. According to research, quality pre-k programs reduce the number of students in need of special education services and the number of students that have to repeat grades. Research has also documented long-term efficiency of pre-kindergarten programs through a reduction in the juvenile crime rate and lessening later reliance on public assistance programs.

ADOPTED: 2008

REVISED: 2015

2. PROFESSIONAL DEVELOPMENT

RESOLUTION

ASBSD supports full funding for state mandated professional development.

RATIONALE

ASBSD supports professional development for teachers and administrators. Because of state mandates for new innovations, we believe state funding to train professionals is essential.

ADOPTED: 2008

REVISED: 2012

A. Achievement and Equity

3. COMPULSORY SCHOOL ATTENDANCE

RESOLUTION

ASBSD supports compulsory attendance in public school to age 18 or until a student graduates.

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:

4. SOUTH DAKOTA ~~COMMON CORE~~ ACADEMIC CONTENT STANDARDS AND STATE ASSESSMENT EXAMS (EDITED)

RESOLUTION

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

RATIONALE

South Dakota academic content standards serve as expectations for what students should know and be able to do by the end of each grade. 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. Common core standards establish important benchmarks to help students succeed in a global economy and a technologically advanced society. The new standards were created in 2009 in a joint effort of the National Governor's Association and the Council of Chief State School Officers to increase rigor and academic expectations for students in Language Arts and Math and thus a stronger U.S workforce. Common Core standards are recognized as South Dakota state standards in Language Arts and Math, however implementation of the standards (how to teach them) is still a matter of local decisions. Common standards may save the state money on assessments and other fixed costs associated with our modern system of standards-based education. Most importantly, the establishment of common math and language arts standards across the nation would mean all teachers are attempting to move students toward the same goal — a fact that will likely contribute to greater innovation in best practices and increased collaboration. Full participation allows for accurate measurement of student achievement success of Common Core Standards.

ADOPTED: 2010

REVISED: 2016

5. EXTRA AND CO-CURRICULAR ACTIVITIES – FREE PARTICIPATION

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: 2014

A. Achievement and Equity

6. SCHOOL EMPLOYEE COMPENSATION (EDITED)

RESOLUTION

ASBSD supports ~~continued a long-term~~ commitment by ~~with~~ the legislature to enhance the ability to attract, recruit and retain quality personnel in South Dakota public schools.

RATIONALE

~~To ensure our schools can recruit and retain are losing quality employees, the state must maintain a long-term financial commitment to our schools in order to provide competitive salaries for their school employees to different careers and/or not receiving quality applicants for open positions because of low salary options.~~

ADOPTED: 2013

REVISED: **2016**

B. Local Governance

1. STUDENTS RECEIVING ALTERNATIVE INSTRUCTION (HOME SCHOOL INSTRUCTION) ~~PUBLIC SCHOOL EXEMPTION~~ (EDITED)

RESOLUTION

ASBSD supports ~~the development of state guidelines for evaluating the academic progress of students receiving alternative instruction a public school exemption~~ and the establishment of effective state regulations to ensure exempted students receive a high quality education.

RATIONALE

School boards and the Department of Education are responsible for the education of students receiving ~~alternative public school exemption~~ instruction. State guidelines and regulations would provide school boards with criteria to determine if revocation of an application is warranted.

ADOPTED: 2008

REVISED: **2016**

2. SCHOOL FINANCES

RESOLUTION

ASBSD supports local governance in the management of district funds.

RATIONALE:

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

ADOPTED: 2009

REVISED: 2012

3. CHARTER SCHOOLS

RESOLUTION

ASBSD opposes any new legislation that creates charter schools beyond what is currently authorized in statute, which permits Pilot Charter Schools for American Indian Students.

RATIONALE

Any expansion beyond what is currently allowed in state statute has the potential to introduce charter schools that could take public school funding from current schools, receive waivers from state standards of accreditation and teacher certification, be elective in the students who may enroll, and be detrimental to local public schools.

ADOPTED: 2012

REVISED: 2015

B. Local Governance

4. PUBLIC FUNDING FOR NON-PUBLIC EDUCATION (EDITED)

RESOLUTION

ASBSD opposes any ~~law new legislation~~ 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**

5. SCHOOL BOUNDARIES (DELETE)

RESOLUTION:

~~ASBSD supports legislation repealing current law allowing landowners to initiate a minor boundary change and authorizing only school boards to initiate a minor boundary change contingent on land of comparable value being exchanged between school districts, subject to voter approval.~~

RATIONALE:

~~The Minor Boundary Change Task Force, concerned about the amount of litigation related to school district minor boundary changes, is currently considering possible legislation which addresses minor boundary changes. The proposed legislation would eliminate minor boundary changes being initiated by landowners and allow minor boundary changes only if initiated by a school board. Board initiated minor boundary change is authorized in current law. A minor boundary change would be allowed only if two school boards agreed to exchange land of comparable value (within 10%). A board approved minor boundary change would be subject to voter referendum (which is also in current law). ASBSD would support this legislation as it should decrease, if not eliminate, school district time and expense of litigation and potential loss of taxable valuation.~~

ADOPTED: 2015

REVISED: **2016**

B. Local Governance

6. PRIVATE SCHOOL SCHOLARSHIP PROGRAM (NEW RESOLUTION)

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 SB 159 to require contributions to the scholarship fund to become public information.

ADOPTED: 2016

7. SCHOOL DISTRICT IDENTIFICATION SYMBOLS (NEW RESOLUTION)

RESOLUTION

ASBSD supports the local control by 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

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. 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

8. USE OF BATHROOM, LOCKER ROOM AND OTHER FACILITIES (NEW RESOLUTION)

RESOLUTION

ASBSD supports the judgment and integrity of local school board members and school districts to develop a policy, which best fits their students, school and community, that shows respect for all students, staff and other individuals including using bathrooms, locker rooms and other facilities.

RATIONALE

School boards, as elected leaders, are responsive and accountable to local citizens, and, as noted by Gov. Dennis Daugaard in his 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 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

B. Local Governance

9. LEGAL AND FINANCIAL PROTECTION FOR COMPLIANCE WITH STATE LAW (NEW RESOLUTION)

RESOLUTION

ASBSD supports a provision 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 school district for any financial liability incurred by the district rising out of the lawsuit.

RATIONALE

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 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, and we believe this right should be extended to all laws requiring school district compliance with state law.

ADOPTED: 2016

10. FOUR-DAY SCHOOL WEEK REFERRAL (NEW RESOLUTION)

RESOLUTION:

ASBSD supports potential legislation allowing only school boards to refer a decision on the district implementing or repealing a four-day school week to voters.

RATIONALE:

The decision to adjust a school week is one that should be made by a district as a whole, including school board members, administrators, parents and community members. Thus, a vote by district patrons is the best option for a district. The decision to refer should remain solely in the hands of the school board, as they best understand the implications a change in school week schedule would have on student achievement, district finances and other matters of the district.

ADOPTED: 2016

C. School Finance

1. SCHOOL FUNDING (EDITED)

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 through the following provisions appropriated by the State that meets expectations established in statute, administrative rule, accreditation standards and the South Dakota Constitution.;

- Utilizes revenue, and any potential growth, generated by the half-cent increase to the state's sales tax dedicated to teacher salaries;
- Raises the state average teacher salary to at least \$48,500 or higher and continues to review teacher salaries in order to stay competitive in region markets;
- Allows school districts to negotiate salary agreements that best fit their teaching staff within the mandated allocations set in statute;
- Covers the additional cost of benefits and overhead expenditures school districts incur;
- Sets student-to-teacher ratio levels that judiciously distribute dollars to school districts;
- Maintains the flexibility provision for districts to use capital outlay dollars for general fund expenses;
- Continues to review the distribution of other revenue funds;
- Ensures school districts have a process should they need a waiver from any piece of the funding system's statutory requirements;
- Appropriates funding to increase efficiencies through technology improvement grants, utilization of shared services, e-Learning programs, a teacher mentoring program and for national board certification for teachers.

RATIONALE

The historic passage of the half-cent sales tax increase, new funding formula and innovative funding options package ushered in a new era of funding for South Dakota's public schools. The new funding system brings sweeping changes to the variety of methods our districts have to fund their schools. While the system may evolve over time as we see the implications of its implementation, the current provisions in the resolution have been established with the best collective interest of our schools in mind. In 2016 historic legislation was passed in HB 1182, SB132 and SB 133. While ASBSD embraces accountability standards, new requirements are increasing the demand on school budgets and continue to stretch the capacity of our current public school systems to meet the changing needs of every student.

ADOPTED: 2008

REVISED: 2016

2. EDUCATION SERVICE AGENCIES

RESOLUTION

ASBSD supports the reinstatement of full funding for Educational Service Agencies.

RATIONALE

The Education Service Agencies have provided valuable services and resources for public schools in South Dakota. Previous years' budget cuts by the legislation have negatively impacted services provided by ESAs to schools.

ADOPTED: 2009

REVISED: 2015

3. CONSISTENT SPARSITY FUNDING

RESOLUTION

ASBSD supports consistent district-level funding provided by the state for sparse 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

4. USE OF CAPITAL OUTLAY FUNDS (DELETE)

RESOLUTION

~~ASBSD supports the provisions in law that allow school districts to use capital outlay funds to pay for some insurance, energy and transportation costs.~~

RATIONALE

~~The flexibility extended in 2013, which will expire on June 30, 2018, is consistent with the purposes of capital outlay, allows for local control over locally generated funds, and frees up much-needed general fund resources.~~

ADOPTED: 2010

REVISED: 2014

5. OTHER REVENUE (DELETE)

RESOLUTION

~~ASBSD supports current state law that allows "other revenue" to be used exclusively by the school district in which the revenue is generated.~~

RATIONALE

~~Other sources of revenue in the general fund include: gross receipts taxes, county apportionment, fees, bank franchise tax, mobile home taxes, PILT Funds, etc. These general fund revenues are above and beyond the per-pupil amount per student allocation established by the Legislature and any attempt to redistribute or equalize other revenue will cause instability, and in some cases would create a severe hardship on a local district. Furthermore, any attempt made to shift other sources of general fund revenue into the state aid formula would reduce the school district's general fund revenue.~~

ADOPTED: 2009

REVISED: 2015

C. School Finance

~~6. CAPITAL OUTLAY GROWTH LIMITATIONS (DELETE)~~

RESOLUTION

~~ASBSD opposes legislation that freezes or limits the growth of Capital Outlay funds.~~

RATIONALE

~~Local decisions as to the use of capital outlay funds are an important part of school budgets. Property tax concerns related to the levy of capital outlay funds should be handled with the local school board.~~

~~ADOPTED: 2013~~

~~REVISED: 2015~~

~~7. THREE PERCENT INDEX FACTOR (DELETE)~~

RESOLUTION

~~ASBSD supports proposed legislation to provide South Dakota's public schools with the statutorily required per-student funding at a minimum increase of three percent each year, with the possibility for a greater increase to be provided.~~

RATIONALE

~~A funding formula change that provides school boards with a minimum guaranteed increase of three percent gives school boards a solid monetary figure to begin budgetary planning before the conclusion of the legislative session, with the possibility for a greater increase to be provided.~~

~~ADOPTED: 2013~~

~~REVISED: 2014~~

4. SCHOOL FUNDING – TWO YEAR ENROLLMENT AVERAGING (NEW RESOLUTION)

RESOLUTION

ASBSD supports reinstating two-year enrollment averaging in place of the fall enrollment count for the state aid formula calculation.

RATIONALE

With the passage of SB 131 the provision of the state aid formula that allowed for two year averaging of school district enrollment was eliminated. With year to year fluctuations in student enrollment, schools depend on two year averaging to provide stability in their budgeting process.

ADOPTED: 2016

D. Taxation

1. SALES TAX REVENUE ~~ALTERNATIVE REVENUE SOURCES~~ (EDITED)

RESOLUTION

ASBSD supports ~~the utilization of revenue legislation of an additional revenue source to collected from the half-cent increase to the sales tax for state funding of K-12 education dedicated to funding measures to recruit and retain teachers~~ teacher salaries.

RATIONALE

~~The half-cent increase to the sales tax provides the~~ Given the need for additional funding needed to support education, especially with in maintaining competitive teacher salary levels with neighboring states salaries, an alternative revenue source dedicated to fund South Dakota public schools is essential. In 2016 historic legislation was passed in HB 1182, SB132 and SB 133.

ADOPTED: 2015

REVISED: **2016**

E. Personnel

1. CONTINUING CONTRACT

RESOLUTION

ASBSD supports legislation to deny continuing contract rights to teachers who have received two consecutive years of unsatisfactory evaluations.

RATIONALE

ASBSD believes students should have the best teachers in the classroom. Using the state mandated evaluation process, a teacher whose performance is determined to be deficient should lose their continuing contract rights.

ADOPTED: 2008

REVISED: 2013

2. HUMAN RESOURCE MANAGEMENT

RESOLUTION

ASBSD supports a local 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

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 new mandates placed on local 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 new mandates placed on local school districts.

ADOPTED: 2008

REVISED: 2012

2. FEDERAL MANDATES (EDITED)

RESOLUTION

ASBSD supports full funding for all federal mandates.

RATIONALE

When ~~As~~ federal policymakers enacted laws intended to foster higher levels of school performance and academic achievement, Congress must adequately fund federal mandates ~~has failed to fund federal programs such as IDEA and ESEA to the levels authorized when they created the programs, 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

1. ESEA REAUTHORIZATION (DELETE)

RESOLUTION

~~ASBSD supports a fully funded federal education policy for elementary and secondary education that focuses on improving learning outcomes for every child, provides for public school accountability and gives local school boards flexibility to develop education programs reflective of the local student population and community.~~

RATIONALE

~~Unfunded federal policies place a burden on state governments and local school boards, often replacing local priorities with federal mandates.~~

~~Strong public school systems are the result of strong local governance and leadership, and districts being held accountable for student performance need the flexibility to implement local initiatives suited to the local district population.~~

ADOPTED: 2008

REVISED: **2016**

2. MEDICAID SERVICE REIMBURSEMENT

RESOLUTION

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

RATIONALE

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 districts provide outreach and coordination services that ultimately helps eligible children receive health services in a timely manner.

ADOPTED: 2008

REVISED: 2012

G. Federal Relations

3. SCHOOL NUTRITION **EDITED**

RESOLUTION

~~ASBSD urges the U.S. Congress to reexamine Healthy Hunger-Free Kids Act for the National School Lunch and School Breakfast programs.~~

ASBSD supports flexibility in federal law for ~~to~~ 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 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**

4. 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 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 K-12 schools. Expansion of the federal E-rate program would improve access to technology for K-12 schools and students.

ADOPTED: 2010

REVISED: 2012

5. EVERY STUDENT SUCCEEDS ACT (ESSA) **(NEW RESOLUTION)**

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 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 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**



ASBSD Standing Positions (DRAFT)

Revised: 8/3/2016

OVERVIEW

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

STUDENT ACHIEVEMENT (EDITED)

One of a local 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, can achieve at high levels when the state, local school boards and communities establish high expectations for students and provide necessary resources and support.

Today's 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, 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: **2016**

NATIVE AMERICAN INDIAN EDUCATION (EDITED)

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.

~~ASBSD believes all students can learn and achieve. South Dakota's American Indian students deserve the attention of federal, state, local and tribal leaders who are willing to deliver on the promise of public 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 (SB 9), while embracing the pride, heritage and dignity of Native American Indian culture. and

~~ASBSD supports South Dakota's recent efforts to make Indian education a priority, including the passage of the Indian Education Act and the creation of an Indian education coordinator within the Department of Education. ASBSD encourages state policies that fostering collaboration and establishing long-term commitments to improving educational outcomes for Native American Indian students.~~

~~ASBSD believes state aid formula funding needs to address the unique learning challenges of at-risk students to allow local districts to better serve American Indian students by integrating instructional curriculum that focuses on student results.~~

Adopted: 2010

Revised: **2016**

HEALTH & WELLNESS

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 school wellness plays in student achievement.

ASBSD believes local 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, 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 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 school districts to design appropriate wellness programs that reflect school and community standards.

Adopted: 2008

Revised: 2015

TECHNOLOGY IN EDUCATION

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 is transforming K-12 education. The infrastructure, hardware, software, and platforms are either available or being developed that will 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: 2015

LOCAL GOVERNANCE

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 guidelines 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 needs and identify effective solutions. A local 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.

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.

School boards function best in a non-partisan, broadly representative, team-spirited manner while putting district needs ahead of partisanship and special 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 school district.

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

Adopted: 2007

Revised: 2015

SCHOOL REORGANIZATION

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 and voted upon by the school board, or by the citizens of the school districts.

Adopted: 2006

Revised: 2014

PUBLIC SCHOOL CHOICE (EDITED TITLE)

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 students and families.

Adopted: 2007

Revised: **2016**

OPEN GOVERNMENT AND TRANSPARENCY (EDITED)

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 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 school board member to have a working knowledge of both open meeting laws and privacy laws.

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

Adopted: 2009

Revised: **2016**

SCHOOL FINANCE (EDITED)

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 students while addressing South Dakota's diverse student needs; and
- Provides judicious funding based on relief for enrollment fluctuations; and
- Provides locally elected 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
- Provide additional funding to meet state and federal expectations.

Adopted: 2007

Revised: **2016**

SAFE AND SECURE SCHOOLS

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 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 government agencies, public safety officials and other first-responders to prepare effective emergency response plans.

ASBSD believes local 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 and communities to work with local school boards to provide safe, crime-free schools.

Adopted: 2010

Revised: 2015

INVESTMENT IN EDUCATION (EDITED)

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.

~~ASBSD supports new alternative funding sources dedicated to K-12 public education.~~

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 pre-kindergarten and K-12 programs and provide extended learning opportunities for students at-risk.

~~ASBSD believes South Dakota's locally elected school boards must be entrusted to allocate new investments in education that empower the state's already strong public schools.~~

Adopted: 2011

Revised: **2016**