



# THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

## COVER: 2019 LEGISLATIVE SESSION

Prepared for the November 2018 Board Meeting

### As related to:

**Goal One:** Develop and support policies to close the achievement and opportunity gaps.

**Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

**Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

**Goal Four:** Provide effective oversight of the K-12 system.

**Other**

### Relevant to Board roles:

Policy Leadership

System Oversight

Advocacy

Communication

Convening and facilitating

### Policy considerations/Key questions:

1. What do key legislators envision for K-12 policy and budget issues in the 2019 legislative session?
2. What are the emerging 2019 K-12 legislative budget and policy priorities the Governor's Office is working on to support students and our education system?
3. What are the commonalities amongst the legislative platforms of SBE's key partner organizations?
4. What policy levers are likely to be most effective during the 2019 session?

### Materials included in packet:

- 2019 Legislative Platforms of Key Partner Organizations
- Analysis of SBE's 2019 High School Diploma Request Legislation
- SBE's 2019-2021 Budget Requests

### Synopsis:

Several legislators with leadership roles on the Senate and House Education policy committees will dialogue with the Board about their expectations for the upcoming Legislative session.

The [Career Connect Washington Strategic Plan](#) was presented during a meeting on October 25<sup>th</sup> at the Kaiser Permanente offices in Renton. Madeline Thompson, Senior Policy Advisor for Education in the office of Governor Jay Inslee, will provide a brief recap of the meeting and update the Board on anticipated 2019 legislative priorities of the Governor's office related to K-12 education.

Seven Government Relations Directors from SBE's partner organizations will also dialogue with the Board about their top legislative priorities, the commonalities amongst them, and other considerations for the 2019 Legislature.

The Board will deliberate our agency's 2019 legislative priorities and prepare to adopt them.



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## NOTICE OF EXTERNAL MATERIALS

Prepared for the November 2018 Board meeting

The State Board of Education (SBE) sometimes receives materials produced by external organizations that they present at our Board meetings. In the interest of transparency, the SBE posts these external materials to our website for each Board meeting under a section entitled: “Externally Produced Materials.”

The SBE cannot ensure the full accessibility of externally produced materials. If you have difficulty accessing the following document, please contact our Communications Manager Alissa Muller at [Alissa.Muller@k12.wa.us](mailto:Alissa.Muller@k12.wa.us). We will try to locate an accessible copy from the originator agency.

[Career Connect Washington: Strategic Plan](#)

# Superintendent Reykdal's Budget Moves K–12 Education Forward

*The request aims to close opportunity gaps by increasing spending on comprehensive supports, pathways to graduation, and creating a new model for funding elementary school buildings.*

**OLYMPIA—October 9, 2018**—More nurses and middle school counselors. Dual language education. Increased funding for students with disabilities.

These and other items are included in Superintendent of Public Instruction Chris Reykdal's requests for the 2019–21 Operating and Capital Budgets.

"The Legislature has made great strides in education funding," Reykdal said. "But we can't continue to use a 10-year-old funding model that was not enough even at the time it was created. Our students deserve an education system that does not allow opportunity gaps to persist. That can only happen if our system provides equitable opportunities and individual learning pathways for each student."

## Budget proposal

Following two surveys of the public, Reykdal's budget priorities center on six foundational ideas. Most of them will prioritize schools who are most in need of support before being phased-in to full funding across all buildings. A summary of a few of the requests is below.

**Inclusive and effective learning and teaching.** \$180 million will increase funding for students with disabilities and provide additional professional learning days for all school staff.

**Comprehensive supports.** \$60 million will provide more school nurses, middle school counselors, and family and community engagement coordinators.

**Multiple pathways to graduation.** \$65 million will be used to expand dual credit and career and technical education (CTE) programs, including opportunities for students to receive required academic credits in CTE courses.

**Expanded learning opportunities.** \$10 million will fund a pilot program for school districts or tribal compact schools to extend or expand the school day or year, or switch to a year-round schedule.

**Safe and effective school facilities.** \$400 million will allow OSPI to create a new funding model for elementary schools, which will build capacity to meet the state's K–3 class size ratios. The request would also create a new program to assist primarily rural schools in preserving and maintaining buildings.

**Dual language.** \$14 million will allow 12 additional school districts and tribal compact schools to receive competitive grant funding for dual language programs. Funding will also build capacity to teach in these programs, Reykdal is also requesting funding to provide bonuses to bilingual teachers and paraeducators.

Reykdal outlined many of these ideas when he unveiled his [long-term vision](#) for K–12 education in May 2017. “We have to look years into the future,” he said. “The old model of basic education was only the first step. We need to shift our focus onto what will *transform* our educational system. Our system can only claim success if it truly provides equitable opportunity and an unprecedented embrace of individual learning pathways for each student.”

## **Bringing balance to local funding**

Another key aspect of Reykdal's budget priorities involves addressing inequities created by recent changes to education funding.

Last year, the Legislature capped the amount of money school districts can raise through local levies. State law now allows districts to collect no more than the lesser of two amounts: \$2,500 per student or \$1.50 per \$1,000 of assessed property value in the district.

Reykdal proposes a much simpler levy plan, where total levy authority cannot exceed 22 percent of a school district's state and federal revenues.

"Without critical changes, the reduction in levies will leave some districts in a very tough financial situation," said Reykdal. "We were never comfortable with taking away the ability of local communities to enhance their schools. Local levies typically fund afterschool programs, early learning, and other vital programs. School districts need to have more flexibility so they can meet the individual needs of their communities."

Reykdal will propose a capital gains tax, which will generate about \$1 billion per year. Under Reykdal's proposal, half of that money will go toward reducing state property taxes to ease the burden on homeowners if districts want to increase levies. The other half will be spent on OSPI's proposed budget priorities.

Reykdal also urged the Legislature to reexamine its regionalization model, which provides more money for some districts with higher property values. Reykdal said the model was a unique calculation for each district and not regionally based.

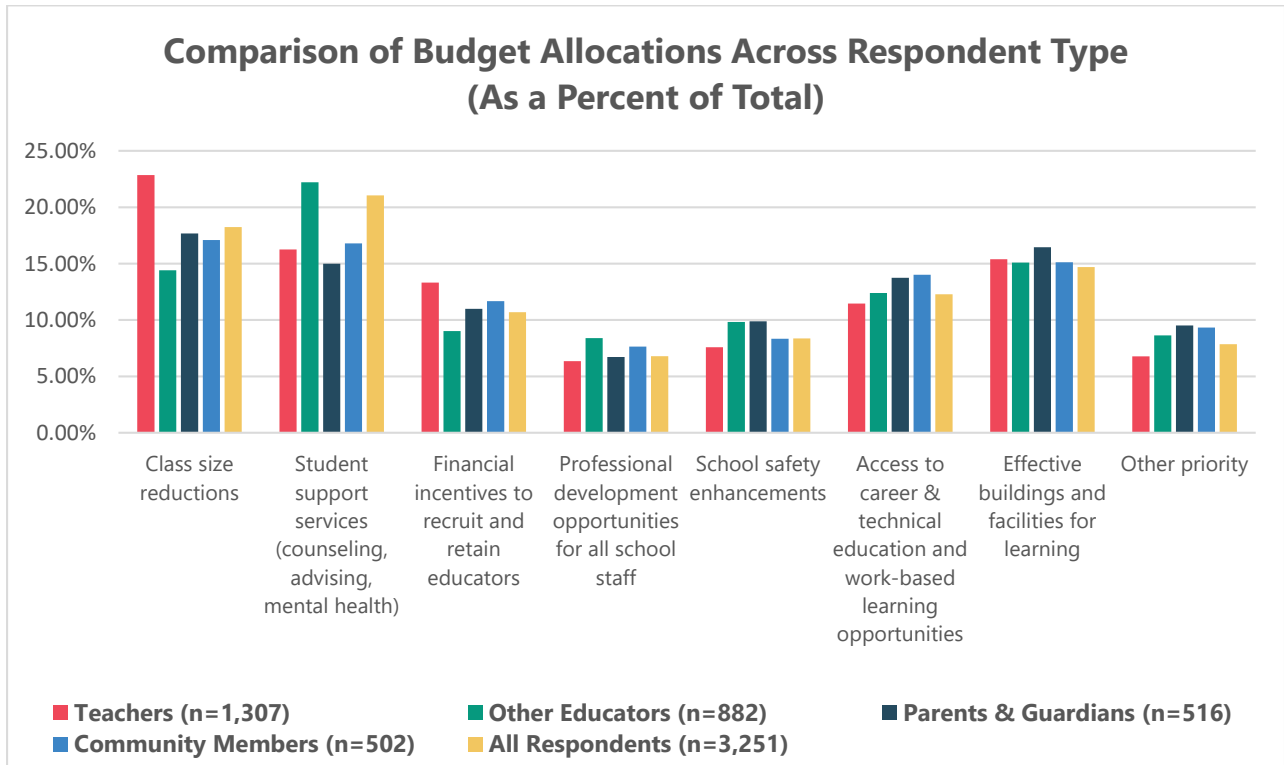
"Educators do not necessarily live in the districts where they teach," he said. "The new model creates funding levels for neighboring districts that share no real differences in housing values or cost of living. Southwest Washington was hit particularly hard by this model."

Reykdal hopes to partner with the Legislature to consider a new regionalization model.

## **Second budget survey results**

A survey taken this past spring asked Washingtonians to identify their priorities in K–12 education. A second survey, completed at the end of the summer, asked the public to allocate funding to the top seven categories identified in the first survey by more than 30,000 respondents.

Those taking the second survey allocated more than half of the total funding to the following three categories: student support services (21.1 percent), class size reductions (18.3 percent), and effective buildings and facilities for learning (14.7 percent).



\*n=sample size

\*The "Other Educators" grouping includes survey participants who indicated they are a superintendent, school board director, principal, school or district administrator, classified employee, paraeducator, educational staff associate, non-profit employee working with schools, or other.

"The public has been very clear about what is important to them," Reykdal said. "This input was invaluable to us as we built our budget requests."



# 2019 Legislative Priorities

## Executive Director

Alexandra Manuel

## Government Relations

Justin Montermini

## Professional Educator Standards Board Members

**Luke Thomas**

Mead School District

**Ernesto Araiza**

Yakima School District

**Aurora Flores**

Omak School District

**Amy Frost**

Edmonds School District

**Ron Jacobson**

Central Washington  
University

**Damien Pattenaude**

Renton School District

**Bethany Rivard**

Vancouver School District

**Tammie Schrader**

ESD 101

**Marissa Winmill**

Kent School District

**Maribel Vilchez**

North Thurston School  
District

**Michaela Miller**

OSPI

Quality and diversity in the educator workforce are critical ingredients to student success. Washington has an opportunity to elevate those ingredients by:

- **Supporting diverse pathways into education**
- **Strategic investment for professional development of the workforce**
- **Policy change that prioritizes access and retention in the profession**

With this charge, we can collectively address shortages while at the same time increase teacher diversity in the profession.

**Supporting our students, means investing in our educators.**

## Grow our own educator pathways

The demographics of our state's educator workforce are disproportionate to our student population. PESB's charge is to address educator workforce needs at both the state and regional levels with a focus on growing our own educators through career pathway programs.

By increasing investment in these workforce development programs, Washington will continue to be a national leader in addressing educator shortage, recruitment, retention, and increasing educator diversity.



**We are requesting that the Legislature allocate an additional \$8.47 million biennially for these programs to create more opportunities for future educators.**

## Paraeducator training

The Legislature is heavily invested in ensuring that all instructional paraeducators receive training to support Washington's diverse student populations.

If the Legislature fully funds this program, all paraeducators, both new hires and those currently employed, must complete a four day (28 hours) Fundamental Course of Study on the paraeducator standards of practice during the 2019-20 school year. Once this training is met, paraeducators are then required to complete an additional 70 hours of professional development within three years.



**In order to meet the letter and intent of the law, and ensure adequate training and supports for paraeducators, the Legislature must invest \$25.2 million in School Year (SY) 19-20 and \$26.7 million in SY 20-21.**

## Paraeducator Board Members

- Cathy Smith**  
Olympia School District
- Jan Byers-Kirsch**  
Central Washington University
- Jessica Griffin**  
Washington State PTA
- Ricardo Iniguez**  
Wenatchee High School
- Mandy Manning**  
Spokane Public Schools
- Cindy Rockholt**  
OSPI
- Laura Rogers**  
Everett School District
- Loren Sickles**  
Evergreen School District
- Ann Williamson**  
Lower Columbia College

## Testing Barriers

The demographic gap between the cultural and linguistic background of our state's students and their teachers has persisted despite concerted efforts to recruit and retain teacher candidates of color and bilingual teachers. In addition to these efforts, the testing barriers work group was formed to review research and data related to standardized tests for pre-service teachers to determine whether and to what extent these tests serve as inequitable barriers to success. Their findings indicate that the WEST-B is an unnecessary barrier into teacher preparation programs for applicants of color and bilingual applicants.

**We are asking for a legislative change to remove the requirement of meeting a specific score in the WEST-B exam or alternative. This will allow other, more equitable, ways of assessing basic skills.**

### Our students are...

50% white  
 50% people of color



### Our teachers are...

89% white  
 11% people of color





## 2019 LEGISLATIVE PLATFORM

### IMPROVE SCHOOL SAFETY AND SECURITY

School districts need to support their students and staff before—and after—a crisis occurs and providing sufficient nurses, mental and behavioral health counselors, and school security is an effective strategy. Unfortunately, current funding does not provide sufficient staffing support for schools. WASA urges the Legislature to enhance staff allocations, with a priority of providing additional staff in the categories of Health and Social Services (including school nurses and mental health counselors), Guidance Counselors, and Student and Staff Security. The Legislature is strongly encouraged to invest in the state's nine Educational Service Districts to create and support comprehensive Regional Safety Centers.

*WASA believes that the commitment of resources to the education and welfare of the children of Washington State is an investment in the quality of our future.*

*We believe that effective school leaders initiate and manage change resulting in a system of K–12 education in which all students receive a quality education.*

### PROVIDE EQUITABLE EDUCATION INVESTMENTS

The Legislature has provided significant increases in K–12 education funding to comply with the constitutional paramount duty. The additional investments in basic education provided to implement EHB 2242 (2017) and E2SSB 6362 (2018) are appreciated; however, the Legislature must provide consistent and equitable resources to all school districts that will positively impact opportunities and learning of all K–12 children. Portions of the new education funding structure continue to need revisions, including:

- **Special Education.** The 2018 Legislature increased the special education excess cost multiplier, which increased per student funding; however, the increase was minimal. Special education continues to be underfunded, forcing many districts to use limited—and decreasing—local levy funds to backfill the state's funding gap.
- **Levies and Local Effort Assistance.** Inequities between districts were exacerbated by capping levy authority of property rich districts at a higher level than neighboring property poor districts—while diminishing levy capacity for all districts at the same time. While legislators stated their intent to “reform” levy/LEA policies in 2018, no action was taken.
- **Salary Allocations and State Schedule.** The new education funding model eliminated the state Salary Allocation Model and instituted a new one-size-fits-all statewide average salary allocation, while also eliminating the staff mix factor. The 2018 Legislature reconsidered the decision to eliminate staff mix and instituted a new Experience Factor. Assisting less than 60 districts, however, the adjustment is not as broad-based as desired or needed. Another compensation consideration is health benefits; as the new School Employees' Benefits Board is implemented, the Legislature must ensure school employee health benefit costs for all covered employees are borne by the state, preventing unfunded mandates on school districts.
- **Regionalization.** Legislators generally understood EHB 2242's regionalization plan forced inequities and would likely pit districts against one another; however, the final “correction” adopted in 2018 only assisted six districts. Regionalization methodology and application of regionalization factors must continue to be evaluated and corrected.

### SUPPORT SCHOOL FACILITIES

WASA urges the Legislature to: advance a constitutional amendment to the people authorizing school district bond issues to be approved with a simple majority vote; enhance the State's investment in K–12 construction by updating the current, outdated funding formulas for the Construction Cost Allowance and Student Space Allocation to ensure funding more closely reflects actual construction costs and educational space needs; provide school districts that have difficulty passing local bonds with capital funds to support necessary new construction or modernization; and invest in safety-related school facility costs.

### EXPAND AVAILABLE STATE RESOURCES

The current state budget structure cannot accommodate both stable and ample basic education funding and sufficient resources for other vital state programs. WASA supports expanded state resources or a restructured tax system to ensure ample, sustainable, and equitable revenues to enable the Legislature to support K–12 education and also prevent drastic reductions of other necessary government services—which would have significant impacts on K–12 education.

*Approved by the WASA Legislation and Finance Committee 5–2018, Revised 9–2018  
Approved by the WASA Board of Directors 5–2018, Revised 10–2018*

## Top 5 Legislative Priorities

<p><b>Social Emotional Learning</b></p>	<p>The Washington State PTA shall support legislation or policies that integrate Social Emotional Learning and Trauma Informed Practices in the education system:</p> <ul style="list-style-type: none"> <li>• Provide pre-service and in-service educator and administrator training;</li> <li>• Ensure staffing levels in schools are funded to meet student need and to support student learning and well-being;</li> <li>• Increase partnerships with after-school providers and community partners;</li> <li>• Ensure staffing levels meet the needs of students, including but not limited to: psychologists, counselors, family and community engagement coordinators, social workers, speech-language pathologist, behavior specialists and nurses;</li> <li>• Support adoption of the Washington State SEL framework.</li> </ul>
<p><b>School Construction and Simple Majority for Bonds</b></p>	<p>The Washington State PTA shall support legislation or policies that equitably assist districts to fund their capital needs for the 21<sup>st</sup> century to lower K-3 and Career and Technical Education (CTE) class sizes and address capacity, growth, modernization, and safety by:</p> <ul style="list-style-type: none"> <li>• Changing school construction bonds from super-majority (60%) to simple majority vote;</li> <li>• Updating the School Construction Assistance Program (SCAP);</li> <li>• Renewing the K-3 grant program with capital funding to support class-size targets;</li> <li>• Documenting use of portables, including but not limited to: age, quantity, condition, and purpose.</li> </ul>
<p><b>Prevent Gun Violence</b></p>	<p>The Washington State PTA shall support legislation or policies that reduce dangerous access to firearms by:</p> <ul style="list-style-type: none"> <li>☐ Prohibiting sales of semi-automatic rifles to &lt;21 and creating a 10-day waiting period;</li> <li>☐ Raising standards for semi-automatic rifle purchase to that for handguns;</li> <li>☐ Incentivizing safe storage of all firearms;</li> <li>☐ Ensuring continued eligibility for ownership of semi-automatic rifles;</li> <li>☐ Permitting and encouraging destruction of crime guns by the Washington State Patrol and other agencies;</li> <li>☐ Affirming the National PTA position statements on gun safety and violence prevention and the position statement on firearms;</li> <li>☐ Prohibiting the arming of school staff.</li> </ul>
<p><b>Strategies to Address the Teacher Shortage</b></p>	<p>The Washington State PTA shall support legislation or policies that recruit and retain effective educators, develop a diverse workforce, and ensure equity and access to educator preparation through:</p> <ul style="list-style-type: none"> <li>☐ Funding of recruitment and conditional scholarship programs;</li> <li>☐ Expansion of Professional Educator Standards Board (PESB)-approved conditional certificates and alternative routes to certification;</li> <li>☐ Phased-in expansion of Beginning Educator Support Team (BEST) grants to all schools.</li> </ul>
<p><b>Strategic K-12 Investments to Close Gaps</b></p>	<p>The Washington State PTA shall support legislation or policies that include non-regressive revenue sources for any new funds needed to achieve the following:</p> <ul style="list-style-type: none"> <li>• Close Special Education funding gaps;</li> <li>• Increase the Prototypical School Model to I-1351 levels;</li> <li>• Include a categorical allocation for high mobility students;</li> <li>• Expand High Poverty Learning Assistance Program (LAP) by lowering the threshold;</li> <li>• Allow school districts to choose between the two enrichment levy caps and increase the Local Efforts Assistance (LEA) ceiling.</li> </ul>

For more information, contact WSPTA Advocacy Director Nancy Chamberlain at [ptaadvocacydir@wastatepta.org](mailto:ptaadvocacydir@wastatepta.org) or WSPTA Legislative Consultant Marie Sullivan at [legconsultant@wastatepta.org](mailto:legconsultant@wastatepta.org) or visit [www.wastatepta.org/focus-areas/advocacy/](http://www.wastatepta.org/focus-areas/advocacy/).

## Also Supported (listed alphabetically):

### Best Practices for School Meals - Lunch

The Washington State PTA shall support legislation or policies that:

- Modify WAC 392-157-125 “Time for Meals” to define a minimum lunch period for students. Language should be added to specify a minimum of 20 minutes to eat lunch after being seated, with additional time scheduled to move through the lunch line;
- ☐ Promote recess before lunch for elementary students;
- ☐ Promote healthy and respectful eating environments and discourages practices such as silent lunch.

### Best Practices for School Recess

The Washington State PTA shall support legislation or policies that:

- ☐ Define a *minimum* of 30 minutes of daily recess time for elementary school students;
- ☐ Prohibit recess from being withheld due to academic or punitive reasons;
- ☐ Promote schools as an effective and necessary partner in guiding children to meet the CDC recommendation of 60 minutes of daily moderate to vigorous physical activity;
- ☐ Specify that recess should be outdoors and primarily unstructured, with contingency plans for inclement weather or other safety concerns.

### Engaging Families in Student Success

The Washington State PTA shall support legislation or policies that increase transformative family engagement practices by:

- Replacing “Parent Involvement Coordinator” with the more inclusive “Family and Community Engagement (FACE) Coordinator” in the funding formula;
- ☐ Adopting a clear definition for FACE Coordinators;
- ☐ Funding at least a 1.0 FTE FACE Coordinator per school, starting with high poverty schools first.

### Fund Paraeducator Training

The Washington State PTA shall support legislation or policies that:

- ☐ Fully fund the training requirements for paraeducators mandated by law, including the 28-hour fundamental course of study and the additional 70 hours of professional development required within the first three years of employment.

### Increase Access to High Quality Preschool

The Washington State PTA shall support legislation or policies that:

- ☐ Develop a plan to ensure all preschool-age children in Washington state have access to preschool that is:
  - High-quality
  - Local
  - Developmentally appropriate
  - Evidence-based
  - Inclusive
- ☐ The plan must address the equity gaps and improve student outcomes in the pre-K-12 public school system.

### Raise the Age of Tobacco and Electronic Nicotine Delivery Systems to 21

The Washington State PTA shall support legislation or policies that:

- ☐ Limit access, sale, and distribution of all tobacco products and electronic nicotine delivery systems, including but not limited to, e-cigarettes, vaping and Juul devices, to age of 21 and up;
- ☐ Prohibit packaging and marketing targeted at youth.

### Safe School Plans and Emergency Preparedness

The Washington State PTA shall support legislation or policies that support emergency preparedness planning in schools through:

- ☐ Development of clear and specific guidelines and standards for safe school plans;
- ☐ Funding to support schools in developing safeschool plans;
- ☐ Funding to ensure that every school is able to implement a safe school plan that will serve all students equitably.

For a full description of the platform and Top 5 issues, please visit:  
<https://www.wastatepta.org/focus-areas/advocacy/>.

# 2019 AWSP LEGISLATIVE PLATFORM

## Equitable Funding

- Reduce inequities and gaps in school funding by providing comprehensive supports for special education students, as well as additional nurses, counselors and community coordinators.
- Allow districts increased flexibility with levy dollars in order to support the needs of their communities.
- Provide a stable funding model to inspire current and future students to enter the education workforce.

## Quality Workforce

- Support a continuum of professional learning for all roles in the PreK-12 system, including paraeducators, teachers, and principals.
- Increase funding for administrator internships and mentor programs along with funding for principal leadership positions at OSPI and each of the nine ESDs.

## Student Interventions

- Support regional safety centers along with additional mental and behavioral health resources for students. Additional adults in the building working to build positive relationships with students is critical.
- Reinstate the expedited appeal option for assessment requirements and allow credit waivers for individual student needs.
- Provide funding for robust outdoor learning experiences and an updated outdoor learning facility at Cispus Learning Center.

GOAL  
1

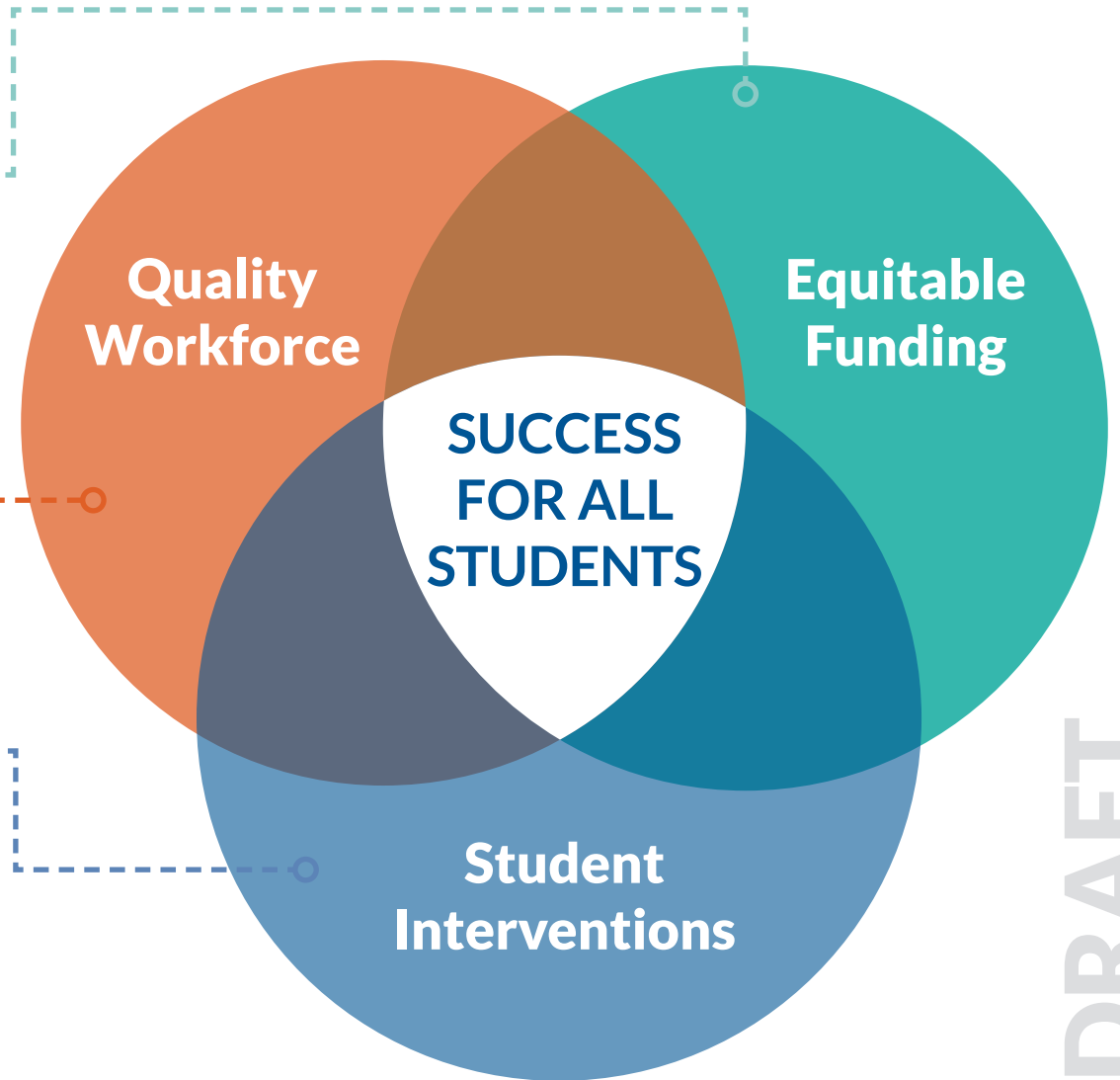
### EQUITY

Lead on diversity and equity issues for historically underserved populations and use an equity lens to serve our members.

GOAL  
2

### PRINCIPAL SUPPORT

Reduce principal turnover in school buildings and make the job as fulfilling and sustainable as possible.



DRAFT



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Flexibility in High School Diploma Requirements (SBE Agency Request Legislation)

	SBE's Goal and Rationale	Agency Request Legislation (amends RCW)	Impact
1	Revise the meaning of "circumstances" by which districts can grant two-credit waivers.	<p>Amend RCW 28A.230.090(1)(e)(i) as follows:            The state board of education shall adopt rules to implement the career and college ready graduation requirements--The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1)(e). The rules must include authorization for a school district to waive up to two credits for individual students based on <del>unusual</del> <u>individual student circumstances, as defined in RCW 28A.345.080</u> and in accordance with written <u>district policies and procedures</u> that must be adopted by each board of directors of a school district that grants diplomas. The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal. <u>The state board of education may update rules under this subsection as needed.</u></p> <p>Amend RCW 28A.345.080 to:  <u>(i)</u> The Washington state school directors' association shall adopt a model policy and procedure that school districts may use for granting waivers to individual students of up to two credits required for high school graduation based on <u>individual student</u> <del>unusual</del> circumstances. The purpose of the model policy and procedure is to assist school districts in providing all students the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. The model policy must take into consideration the unique <del>limitations of a student that may be associated with such</del> circumstances <u>including but not limited to</u> homelessness, limited English proficiency, medical conditions that impair a student's opportunity to learn, or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973, <u>or other circumstances that directly compromise a</u></p>	Changes "unusual circumstances" (for which a district can waive two of the 24 credits required for graduation) to "individual student circumstances" which gives local school districts broader latitude in determining the basis for waiving two credits.

		<p><u>student's ability to learn.</u> The model policy must also address waivers if the student has passed a higher level course in the same subject or has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school.</p> <p><u>(ii)</u> The Washington state school directors' association must distribute, by June 30, 2020, the model policy and procedure to all school districts in the state that grant high school diplomas.</p>	
2	Change default treatment of high school credit earned in middle school.	<p>Amend RCW 28A.230.090(4) as follows:</p> <p><del>(4) If requested by the student and his or her family, (a) Except as provided in (b) of this subsection:</del> a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:</p> <p><del>(i)-(a)</del> The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or</p> <p><del>(ii)-(b)</del> The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.</p> <p><u>(b) A student has until the first term of his or her last year of high school to decide:</u></p> <p><u>(i) whether to receive credit for high school courses completed in accordance with (a) of this subsection; and</u></p> <p><u>(ii) if the student chooses to receive high school credit, whether to have the credit as a grade or pass/no pass.</u></p>	Automatically grants students credit for high school courses passed in middle school, barring student request, and allows students to select a grade or pass for transcript.
3	Reinstate "expedited appeal" option for students who do not meet assessment requirements.	<p>Amend RCW 28A.655.065(5)c(i) as follows:</p> <p><del>For the graduating classes of 2014, 2015, 2016, 2017, and 2018)</del> <u>An expedited appeal process for waiving specific requirements in RCW <b>28A.655.061</b> pertaining to the certificate of academic achievement and the certificate of individual achievement for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, the science statewide student assessment, or all three.</u> The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals are submitted to the superintendent of public instruction for review and approval. The superintendent of public instruction may only approve an appeal if it has been demonstrated that the student has the necessary skills and knowledge to meet the high school graduation standard and that the student has the skills necessary to successfully achieve the college or career goals established in his or her high school and beyond plan. This section has an emergency clause (to accommodate class of 2019).</p>	Creates "safety valve" for students who do not meet SBAC cut score(s) and/or alternative assessments and who have otherwise demonstrated readiness for postsecondary education or training.

4	<p>Develop a framework for competency based credits and diploma aligned with HSBP to ensure students have access to relevant and robust pathways aligned to their personal goals for career and further study.</p>	<p>New Section (temporary)</p> <p>(1) The Board shall convene a competency based education work group by June 1, 2019. The purpose of the work group will be to facilitate student access to relevant and robust pathways aligned to their personal goals for career and further study as reflected in their high school and beyond plans. The work group is tasked to coordinate:</p> <ul style="list-style-type: none"> <li>(a) The development of a competency-based diploma pathway.</li> <li>(b) Expanding options for competency-based credit that meet graduation requirements.</li> <li>(c) The analysis and dissemination of information regarding effective practices for a credit-bearing high school and beyond planning course aligned with the career exploration goals outlined by the Career Connect Washington task force co-led by the Office of the Governor and the Workforce Training and Education Coordinating Board and that addresses Financial Education Learning Standards consistent with <a href="#">RCW 28A.300.469</a> and <a href="#">RCW 28A.150.210(4)</a>.</li> </ul> <p>(2) The workgroup must not exceed twenty one members...(see flip side for members and selectors).</p> <p>(3) The state board of education will:</p> <ul style="list-style-type: none"> <li>(a) Coordinate workgroup membership to ensure diversity of the workgroup membership including racial, ethnic, gender, geographic, community size, and expertise diversity;</li> <li>(b) Provide staff support to the workgroup;</li> <li>(c) Submit an interim report outlining preliminary findings and potential recommendations to the governor and the legislature by December 1, 2019 and a final report detailing all findings and recommendations related to its purpose and tasks by September 1, 2020.</li> </ul> <p>(4) This section expires on March 1, 2021.</p> <p>This section has an emergency clause (to accommodate the first meeting of the work group).</p>	<p>Creates a workgroup on competency based education to develop a credit-bearing HSBP and a framework for competency-based credits and a competency-based diploma pathway.</p>
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**Competency Based Education Workgroup: 21 members**

<b>Member</b>	<b>Selected by</b>
Students (2)	AWSL
Parents (2)	WSPTA
Governor's Commission on African American Affairs	Governor
Governor's Commission on Asian Pacific American Affairs	Governor
Governor's Commission on Hispanic Affairs	Governor
Governor's Office on Indian Affairs	Governor
EOGOAC	EOGOAC
High school principal	AWSP
High school certificated teacher	WEA
High school counselor	WEA
School district board member	WSSDA
Superintendent	WASA
Community college instructor or administrator	SBCTC
University faculty or administrator	WSAC
OSPI staff	SPI
SBE member	SBE Chair
Business/Industry (3)	WTECB





# THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

## 2019-21 BUDGET REQUESTS

Request Item	FY19	FY20	FY21	Total
<p><b>Assessment of School Climate and Culture.</b> Funding to engage experts and convene workgroup to explore options to develop a statewide approach to support assessment of school climate and culture. In addition, the workgroup will explore the efficacy of including climate and culture in the accountability framework and/or indicators of system health. The analysis will include evaluation of different assessment tools and options for state level implementation and analysis.</p>		54,000	26,000	\$80,000
<p><b>Developing a competency based diploma and a robust high school planning framework.</b> Requested funding would ensure students have access to relevant and robust pathways aligned to their personal goals for career and further study by supporting:</p> <ul style="list-style-type: none"> <li>▪ development of a framework for a competency based pathway to the diploma and additional options to meet credit based graduation requirements through demonstrated competency.</li> <li>▪ analysis and dissemination of information regarding effective practices for a credit bearing high school and beyond planning option aligned with the career exploration goals outlined in Career Connect Washington (CCW).</li> <li>▪ study ways of aligning high school and college math pathways in collaboration with higher education partners.</li> </ul>		124,000	118,000	\$242,000
<p><b>Addressing ADA accessibility of the SBE website and posted materials.</b> The Federal Office of Civil Rights (OCR) requires SBE to comply with a corrective action plan to ensure our website meets accessibility requirements. Within existing resources the SBE launched a new ADA accessible website on May 7, 2018 and all staff have received training to ensure future documents produced for publication are accessible. However, two key areas remain to meet the OCR requirements that are beyond the SBE's current capacity. First is remediation of at least 500 documents (OCR dependent) posted on the website since July 2016. Second, is the need to add captioning to our Board meeting video-stream.</p>	50,000	133,000	28,000	\$211,000