

2020 Legislative Platform



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COVER: DRAFT 2020 LEGISLATIVE PLATFORM

Prepared for the September 2019 Board Meeting

Information and discussion.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials included in packet:

- Key Outcomes of SBE's 2019 Legislative Platform
- DRAFT 2020 Legislative Platform

Synopsis and Policy Considerations:

The Legislative Committee recommends that SBE reflect on 2019 accomplishments, and continue to advocate on issues identified in the 2019 legislative platform during the second year of the current biennium. The proposed platform focuses on continued strengthening of relationships with legislators, and laying the groundwork for the 2021-23 biennium.

Board adoption of the 2020 Legislative Platform is planned for the November meeting.



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

2019 Legislative Session vis-à-vis SBE's Legislative Platform

Prepared for the May 2019 Board meeting

2019 Legislative Platform:

SBE Request Legislation: Flexibility in Graduation Requirements

To increase flexibility for districts to offer a career and college ready diploma and to increase personalization for students to find the path to a diploma that works best for them, SBE proposes legislation to:

- *Revise the meaning of "circumstances" by which local school districts can grant two-credit waivers of non-core courses (from "unusual" to "individual student" circumstances).*
- *Automatically grant students high school credit for high school level courses passed in middle school, except by student request, and allow students to select credit by a grade or pass for transcript.*
- *Reinstate the "expedited appeal" for students not meeting assessment requirements.*
- *Create and fund a workgroup led by SBE to coordinate development of a framework for a competency-based pathway to a diploma.*

Final Outcome

Main 2019 vehicle: 2ESB 1599

1. It includes all elements of SBE-initiated/request legislation (originally in SB 5146 and HB 1121):
 - a. Automatically grants high school credit for high school courses in middle school.
 - b. Extends expedited (assessment) appeal (to 2020)
 - c. Changes basis for local waiver of up to two (of 24) credits from "unusual" to "student" circumstances. Also moves prohibition on waiving core credits from WAC to RCW. Retains the start-date of waiving up to two credits; class of 2021.
 - d. SBE workgroup to develop *competency-based learning* diploma framework (language changed to *mastery-based learning*); deeper analysis below.
2. Discontinues CAA (2020) and CIA (2022)
 - a. Removes the requirement that students earn a certain score on the state assessments in order to earn a high school diploma, replacing it with a set of pathway options for graduation
 - b. For students with special education needs, the CIA is discontinued after the graduating class of 2021. Until then, students who are not appropriately served by the graduation pathway options and who qualify for a CIA may use multiple measures to demonstrate their skills and abilities that are commensurate with their individualized education programs (IEPs). The determination of whether

the graduation pathway options are appropriate for the student must be made by the student's IEP team.

- c. Requires OSPI to work with the state Special Education Advisory Council to develop guidelines for determining which types of multiple measures to demonstrate skills and abilities are appropriate to use as well as graduation pathways that might be added to those in Section 201 to support achievement of all students.

3. Adds HSBP requirements

- a. HSBP must inform course taking that is aligned with the student's goals for education or training and career after high school.
- b. For students with an IEP, the HSBP must be updated in alignment with their "school to postschool transition plan" and must be updated in a similar manner and with similar school personnel as for all other students.
- c. Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- d. Adds information on FAFSA, including the list of what is needed to complete the financial aid application and opportunities to help families fill out the applications.
- e. Beginning in the 2020-21 school year, each school district must ensure that an electronic HSBP platform is available to all students; OSPI must facilitate the creation of a list of available electronic platforms for the HSBP.

4. Converts assessment and assessment alternative requirements to *multiple pathways*, and requires each student to meet one to graduate; six of eight pathways are assessments; two previous alternatives are removed (Section 201).

- Districts are not required to offer all pathways listed in Section 201, although they are encouraged to do so.

Comparison between previous assessment alternatives and HB 1599's pathways.

Pathway option or assessment alternatives	Old	New
Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA)	✓	✓
Dual credit courses in English Language Arts (ELA) and math	✓	✓
Earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams	✓	✓
Meet or exceed the graduation scores in the math and English portions of the SAT or ACT	✓	✓
Bridge to College courses (senior courses for students who earned a Level 2 on the SBA)	✓	✓
Meet standards on the ASVAB (Armed Services Vocational Aptitude Battery)	X	✓
Complete a sequence of CTE courses	X	✓
Grade point average comparison	✓	X
Local Collection of Evidence course	✓	X

Ongoing Analysis of Section 201 (graduation pathway options)

OSPI – The legislation directs OSPI to collect data from school districts on which of the graduation pathways are available to students at each of the school districts and the number of students using each pathway. When possible, the data should be disaggregated by race, gender, and receipt of free or reduced-price lunch. The first report is due January 10, 2021, and annually thereafter, to the legislative education committees.

SBE – The legislation directs SBE to

1. Survey interested parties regarding potential additional pathways or modifications to existing pathways (staff envision quantitative & qualitative survey methods).
2. Report to the education committees of the legislature by August 1, 2020, summarizing the information collected in the surveys.
3. Survey a sampling of the school districts unable to provide all of the graduation pathways under section 201 in order to identify the types of implementation barriers districts have.
4. Report to the education committees of the legislature by December 10, 2022, on the following:
 - (a) Recommended changes to the existing pathways;
 - (b) barriers school districts have to offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
 - (c) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
 - (d) Whether additional graduation pathways should be included and recommendations for what those pathways should be.

Mastery-Based Learning Workgroup: The Mastery-Based Learning Workgroup will address barriers to mastery-based learning in Washington state; examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education, specifically:

- Expansion of mastery-based credits to meet graduation requirements;
- Development of mastery-based pathways to the earning of a HS diploma;
- Role of HSBP in supporting mastery-based learning;
- SBE and OSPI must develop enrollment reporting guidelines to support schools operating with competency-based waivers (issued under RCW 28A.230.090).

SBE's mastery-based learning workgroup responsibilities:

- Convene and provide staff support to the work group;
- Coordinate work group membership to ensure member diversity, including racial, ethnic, gender, geographic, community size, and expertise diversity; and
- Submit an interim report (12/1/19) outlining preliminary findings and potential recommendations to the governor and the education committees and a final report (12/1/20) detailing all findings and recommendations related to the work group's

Adds “academic acceleration” requirements.

1. Starting in the 2021-22 school year, every school district must adopt an academic acceleration policy whereby students who meet or exceed standard on the 8th grade state ELA and math assessments are automatically enrolled in the next most rigorous level of advanced courses or programs offered by the high school that aligns with the student’s HSBP goals.
 - a. Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are *eligible* for enrollment in advanced courses in science.
 - b. Students who successfully complete an advanced course are then automatically enrolled in the next most rigorous level of advanced course that aligns with the student’s HSBP.

Qualifying for Graduation is a Local Decision. Decisions on whether the student has met the requirement for a HSBP as well as credit requirements remain at the district level.

SBE Priority: Educational Equity – some important progress was made

The Board urges the Legislature to dismantle policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports repealing anti-affirmative action statutes i.e., I-200 (RCW 49.60.400-401), increasing access to high quality expanded learning opportunities for historically underserved students, and revising the prototypical school funding model to ensure the diverse needs of students are met.

I-1000: The Washington State Diversity, Equity, and Inclusion Act

1. Amends the section of law that I-200 created and adds new statutory provisions that prohibits the state from discriminating against or granting preferential treatment to an individual or group based on certain characteristics in public employment, public education, and public contracting. The prohibition on discrimination and preferential treatment is expanded – from of race, sex, color, ethnicity, or national origin – to also cover: age; sexual orientation; the presence of any sensory, mental, or physical disability; and honorably discharged veteran or military status.
2. Allows the state to remedy discrimination against or underrepresentation of disadvantaged groups as documented in a valid disparity study or proven in a court of law.
3. Allows the state to implement affirmative action laws, regulations, policies, or procedures provided that they: do not utilize quotas and do not constitute preferential treatment; or are not in violation of a state or federal statute, final regulation, or court order.
4. Defines "Affirmative action" as a policy in which certain characteristics are factors considered in the selection of qualified women, honorably discharged military veterans, persons in protected age categories, persons with disabilities, and minorities for opportunities in public education, public employment, and public contracting. Affirmative action includes recruitment, hiring, training, promotion, outreach, setting and achieving goals and timetables, and other measures designed to increase Washington's diversity in public education, public employment, and public contracting.

5. Defines "Preferential treatment" as using race, sex, color, ethnicity, national origin, age, sexual orientation, the presence of any sensory, mental, or physical disability, and honorably discharged veteran or military status as the sole qualifying factor to select a lesser qualified candidate over a more qualified candidate for a public education, public employment, or public contracting opportunity.
6. Creates the Governor's Commission on Diversity, Equity, and Inclusion
 - a. Responsible for directing, monitoring, and enforcing state agency compliance with the initiative and reporting annually on all state agency's progress in achieving diversity, equity, and inclusion in public education, public employment, and public contracting.
 - b. May propose and oppose legislation.
 - c. Membership includes: 25 members appointed by the Governor from specified state agencies or nonprofit groups; four legislative members, two from each of the two largest caucuses of the House of Representatives and Senate appointed by the Speaker of the House of Representatives and the President of the Senate; and any other agencies or community representatives the Governor deems necessary to carry out the objectives of the Commission.
7. Requires a memorandum and draft legislation regarding necessary statutory changes to bring nomenclature and processes in line with the initiative (within three months of effective date).

Since we specified I-1000 on our legislative platform, SBE collaborated with the initiative's leaders and advocated for it in one-on-one meetings with legislators, with K-12 partners, and in public testimony.

The Initiative was slated to go into effect 7/28/19, but a referendum filed the day after the legislature adjourned sine die gathered sufficient signatures for to qualify for the ballot in November 2019. As a result, the initiative will not go into effect unless the referendum passes in November.

As a public agency, SBE cannot promote or oppose initiatives or referendums.

Ethnic Studies Curriculum: SB 5023 – SBE supported

- This bill aligns with the definition and goals of Basic Education
 - The intention of Basic Education is the opportunity for students to become respectful global citizens, and to explore and understand different perspectives.
 - Goal 2: Know and apply the core concepts and principals of...civics and history, including different cultures

Directs OSPI to adopt Essential Academic Learning Requirements (9/1/20) and grade-level expectations that identify the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures. The EALRs and grade-level expectations must be periodically updated to incorporate best practices in ethnic studies.

Directs OSPI to identify and make available ethnic studies materials and resources for use in grades 7–12 (9/1/20). The materials and resources must be designed to prepare students for

global citizenship in a global society, with an appreciation for the contributions of multiple cultures. The materials and resources must be available on OSPI's website. Public schools with students in grades 7-12 are encouraged to offer an ethnic studies course incorporating the materials and resources.

Directs OSPI to establish an advisory committee to advise, assist, and make recommendations regarding the identification of materials and resources for use in elementary schools and grades 7-12. The advisory committee must also develop a framework to support the teaching of ethnic studies in grades 7-12.

Prohibition on HIB (harassment, intimidation, and bullying): SB 5689 – SBE supported

- Requires OSPI and WSSDA to expand model HIB policy to include HIB prohibition for transgendered students.
- Requires every school district to have a policy prohibiting HIB, including against transgendered students, and to submit said policy to OSPI.
- Directs OSPI to develop online training material available to all school staff based on the model transgender student policy and procedure, by 12/31/20.
- Healthy Youth Survey must align with model anti-HIB for transgendered students policy and procedure.

Social Emotional Learning: SB 5082, \$400k – SBE supported & SBE has a spot on the state SEL Committee

1. Codifies state Social Emotional Learning Committee which has been in a budget proviso to-date (on which SBE has a spot), staffed by OSPI, and directs it to:
 - develop and implement a statewide framework for SEL that is trauma-informed, culturally sustaining, and developmentally appropriate;
 - review and update the SEL standards and benchmarks and align them with other relevant standards and guidelines;
 - identify best practices or guidance for schools implementing SEL;
 - identify and update professional development opportunities;
 - consider systems for collecting data about SEL and monitoring implementation efforts;
 - identify strategies to improve coordination between early learning, K–12 education, youth-serving community partners and culturally-based providers, and higher education;
 - engage with stakeholders and seek feedback
 - Beginning June 1, 2021, the SEL Committee must provide an annual report with accomplishments, state-level data, identification of systemic barriers or policy changes necessary to promote and expand SEL, and recommendations.
2. Social-Emotional Learning Standards and Benchmarks. OSPI must review the recommendations of the SEL workgroup and SEL committee. OSPI must adopt SEL standards and benchmarks by January 1, 2020 and revise as appropriate. OSPI must align the programs it oversees with the SEL standards and integrate where appropriate.
3. Standards for Principals, Teachers, and Paraeducators. By January 1, 2020, PESB must incorporate the SEL standards and benchmarks into the principal, teacher, and paraeducator standards. In incorporating the SEL standards and benchmarks, PESB must include related competencies such as trauma-informed practices, consideration of adverse

childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices. PESB must periodically review approved preparation program to assess whether and to what extent the programs are meeting knowledge, skill, and performance standards, and publish on its website the results of the review in a format that facilitates program comparison.

4. Professional Learning Days and Resources.

- a. Beginning in the 2020-21 school year, and every other school year thereafter, school districts must use one of the professional learning days to train school district staff on these topics.
- b. OSPI must create and publish on its website a list of resources available for professional development of staff on the following topics:
 - SEL;
 - trauma-informed practices; recognition and response to emotional or behavioral distress;
 - consideration of adverse childhood experiences;
 - mental health literacy;
 - antibullying strategies; and
 - culturally sustaining practices.

Support for homeless students: SSB 5324 (SHB 1263), \$150k

Requires each K-12 public elementary, middle, and high school in the state to identify a building point of contact regardless of the number of unaccompanied youth. OSPI must make available best practices for choosing and training building points of contact.

OSPI Grant Program. State funding provided through this grant program may be used in a manner complementary to federal McKinney-Vento funding and is consistent with allowable uses as determined by OSPI. Additional award criteria for this grant program specifies the grantees must reflect geographic diversity and greater weight be given to school districts demonstrating a commitment to:

- partnering with local housing and community-based organizations with experience in serving the needs of students experiencing homelessness or students of color;
- serving the needs of unaccompanied youth; and
- implementing evidence-informed strategies to address the opportunity gap and other systemic inequities that negatively impact students experiencing homelessness and students of color.

ALSO: not in the version of my summary that you have, given part of our discussion earlier, I wanted to make you aware of HB 1621, chief sponsor Representative Alex Ybarra, which removes the requirement that has been in WA Statute since 2001, that students pass a test, West-B, in order to ENTER a teacher prep program in university. The primary rationale for this was the inequities embedded in the test and in having a test score requirement for admission, and **removing this barrier to diversifying our educator workforce.**

1621 still requires teacher prep applicants to TAKE the West-B or equivalent but not EARN A SPECIFIC SCORE in order to get admitted. Applicants must then report the results to the PESB and an approved program. Teacher preparation programs may use the result of these

assessments as a formative assessment of academic strengths and weaknesses in determining the candidate's readiness for the program...

The Operating budget includes \$1.8 million to increase guidance counselor staffing at elementary and middle schools receiving targeted supports as part of the WaSIF.

SBE Priority: School Safety

Safe schools foster academic achievement and a healthy K-12 system. SBE urges the state to:

- *Create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system. While we do not yet have our envisioned framework, we do now have PIECES of this framework.*
- *Expand and sustain comprehensive statewide school safety and mental health systems via regional coordination. This is where the most progress was made in this legislative session.*
- *Create and fund a workgroup to coordinate a state-wide school culture and climate survey.*

Comprehensive school safety legislation: 2SHB 1216 (SB 5317) – SIGNIFICANT legislation - SBE supported

- Codifies the School Safety Center and School Safety and Well-Being Advisory Committee.
- Requires each educational service district to establish a Regional School Safety Center with certain duties, subject to state funding.
- Requires school districts to establish a School-Based Threat Assessment Program that meets certain requirements, by the beginning of the 2020-21 school year.
- Requires OSPI to monitor certain safety-related programs and plans, subject to state funding.
- Directs the Joint Legislative Audit and Review Committee to complete a study on the first responder mapping information system by January 31, 2020.
- Adds a representative of the OSPI to the Emergency Management Council (EMC) and directs the EMC to consult with certain organizations on issues that involve early learning, kindergarten through grade 12, or higher education.
- Adds safe school plan and school safety drill requirements.
- Establishes requirements for optional school district school resource officer (SRO) programs related to SRO training and law enforcement-school district agreements.
- Creates a grant program to fund training for SROs and makes SRO training materials available, both subject to state funding.

Operating Budget allocates \$2.5m to implement this bill; establish state school safety center at OSPI, convene a school safety and student well-being workgroup, and provide 1.0 full-time employee (FTE) at each educational service district (ESD) for regional school safety. An additional **\$100,000** is included for a grant program to provide training for school resources officers, administered by OSPI.

Other school safety legislation enacted:

- Training required for School Resource Officers
- Emergency notification of all public **and private schools** in vicinity of an emergency

- Creation of work group to study and make recommendations on natural disaster and resiliency activities

SBE Priority: Early Learning – significant progress on this – SBE supported

SBE urges the Legislature to expand access to affordable, high-quality early childhood education for all of Washington’s children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.

Legislature expanded Early Childhood Education and Assistance Program (ECEAP); allocated \$20m to add 509 slots in 2020 and 662 slots in 2021, 88% are full-day slots, 12% are extended day slots. SBE supported.

The Legislature also allocated \$23m for tiered reimbursement rate increases for qualifying child care centers participating in Early Achievers.

SBE Priority: Special Education – SBE supported

Special Education funding remains inadequate. SBE urges the Legislature to increase funding for students who have Individualized Education Plans, for students qualifying for the Safety Net, and to support inclusionary practices.

Before session began, the K-12 community knew and shared broadly that a \$300M increase in base SPED funding was needed **to fully fund special education** (based on school district budget projections submitted to OSPI summer 2018).

The 2019 Legislature, through SB 5091, provided a \$77.1m increase in base SPED money (excess cost multiplier will increase from .9609 to .995 for 2019-20 SY), **as well as an \$84m increase to support professional development** (for classroom teachers in supporting inclusionary practices for students with IEPs) and **Safety Net (\$48.7m) changes and increases** (\$16m to implement a further reduction of the safety net threshold and \$32.7m in anticipation of increased safety net awards in this biennium).

The Legislature also reduced the threshold for accessing safety net funding from 2.7 to 2.3 (times the average pupil expenditure).

Also, OSPI – through recent rule-making – has simplified the process for districts to access Safety Net funding, also something SBE wanted to happen.

OSPI’s Special Education Department recently concluded a rule-amendment process to significantly simplify the Safety Net application and participation process for school districts.

2020-21 and beyond

- Tiered multiplier (proposed by OSPI) will be implemented (promotes inclusion)
- 1.0075 for students receiving special education services in a general education setting 80% or more of the day
- .995 for students receiving special education services in a general education setting less than 80% of the day
- The 13.5% funded enrollment cap for special education is restructured, but maintained with the transition to a tiered multiplier funding system

Other major legislation related to SBE’s duties and/or strategic plan priorities:

Career Connect Washington: \$11.5 million for career connected learning initiatives (HB 2158)

Expanding the educator workforce supply: E2SHB 1139, championed by Representative Tomiko Santos over THREE sessions, is important for moving statewide efforts forward to recruit and retain educators, including those who better reflect the state’s student population – **which is a piece of our strategic plan.**

1. Creates new educator recruitment and retention policies related to, for example: regional educator recruitment; recruitment of military personnel; alternative route programs; educator discipline; micro-credentials; and a Professional Educator Collaborative.
2. Revises educator recruitment and retention policies related to, for example: the Recruiting Washington Teachers Program; student teacher field placement; financial incentives, assistance, and supports for people pursuing educator certificates, including grants, conditional scholarships, and loan repayment; the Beginning Educator Support Team Program; the Principal Internship Support Program certification requirements; postretirement employment options; and evaluation of classroom teachers and principals.

School Levies and Local Effort Assistance:

The Legislature ultimately passed ESSB 5313 regarding school levies and local effort assistance (LEA), in the very last hours of session. This legislation provides LEA to school districts that do not generate an enrichment levy of at least \$1,550 per student when levying at a rate of \$1.50 per \$1,000 of assessed value. NOTE: Earlier versions of this bill included allocating \$1,500 of LEA to each student in a Washington public school; the legislation that passed did not contain this provision. This legislation sets levy lids at:

- \$3,000 per student or \$2.50 per \$1,000 of assessed value, whichever is lower, for districts **over** 40,000 students
- \$2,500 per student or \$2.50 per \$1,000 of assessed value, whichever is lower, for districts **under** 40,000 students

Hold-harmless funding - WASA advocated fiercely for this. The Legislature approved “hold-harmless” funding for certain school districts for school years 2019-20 and 2020-21 only. This means that all schools will see an increase in total school funding in those years.

Bills passed in the final moments of the 2019 legislative session, including the levy bill and the state budget affect this calculation, so no current estimates exist for this funding.

K-3 class size reduction: The Legislature did consider delaying the K-3 class size reduction, but ultimately did not pass that policy. So, beginning this coming school year, school districts must reduce their K-3 student-to-teacher ratios to 17:1. There is no waiver process for compliance. A district will only receive funding for their actual teacher-to-student ratios down to 17:1. School districts with space limits can hire additional elementary specialists or create team teaching classrooms.

General Fund Operating Budget

The Washington State Legislature passed a \$52.4 billion 2019-21 operating budget, which is nearly \$8 billion higher than the 2017-19 biennium.

Major investments in the 2019-21 biennium include the following:

The Legislature also allocated \$318.7 million to fund the new School Employees Benefits Board – which begins Jan 1, 2020 (program at a rate of \$994 per employee per month in 2020 and \$1,056 in 2021).

Revenue Legislation

In the final days of the session, the Legislature passed the following bills related to state revenue:

- HB 2158 increases the services business and occupation (B&O) tax rate by 20%, as well as the B&O rate for certain tech companies. The funding from the tax increase is dedicated higher education activities.
- HB 5995 establishes a graduated state real estate excise tax and generates \$243.5 million in 2019-21.
- HB 2167 imposes an additional 1.2% B&O tax on specified financial institutions and generates \$133.2 million in 2019-21.
- SB 6016 modifies the services qualifying for the international investment management services B&O preferential tax and generates \$59.4 million in 2019-21.
- SB 5997 converts the nonresident sales tax exemption to a remittance program and generates \$53.9 million in 2019-21.
- SB 6004 increases the preferential B&O tax rate for travel agents and tour operators from 0.275 to 0.9% and generates \$5.1 million in 2019-21.
- SB 5993 changes the hazardous substance tax from a value-based tax on petroleum products to a volumetric tax of \$1.09 per 42-gallon barrel. The legislation allocates 60% of the revenue to the operating budget, 25% to the capital budget and 15% specifically to stormwater. The legislation generates \$475 million in the 2019-21 biennium.

Draft SBE 2020 Legislative Platform

Vision: The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Mission: The mission of the State Board of Education is to provide transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

SBE appreciates the progress the 2019 Legislature made in increasing flexibility in high school graduation requirements. During the second year of this biennium, SBE is committed to continued collaboration with the legislature and our other K-12 partners to implement and refine current state policies to ensure all of Washington's students graduate with a career and college ready diploma. SBE's 2020 legislative platform builds on the priorities established last year. SBE will also advocate to advance additional initiatives within our 2019-2023 strategic plan.

Educational Equity

The Board supports legislation targeted to dismantling institutional policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports revising the prototypical school funding to ensure funding is equitable, i.e., funding is not equal for each school but is based on the diverse needs of students and changing societal demands, and increasing access to-quality expanded learning opportunities for historically underserved students.

School Safety

Safe schools foster academic achievement and a healthy K-12 system. SBE urges the state to create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system; and to further expand and sustain comprehensive statewide school safety and mental health systems via regional coordination.

Special Education Funding

Despite critical investments made in 2019, Special Education funding remains inadequate. SBE urges the Legislature to increase funding for students who have Individualized Education Plans and students qualifying for the Safety Net, and also to support inclusionary practices.

Early Learning

SBE appreciates the progress made last year and urges the Legislature to continue to expand access to affordable, high-quality early childhood education for all of Washington's children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.

Modest Budget Requests to support SBE's website ADA accessibility, local development of credit-bearing High School and Beyond Plan options, and resources at ERDC to support cross-agency data analysis and reporting.