

2020 Budget Priorities

Provide Learning Supports for Students

- Continue implementation of a tiered funding multiplier to help schools support their students with disabilities, which will 1) target funds to individual student needs; and 2) promote inclusionary practices, all while reducing, and sometimes removing, the need for districts to access local levies to provide special education services.
- Increase funding to support the implementation of statewide early screening for Dyslexia—a new requirement for the 2021–22 school year. This will help support school districts to accurately identify and provide support to students in grades K–2 who display indications of or areas of weakness associated with dyslexia.

Ensure Students Learn in Safe and Healthy Environments

- Fully fund the statewide network of comprehensive safety supports for school districts that was put in place by the 2019 Legislature.
- Increase the capacity for schools to hire staff to support the social and emotional needs of students and to engage families in culturally relevant and authentic ways, allowing schools to implement a comprehensive system of support for all students.

- Ensure our state’s small and rural school districts have equitable access to nursing services.
- Provide funding for districts with seismically at-risk school buildings to perform needed seismic evaluations and retrofits to protect students and educators during a seismic event.

Provide Robust Supports for New and Emerging Educators

- Fully fund two years of mentoring support for all new teachers.
- Enhance mentoring assistance for teachers who teach students with disabilities or who are teaching on a limited teaching certificate.
- Increase supports for new principals and educational staff associates (including counselors, nurses, social workers, and psychologists).
- Expand how we think about teacher preparation by bringing stakeholders together to recommend next steps for developing teacher residency programs in Washington.
- Fund ongoing professional development for all of our state’s paraeducators – who are often the primary instructional support for our most vulnerable student populations.

