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**SUBSTITUTE SENATE BILL 6016**

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**State of Washington**

**61st Legislature**

**2009 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Benton, McAuliffe, Swecker, McDermott, Roach, Delvin, Stevens, Honeyford, McCaslin, Morton, and Shin)

READ FIRST TIME 02/25/09.

1       AN ACT Relating to training for educators to identify students with  
2 dyslexia; adding a new section to chapter 28A.300 RCW; and creating a  
3 new section.

4       BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5       NEW SECTION.   **Sec. 1.**   Dyslexia is a language-based learning  
6 disability that affects individuals throughout their lives. Washington  
7 state has a long-standing tradition of working to serve its students  
8 with dyslexia. Since 2005, the legislature has provided funding for  
9 five pilot projects to implement research-based, multisensory literacy  
10 intervention for students with dyslexia. Participating schools were  
11 required to have a three-tiered reading structure in place, provide  
12 professional development training to teachers, assess students, and  
13 collect and maintain data on student progress.

14       The legislature finds that the students receiving intervention  
15 support through the dyslexia pilot projects have made substantial and  
16 steady academic gains. The legislature intends to sustain this work  
17 and expand the implementation to a level of statewide support for  
18 students with dyslexia by developing and providing information and

1 training, including a handbook to continue to improve the skills of our  
2 students with dyslexia.

3 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300  
4 RCW to read as follows:

5 (1) Within available resources, the office of the superintendent of  
6 public instruction, in consultation with the school districts that  
7 participated in the Lorraine Wojahn dyslexia pilot program, and with an  
8 international nonprofit organization dedicated to supporting efforts to  
9 provide appropriate identification of and instruction for individuals  
10 with dyslexia, shall:

11 (a) Develop an educator training program to enhance the reading,  
12 writing, and spelling skills of students with dyslexia. The training  
13 program must provide research-based, multisensory literacy intervention  
14 professional development in the areas of dyslexia and intervention  
15 implementation. The program shall be posted on the web site of the  
16 office of the superintendent of public instruction. The training  
17 program may be regionally delivered through the educational service  
18 districts. The educational service districts may seek assistance from  
19 the international nonprofit organization to deliver the training; and

20 (b) Develop a dyslexia handbook to be used as a reference for  
21 teachers and parents of students who are dyslexic. The handbook shall  
22 be modeled after other state dyslexia handbooks, and shall include  
23 guidelines for school districts to follow as they identify and provide  
24 services for students with dyslexia. Additionally, the handbook shall  
25 provide school districts, and parents and guardians with information  
26 regarding the state's relevant statutes and their relation to federal  
27 special education laws. The handbook shall be posted on the web site  
28 of the office of the superintendent of public instruction.

29 (2) Beginning September 1, 2009, and annually thereafter, each  
30 educational service district shall report to the office of the  
31 superintendent of public instruction the number of individuals who  
32 participate in the training developed and offered by the educational  
33 service district. The office of the superintendent of public  
34 instruction shall report that information to the legislative education  
35 committees.

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