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**HOUSE BILL 1295**

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**State of Washington**

**69th Legislature**

**2025 Regular Session**

**By** Representatives Pollet, Rude, Couture, Jacobsen, Ryu, Reed, Scott, Nance, Kloba, Eslick, and Simmons

Read first time 01/14/25. Referred to Committee on Education.

1 AN ACT Relating to using evidence-based instructional practices  
2 in reading and writing literacy for public elementary students;  
3 amending RCW 28A.320.202, 28A.300.530, 28A.300.570, 28A.300.720,  
4 28A.320.260, 28A.415.265, 28A.655.230, 28A.655.235, and 28B.10.033;  
5 adding new sections to chapter 28A.410 RCW; adding a new section to  
6 chapter 28A.710 RCW; adding a new section to chapter 28A.715 RCW;  
7 adding a new section to chapter 28A.230 RCW; creating new sections;  
8 recodifying RCW 28A.320.202 and 28B.10.033; repealing RCW  
9 28A.300.290, 28A.300.300, 28A.300.330, 28A.300.340, 28A.410.285,  
10 28A.415.350, 28A.415.360, and 28A.415.400; and providing an  
11 expiration date.

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

13 NEW SECTION. **Sec. 1.** (1)(a) The legislature finds that, during  
14 the 2022-23 school year, 36 percent of third grade students and 40  
15 percent of fourth grade students were identified as reading below  
16 grade level. Learning to read and write is a core element of the  
17 state's statutory program of basic education and is the foundation  
18 for many other elements of the basic education program.

19 (b) The legislature recognizes that, during the 2021-22 school  
20 year, the system established to screen students for risks associated

1 with reading difficulties, including dyslexia, identified over 20  
2 percent of students as at risk and in need of additional supports.

3 (2) (a) The legislature finds that, in 2009, the United States  
4 department of education published a practice guide with evidence-  
5 based suggestions for implementing multitier interventions that are  
6 feasible and based on evidence from rigorous research. One of the  
7 recommendations is to use a curriculum that addresses the components  
8 of reading instruction (comprehension, fluency, phonemic awareness,  
9 phonics, and vocabulary) and relates to students' needs and  
10 developmental levels. The legislature acknowledges that these  
11 components are often referred to as "structured literacy."

12 (b) Therefore, the legislature intends that these components be  
13 incorporated into foundational curricula and expectations for  
14 teaching reading and writing in Washington public schools.

15 (3) (a) The legislature understands recent research indicates that  
16 African American and Hispanic children who show signs of dyslexia are  
17 less likely than white children to be identified as dyslexic through  
18 school screening programs, even after controlling for income level.  
19 The legislature recognizes that the scientific literature on reading  
20 and cognition indicates that instruction using the principles of  
21 structured literacy will benefit almost all students, not only those  
22 with indicators of dyslexia.

23 (b) Therefore, the legislature intends to address this serious  
24 equity problem by ensuring that all students receive evidence-based  
25 reading and writing instruction using the principles of structured  
26 literacy.

27 (4) (a) The legislature recognizes that all elementary educators  
28 who support early literacy and reading and writing literacy need  
29 professional development on using the principles of structured  
30 literacy.

31 (b) Therefore, the legislature intends to require that preservice  
32 and in-service elementary educators be trained to teach students to  
33 read and write using the evidence-based instructional practices in  
34 early literacy and reading and writing literacy.

35 **Sec. 2.** RCW 28A.320.202 and 2013 2nd sp.s. c 18 s 102 are each  
36 amended to read as follows:

37 (1) School districts ~~((are responsible for providing a~~  
38 ~~comprehensive system of instruction and services in reading and early~~  
39 ~~literacy to kindergarten through fourth grade students that is based~~

1 ~~on the degree of student need for additional support. Reading and~~  
2 ~~early literacy systems provided by school districts must include:~~

3 ~~(1) Annual use of~~) shall implement a comprehensive literacy  
4 program that uses evidence-based instructional practices to promote  
5 the early literacy and reading and writing literacy of students in  
6 kindergarten through fourth grade. School districts are encouraged to  
7 phase in use of the program elements beginning with the 2025-26  
8 school year and shall fully implement all program elements by the  
9 beginning of the 2027-28 school year.

10 (2) A comprehensive literacy program required by subsection (1)  
11 of this section must:

12 (a) Include at least the following essential components:  
13 Semantics or comprehending written language; reading and writing  
14 fluency; orthographic knowledge or phonics; phonology and phonemic  
15 awareness; and vocabulary or oral language knowledge and proficiency;

16 (b) Be systemic, sequential, and cumulative;

17 (c) Provide direct, explicit, and rigorous instruction that is  
18 high quality, culturally relevant, and knowledge rich;

19 (d) Be diagnostic of and responsive to individual student needs,  
20 including by being multisensory and multimodal;

21 (e) Provide instruction and services, including literacy  
22 interventions under RCW 28A.320.260, using the framework of the  
23 Washington integrated student supports protocol, established under  
24 RCW 28A.300.139, within a multitiered system of supports;

25 (f) Use screening assessments and other tools to identify at-risk  
26 readers in kindergarten through fourth grade, such as the Washington  
27 kindergarten inventory of developing skills, the Washington state  
28 early learning and development guidelines for birth through third  
29 grade, literacy screenings for students in kindergarten through  
30 second grade under RCW 28A.320.260, the second grade reading  
31 assessment under RCW 28A.300.310, and locally used assessments and  
32 other tools;

33 (g) For students in third grade who are reading below grade  
34 level, implement intensive reading improvement strategies under RCW  
35 28A.655.230 and 28A.655.235; and

36 ~~((2) Research-based))~~ (h) Use research-based family involvement  
37 and engagement strategies, including strategies to help families and  
38 guardians assist in improving students' reading and early literacy  
39 skills at home.

1        NEW SECTION.    **Sec. 3.**    A new section is added to chapter 28A.410  
2    RCW to read as follows:

3        (1) By September 1, 2026, the Washington professional educator  
4    standards board shall adopt revised standards for teacher  
5    endorsements with reading and writing literacy competencies. The  
6    revised standards must include those competencies necessary to  
7    participate in the delivery of a comprehensive literacy program under  
8    RCW 28A.320.202 (as recodified by this act), which, among other  
9    requirements, includes the essential components of phonemic  
10   awareness, phonics, fluency, vocabulary, and comprehension.

11       (2) The Washington professional educator standards board shall  
12   require approved educator preparation programs offering teacher  
13   endorsements with reading and writing literacy competencies to  
14   incorporate the revised standards into their programs by the  
15   beginning of the 2027-28 academic year.

16       (3) For the purposes of this section "teacher endorsements with  
17   reading and writing literacy competencies" includes early childhood  
18   education, early childhood special education, elementary education,  
19   reading, special education, and other endorsements related to reading  
20   and writing literacy as determined by the Washington professional  
21   educator standards board.

22       NEW SECTION.    **Sec. 4.**    (1) Subject to the availability of amounts  
23   appropriated for this specific purpose, the Washington professional  
24   educator standards board shall distribute funding to public  
25   institutions of higher education approved to offer teacher  
26   endorsements with reading and writing literacy competencies, as  
27   defined in section 3 of this act, for the purpose of revising  
28   curricula and other instructional materials to include the skills and  
29   knowledge necessary for teacher candidates to graduate ready to  
30   participate in the delivery of a comprehensive literacy program under  
31   RCW 28A.320.202 (as recodified by this act).

32       (2) This section expires July 1, 2028.

33       NEW SECTION.    **Sec. 5.**    A new section is added to chapter 28A.410  
34   RCW to read as follows:

35       (1) To renew a teacher certificate on or after September 1, 2028,  
36   a teacher holding an endorsement in, or with an assignment related  
37   to, reading and literacy competencies must complete training on the  
38   skills and knowledge necessary to participate in the delivery of a

1 comprehensive literacy program under RCW 28A.320.202 (as recodified  
2 by this act). To meet the requirements of this section, the relevant  
3 teachers must first complete the educator training program described  
4 in RCW 28A.300.530 or an equivalent training program approved by the  
5 Washington professional educator standards board, and may  
6 subsequently either retake the full educator training program or the  
7 refresher course described in RCW 28A.300.530.

8 (2) The Washington professional educator standards board shall  
9 determine the endorsements and assignments to which the provisions of  
10 this section apply, after considering the definition of "teacher  
11 endorsements with reading and writing literacy competencies" in  
12 section 3 of this act.

13 NEW SECTION. Sec. 6. A new section is added to chapter 28A.710  
14 RCW to read as follows:

15 RCW 28A.320.202 (as recodified by this act) governs school  
16 operation and management under RCW 28A.710.040 and applies to charter  
17 schools established under this chapter.

18 NEW SECTION. Sec. 7. A new section is added to chapter 28A.715  
19 RCW to read as follows:

20 RCW 28A.320.202 (as recodified by this act) governs school  
21 operation and management under RCW 28A.715.020 and applies to state-  
22 tribal education compact schools subject to this chapter.

23 **Sec. 8.** RCW 28A.300.530 and 2009 c 546 s 2 are each amended to  
24 read as follows:

25 (1) Within available resources, the office of the superintendent  
26 of public instruction, in consultation with (~~the school districts~~  
27 ~~that participated in the Lorraine Wojahn dyslexia pilot program, and~~  
28 ~~with an international~~)) appropriate experts, for example, the  
29 educational service districts and international and state-level  
30 nonprofit organizations dedicated to supporting efforts to provide  
31 appropriate identification of and instruction for individuals with  
32 dyslexia, shall((÷

33 ~~(a) Develop~~)) develop, and periodically update, an educator  
34 training program and a refresher course to enhance the reading,  
35 writing, and spelling skills of (~~students with dyslexia. The~~  
36 ~~training program must provide research-based, multisensory literacy~~  
37 ~~intervention professional development in the areas of dyslexia and~~

1 ~~intervention implementation. The program shall~~) kindergarten through  
2 fourth grade students, including students who display indications of,  
3 or areas of weakness associated with, dyslexia. The educator training  
4 program and refresher course must provide evidence-based professional  
5 development on the skills and knowledge necessary to participate in  
6 the delivery of a comprehensive literacy program under RCW  
7 28A.320.202 (as recodified by this act).

8 (2) The educator training program and refresher course must be  
9 posted on the website of the office of the superintendent of public  
10 instruction.

11 (3) The educator training program and refresher course may be  
12 regionally delivered through the educational service districts. The  
13 educational service districts may seek assistance from ((the  
14 international)) nonprofit organizations to deliver the educator  
15 training(;~~and~~

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

26 ~~(2) Beginning September 1, 2009, and annually thereafter, each))~~  
27 program and refresher course.

28 (4) Each educational service district shall annually report to  
29 the office of the superintendent of public instruction the number of  
30 individuals who participate in the educator training ((developed and  
31 offered by the educational service district)) program and refresher  
32 course. The Washington professional educator standards board shall  
33 annually report to the office of the superintendent of public  
34 instruction the number of teachers holding an endorsement in, or with  
35 an assignment related to, reading and writing literacy competencies  
36 who have not completed the educator training program. The office of  
37 the superintendent of public instruction shall report that  
38 information to the legislative education committees by December 1st  
39 annually and in compliance with RCW 43.01.036.

1 (5) "Teachers holding an endorsement in, or with an assignment  
2 related to, reading and writing literacy competencies" has the same  
3 meaning as "teacher endorsements with reading and writing literacy  
4 competencies" in section 3 of this act.

5 **Sec. 9.** RCW 28A.300.570 and 2018 c 58 s 29 are each amended to  
6 read as follows:

7 In support of reading and early literacy, including comprehensive  
8 literacy programs under RCW 28A.320.202 (as recodified by this act),  
9 the office of the superintendent of public instruction is responsible  
10 for:

11 (1) Continuing to work collaboratively with state and regional  
12 partners such as the department of children, youth, and families and  
13 the educational service districts to establish early literacy  
14 benchmarks and standards and to implement the Washington state  
15 comprehensive literacy plan;

16 (2) Disseminating research and information to school districts  
17 about evidence-based programs and practices in reading readiness  
18 skills, early literacy, and reading instruction;

19 (3) Providing statewide models to support ~~((school districts that~~  
20 ~~are implementing response to intervention initiatives, positive~~  
21 ~~behavior intervention support systems, or other similar comprehensive~~  
22 ~~models of data-based identification and early intervention))~~ public  
23 schools to implement the Washington integrated student supports  
24 protocol, established under RCW 28A.300.139, within a multitiered  
25 system of supports; ((and))

26 (4) Within available funds and in partnership with the  
27 educational service districts, providing technical assistance ~~((and~~  
28 ~~professional development opportunities for school districts))~~ to  
29 public schools delivering a comprehensive literacy program under RCW  
30 28A.320.202 (as recodified by this act); and

31 (5) Developing, and periodically updating, a dyslexia handbook to  
32 be used as a reference for teachers and parents of students who  
33 display indications of, or areas of weakness associated with,  
34 dyslexia. The handbook must include guidelines for school districts  
35 to follow as they identify and provide services for students with  
36 dyslexia. Additionally, the handbook must provide school districts  
37 and parents with information regarding the state's relevant statutes  
38 and their relation to federal special education laws, as well as

1 parental support resources. The handbook must be posted on the  
2 website of the office of the superintendent of public instruction.

3 **Sec. 10.** RCW 28A.300.720 and 2018 c 75 s 5 are each amended to  
4 read as follows:

5 (1) By June 1, 2021, the superintendent of public instruction  
6 must review the dyslexia advisory council's recommendations required  
7 under ~~((RCW 28A.300.710))~~ section 4, chapter 75, Laws of 2018 and  
8 make available to school districts:

9 (a) Best practices for school district implementation of  
10 screenings as required under RCW 28A.320.260, including trainings for  
11 school district staff conducting the screenings, for example, the  
12 educator training program and refresher course delivered under RCW  
13 28A.300.530;

14 (b) Best practices for using a multitiered system(~~s~~) of  
15 supports to provide interventions as required under RCW 28A.320.260,  
16 including trainings for school district staff in instructional  
17 methods specifically targeting students' areas of weakness;

18 (c) Sample educational information for parents and families  
19 related to dyslexia that includes a list of resources for parental  
20 support, such as the dyslexia handbook developed under RCW  
21 28A.300.570; and

22 (d) Best practices to address the needs of students above grade  
23 two who show indications of, or areas of weakness associated with,  
24 dyslexia.

25 (2) By February 15, 2022, the superintendent of public  
26 instruction must review the dyslexia advisory council's updated  
27 report required under ~~((RCW 28A.300.710))~~ section 4, chapter 75, Laws  
28 of 2018 and revise the best practices and sample educational  
29 information made available to school districts required under  
30 subsection (1) of this section.

31 ~~((3) By November 1, 2022, and in compliance with RCW 43.01.036,~~  
32 ~~the superintendent of public instruction must report to the house of~~  
33 ~~representatives and senate education committees with the following~~  
34 ~~information from the 2021-22 school year:~~

35 ~~(a) The number of students: (i) Screened pursuant to RCW~~  
36 ~~28A.320.260; (ii) with indications of, or areas of weakness~~  
37 ~~associated with, dyslexia identified under RCW 28A.300.700; and (iii)~~  
38 ~~provided interventions pursuant to RCW 28A.320.260;~~



1 ~~(b) Descriptions from school districts of the types of~~  
2 ~~interventions used in accordance with RCW 28A.320.260 and rates of~~  
3 ~~student progress, when available; and~~

4 ~~(c) Descriptions from school districts of the issues districts~~  
5 ~~had related to implementing the provisions of RCW 28A.320.260.)~~

6 **Sec. 11.** RCW 28A.320.260 and 2018 c 75 s 2 are each amended to  
7 read as follows:

8 (1) Beginning in the 2021-22 school year, and as provided in this  
9 section, each school district must use a multitiered system((s)) of  
10 supports to provide interventions to students in kindergarten through  
11 second grade who display indications of, or areas of weakness  
12 associated with, dyslexia. In order to provide school districts with  
13 the opportunity to intervene before a student's performance falls  
14 significantly below grade level, school districts must screen  
15 students in kindergarten through second grade for indications of, or  
16 areas associated with, dyslexia as provided in this section.

17 (2)(a) School districts must use screening tools and resources  
18 that exemplify best practices, as described under RCW 28A.300.700.

19 (b) School districts may use the screening tools and resources  
20 identified by the superintendent of public instruction in accordance  
21 with RCW 28A.300.700.

22 (3)(a) If a student shows indications of below grade level  
23 literacy development or indications of, or areas of weakness  
24 associated with, dyslexia, the school district must provide  
25 interventions using an evidence-based multitiered system((s)) of  
26 supports, consistent with the ~~((recommendations of the dyslexia~~  
27 ~~advisory council under RCW 28A.300.710)) best practices made~~  
28 available by the superintendent of public instruction under RCW  
29 28A.300.720, and as required under this subsection (3).

30 (b) ((The)) (i) Through August 31, 2027, the interventions must  
31 be evidence-based multisensory structured literacy interventions and  
32 must be provided by an educator trained in instructional methods  
33 specifically targeting students' areas of weakness.

34 (ii) Beginning September 1, 2027, the interventions must meet the  
35 requirements of RCW 28A.320.202(2) (a) through (e) (as recodified by  
36 this act) and be implemented by teachers or other educators who have  
37 completed the educator training program described in RCW 28A.300.530.

38 (c) Whenever possible, a school district must begin by providing  
39 student supports in the general education classroom. If screening

1 tools and resources indicate that, after receiving the initial tier  
2 of student support, a student requires interventions, the school  
3 district may provide the interventions in either the general  
4 education classroom or a learning assistance program setting. If  
5 after receiving interventions, further screening tools and resources  
6 indicate that a student continues to have indications of, or areas of  
7 weakness associated with, dyslexia, the school district must  
8 recommend to the student's parents and family that the student be  
9 evaluated for dyslexia or a specific learning disability.

10 (4) For a student who shows indications of, or areas of weakness  
11 associated with, dyslexia, each school district must notify the  
12 student's parents and family of the identified indicators and areas  
13 of weakness, as well as the plan for using a multitiered system((s))  
14 of supports to provide supports and interventions. The initial notice  
15 must also include ~~((information relating to dyslexia and resources~~  
16 ~~for parental support))~~ the dyslexia handbook developed by the  
17 superintendent of public instruction under RCW 28A.300.570. The  
18 school district must regularly update the student's parents and  
19 family of the student's progress.

20 (5) School districts may use state funds provided under chapter  
21 28A.165 RCW to meet the requirements of this section.

22 **Sec. 12.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended  
23 to read as follows:

24 (1) For the purposes of this section, a mentor educator is a  
25 teacher, educational staff associate, or principal who:

26 (a) Has successfully completed training in assisting, coaching,  
27 and advising beginning principals, beginning educational staff  
28 associates, beginning teachers, or student teachers as defined by the  
29 office of the superintendent of public instruction. Beginning  
30 September 1, 2027, mentor educators with an assignment related to  
31 reading and writing literacy competencies, as determined by the  
32 Washington professional educator standards board under section 3 of  
33 this act, must have also completed the educator training program  
34 described in RCW 28A.300.530;

35 (b) Has been selected using mentor standards developed by the  
36 office of the superintendent of public instruction; and

37 (c) Is participating in ongoing mentor skills professional  
38 development.

1 (2) (a) The beginning educator support team program is established  
2 to provide professional development and mentoring for beginning  
3 principals, beginning educational staff associates, beginning  
4 teachers, and candidates in alternative route teacher certification  
5 programs under chapter 28A.660 RCW.

6 (b) The superintendent of public instruction shall notify school  
7 districts about the beginning educator support team program and  
8 encourage districts to apply for program funds.

9 (3) Subject to the availability of amounts appropriated for this  
10 specific purpose, the office of the superintendent of public  
11 instruction shall allocate funds for the beginning educator support  
12 team program on a competitive basis to individual school districts,  
13 consortia of districts, or state-tribal compact schools. In  
14 allocating funds, the office of the superintendent of public  
15 instruction shall give priority to:

16 (a) Schools and districts identified for comprehensive or  
17 targeted support and improvement as required under the federal  
18 elementary and secondary education act;

19 (b) School districts with a large influx of beginning principals,  
20 beginning educational staff associates, or beginning classroom  
21 teachers; and

22 (c) School districts that demonstrate an understanding of the  
23 research-based standards for beginning educator induction developed  
24 by the office of the superintendent of public instruction.

25 (4) A portion of the appropriated funds may be used for program  
26 coordination and provision of statewide or regional professional  
27 development through the office of the superintendent of public  
28 instruction.

29 (5) A beginning educator support team program must include the  
30 following components:

31 (a) A paid instructional orientation or individualized assistance  
32 before the start of the school year for program participants;

33 (b) A trained and qualified mentor assigned to each program  
34 participant for up to three years, with intensive support in the  
35 first year and decreasing support in subsequent years;

36 (c) A goal to provide program participants from underrepresented  
37 populations with a mentor who has strong ties to underrepresented  
38 populations;

1 (d) Ongoing professional development designed to meet the unique  
2 needs of each program participant for supplemental training and skill  
3 development;

4 (e) Initial and ongoing professional development for mentors;

5 (f) Release time for mentors and program participants to work  
6 together, as well as time for program participants to observe  
7 accomplished peers;

8 (g) To the extent possible, a school or classroom assignment that  
9 is appropriate for a beginning principal, beginning educational staff  
10 associate, or beginning teacher;

11 (h) Nonevaluative observations with written feedback for program  
12 participants;

13 (i) Support in understanding and participating in the state and  
14 district evaluation process and using the instructional framework,  
15 leadership framework, or both, to promote growth;

16 (j) Adherence to research-based standards for beginning educator  
17 induction developed by the office of the superintendent of public  
18 instruction; and

19 (k) A program evaluation that identifies program strengths and  
20 gaps using the standards for beginning educator induction, the  
21 retention of beginning educators, and positive impact on student  
22 growth for program participants.

23 (6) The beginning educator support team program components under  
24 subsection (5) of this section may be provided for continuous  
25 improvement coaching to support educators on probation under RCW  
26 28A.405.100.

27 **Sec. 13.** RCW 28A.655.230 and 2015 c 125 s 1 are each amended to  
28 read as follows:

29 (1) The definitions in this subsection apply throughout this  
30 section and RCW 28A.655.235 unless the context clearly requires  
31 otherwise.

32 (a) "Basic" means a score on the statewide student assessment at  
33 a level two in a four-level scoring system.

34 (b) "Below basic" means a score on the statewide student  
35 assessment at a level one in a four-level scoring system.

36 (~~(c) "Not meet the state standard" means a score on the~~  
37 ~~statewide student assessment at either a level one or a level two in~~  
38 ~~a four-level scoring system.~~)

1 (2) Prior to the return of the results of the statewide student  
2 assessment in English language arts, elementary schools shall require  
3 meetings between teachers and parents of students in third grade who  
4 are reading below grade-level or who, based on formative or  
5 diagnostic assessment, and other indicators, are likely to score in  
6 the below basic level on the third grade statewide student assessment  
7 in English language arts. At the meeting, the teacher shall inform  
8 the parents or guardians of the requirements of this section and the  
9 intensive reading improvement strategies that will be available to  
10 students before fourth grade. The teacher also shall inform the  
11 parents and guardians of the school district's grade placement policy  
12 for the following year. Schools that have regularly scheduled parent  
13 teacher conferences may use those meetings to comply with this  
14 section.

15 (3) For students to be placed in fourth grade, the strategies  
16 provided by the school district must include an intensive reading  
17 improvement strategy provided, supported, or contracted by the school  
18 district that includes small group reading instruction, a summer  
19 program, or other options developed to meet the needs of students to  
20 prepare for fourth grade.

21 (4) If a student in third grade scores below grade level on the  
22 third grade statewide student assessment in English language arts,  
23 and there was no meeting under subsection (2) of this section, the  
24 principal or his or her designee shall notify the student's parents  
25 or guardians of the following:

26 (a) The below basic score;

27 (b) An explanation of the requirements of this section;

28 (c) The intensive reading improvement strategy options that are  
29 available;

30 (d) The school district's grade placement policy;

31 (e) Contact information for a school district employee who can  
32 respond to questions and provide additional information; and

33 (f) A reasonable deadline for obtaining the parent's consent  
34 regarding the student's intensive reading improvement strategies that  
35 will be implemented and the student's grade placement.

36 (5) The parent's or guardian's consent must be obtained regarding  
37 the appropriate grade placement and the intensive reading improvement  
38 strategy to be implemented. The school district must implement the  
39 strategy selected in consultation with the student's parents or  
40 guardians. If the school district does not receive a response from a

1 parent by the deadline or a reasonable time thereafter, the principal  
2 or his or her designee shall make a decision on the student's grade  
3 placement for the following year and the intensive reading  
4 improvement strategies that will be implemented during the following  
5 school year.

6 (6) If the school principal and parent cannot agree on the  
7 appropriate grade placement and improvement strategies from the list  
8 of available options, the parent's request will be honored.

9 (7) If a student does not have a score in English language arts  
10 on the third grade statewide student assessment but the district  
11 determines, or is able to anticipate from, using district or  
12 classroom-based formative or diagnostic assessments or another  
13 standardized assessment, that the student's performance is equivalent  
14 to below basic in English language arts, the policy in subsections  
15 (2) through (6) of this section applies.

16 (8) Students participating in the transitional bilingual  
17 instruction program are exempt from the policy in subsections (2)  
18 through (6) of this section, unless the student has participated in  
19 the transitional bilingual instruction program for three school years  
20 and receives a score of below basic on the third grade statewide  
21 student assessment in English language arts.

22 (9) Students with disabilities whose individualized education  
23 program includes specially designed instruction in reading or English  
24 language arts are exempt from subsections (2) through (8) of this  
25 section. Communication and consultation with parents or guardians of  
26 such students (~~shall~~) must occur through the individualized  
27 education program development and revision process required under  
28 chapter 28A.155 RCW and associated administrative rules.

29 (10) Intensive reading improvement strategies must be implemented  
30 as required by RCW 28A.655.235.

31 **Sec. 14.** RCW 28A.655.235 and 2013 2nd sp.s. c 18 s 106 are each  
32 amended to read as follows:

33 (1) (a) (~~Beginning in the 2015-16 school year, except~~) Except as  
34 otherwise provided in this subsection (1), for any student who  
35 received a score of basic or below basic on the third grade statewide  
36 student assessment in English language arts in the previous school  
37 year, the school district must implement an intensive reading (~~and~~  
38 ~~literacy~~) improvement strategy as follows:

1 (i) Through August 31, 2027, the strategy must be from a state  
2 menu of best practices ((established in accordance with subsection  
3 (3) of this section or an alternative strategy in accordance with  
4 subsection (4) of this section)); and

5 (ii) Beginning September 1, 2027, the strategy must meet the  
6 requirements of RCW 28A.320.202(2) (a) through (e) (as recodified by  
7 this act).

8 (b) ~~((Reading and literacy))~~ Intensive reading improvement  
9 strategies for students with disabilities whose individualized  
10 education program includes specially designed instruction in reading  
11 or English language arts ~~((shall))~~ must be as provided in the  
12 individualized education program: PROVIDED, That, beginning September  
13 1, 2027, for students who are identified as having a disability  
14 related to dyslexia, the specially designed instruction must include  
15 instruction that meets the requirements of RCW 28A.320.202(2) (a)  
16 through (e) (as recodified by this act).

17 (2) (a) ~~((Also beginning in the 2015-16 school year, in))~~ In any  
18 school where more than forty percent of the tested students received  
19 a score of basic or below basic on the third grade statewide student  
20 assessment in English language arts in the previous school year, as  
21 calculated under this subsection (2), the school district must  
22 implement an intensive reading ~~((and literacy))~~ improvement strategy  
23 for all students in grades kindergarten through four at the school as  
24 follows:

25 (i) Through August 31, 2027, the strategy must be from a state  
26 menu of best practices ((established in accordance with subsection  
27 (3) of this section or an alternative strategy in accordance with  
28 subsection (4) of this section for all students in grades  
29 kindergarten through four at the school)); and

30 (ii) Beginning September 1, 2027, the strategy must meet the  
31 requirements of RCW 28A.320.202(2) (a) through (e) (as recodified by  
32 this act).

33 (b) For the purposes of this subsection (2), the office of the  
34 superintendent of public instruction shall exclude the following from  
35 the calculation of a school's percentage of tested students receiving  
36 a score of basic or below basic on the third grade statewide student  
37 assessment:

38 (i) Students enrolled in the transitional bilingual instruction  
39 program unless the student has participated in the transitional  
40 bilingual instruction program for three school years;

1 (ii) Students with disabilities whose individualized education  
2 program specifies a different standard to measure reading performance  
3 than is required for the statewide student assessment; and

4 (iii) Schools with fewer than ten students in third grade.

5 (3) ~~((The office of the superintendent of public instruction  
6 shall convene a panel of experts, including the Washington state  
7 institute for public policy, to develop a state menu of best  
8 practices and strategies for intensive reading and literacy  
9 improvement designed to assist struggling students in reaching grade  
10 level in reading by the end of fourth grade. The state menu must also  
11 include best practices and strategies to improve the reading and  
12 literacy of students who are English language learners and for system  
13 improvements that schools and school districts can implement to  
14 improve reading instruction for all students. The office of the  
15 superintendent of public instruction shall publish the state menu by  
16 July 1, 2014, and update the state menu by each July 1st thereafter.~~

17 ~~(4) School districts may use an alternative practice or strategy  
18 that is not on a state menu developed under subsection (3) of this  
19 section for two school years initially. If the district is able to  
20 demonstrate improved outcomes for participating students over the  
21 previous two school years at a level commensurate with the best  
22 practices and strategies on the state menu, the office of the  
23 superintendent of public instruction must approve use of the  
24 alternative practice or strategy by the district for one additional  
25 school year. Subsequent annual approval by the superintendent of  
26 public instruction to use the alternative practice or strategy is  
27 dependent on the district continuing to demonstrate an increase in  
28 improved outcomes for participating students)) Beginning September 1,  
29 2027, teachers and other educators implementing the intensive reading  
30 improvement strategies must have completed the educator training  
31 program described in RCW 28A.300.530.~~

32 **Sec. 15.** RCW 28B.10.033 and 2019 c 295 s 202 are each amended to  
33 read as follows:

34 (1)(a) Each Washington professional educator standards board-  
35 approved teacher preparation program, including an alternative route  
36 teacher certification program, must develop a plan describing how the  
37 program will partner with school districts in the general geographic  
38 region of the program regarding field placement of student teachers.  
39 The plans must be developed in collaboration with school districts



1 desiring to partner with the programs, and may include use of  
2 unexpended federal or state funds to support residencies and  
3 mentoring for students who are likely to continue teaching in the  
4 district in which they have a supervised field placement.

5 (b) Beginning July 1, 2020, the following goals must be  
6 considered when developing the plans required under this section:

7 (i) Field placement of student teachers should be targeted to  
8 high-need subject areas, including special education and English  
9 learner, and high-need geographic areas, including Title I and rural  
10 schools; and

11 (ii) Student teacher mentors should be highly effective as  
12 evidenced by the mentors having received level 3 or above on both  
13 criteria 3 (recognizing individual student learning needs and  
14 developing strategies to address those needs) and criteria 6 (using  
15 multiple student data elements to modify instruction and improve  
16 student learning) on their most recent comprehensive performance  
17 evaluation under RCW 28A.405.100. Student teacher mentors should also  
18 have received or be concurrently receiving professional development  
19 in mentoring skills.

20 (c) Beginning September 1, 2027, student teacher mentors with an  
21 assignment related to reading and writing literacy competencies, as  
22 determined by the Washington professional educator standards board  
23 under section 3 of this act, must have completed the educator  
24 training program described in RCW 28A.300.530.

25 (2) The plans required under subsection (1) of this section must  
26 be submitted to the Washington professional educator standards board  
27 and updated by July 1st every even-numbered year.

28 (3) The Washington professional educator standards board shall  
29 post the plans and updates required under this section on its  
30 website.

31 NEW SECTION. Sec. 16. RCW 28A.320.202 is recodified as a  
32 section in chapter 28A.230 RCW.

33 NEW SECTION. Sec. 17. RCW 28B.10.033 is recodified as a section  
34 in chapter 28A.410 RCW.

35 NEW SECTION. Sec. 18. The following acts or parts of acts are  
36 each repealed:

- 1 (1) RCW 28A.300.290 (Effective reading programs—Identification)  
2 and 1996 c 273 s 1;
- 3 (2) RCW 28A.300.300 (Effective reading programs—Information—  
4 Development and implementation of strategies) and 1998 c 245 s 11 &  
5 1996 c 273 s 4;
- 6 (3) RCW 28A.300.330 (Primary grade reading grant program) and  
7 1997 c 262 s 4;
- 8 (4) RCW 28A.300.340 (Primary grade reading grant program—  
9 Timelines—Rules) and 1997 c 262 s 7;
- 10 (5) RCW 28A.410.285 (Teacher preparation programs) and 2019 c 295  
11 s 203;
- 12 (6) RCW 28A.415.350 (Professional development learning  
13 opportunities—Partnerships) and 2009 c 539 s 4 & 2007 c 402 s 7;
- 14 (7) RCW 28A.415.360 (Learning improvement days—Eligibility—  
15 Reports) and 2019 c 252 s 117, 2009 c 548 s 403, & 2007 c 402 s 9;  
16 and
- 17 (8) RCW 28A.415.400 (Reading instruction and early literacy—  
18 Professional development) and 2013 2nd sp.s. c 18 s 103.

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