
HOUSE BILL 1295

State of Washington**69th Legislature****2025 Regular Session****By** Representatives Pollet and Rude

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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