
HOUSE BILL 1832

State of Washington

69th Legislature

2025 Regular Session

By Representatives Keaton and Rude

1 AN ACT Relating to improving student performance and success with
2 evidence-based practices, achievement-based incentives and
3 accountability and transparency measures; amending RCW 28A.165.100,
4 28A.400.200, 28A.320.202, 28A.300.530, 28A.300.570, 28A.150.220,
5 28A.300.720, 28A.320.260, 28A.415.265, 28A.655.230, 28A.655.235, and
6 28B.10.033; adding a new section to chapter 28A.165 RCW; adding a new
7 section to chapter 28A.405 RCW; adding a new section to chapter
8 28A.630 RCW; adding a new section to chapter 28A.300 RCW; adding new
9 sections to chapter 28A.410 RCW; adding a new section to chapter
10 28A.710 RCW; adding a new section to chapter 28A.715 RCW; creating
11 new sections; recodifying RCW 28A.320.202 and 28B.10.033; repealing
12 RCW 28A.405.415, 28A.300.290, 28A.300.300, 28A.300.330, 28A.300.340,
13 28A.410.285, 28A.415.350, 28A.415.360, and 28A.415.400; providing
14 effective dates; and providing expiration dates.

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

16 NEW SECTION. **Sec. 1.** (1) The legislature finds that a
17 significant number of students in Washington are struggling to meet
18 grade-level standards in core academic areas, with 60 percent of
19 students failing to meet grade-level standards in math and 50 percent
20 failing in English language arts. Specifically in reading, 36 percent
21 of third grade students and 40 percent of fourth grade students are

1 below grade level. On national assessments, 72 percent of Washington
2 eighth graders are not proficient in math. This persistent
3 underperformance poses a critical challenge to the academic success
4 and future opportunities of Washington's students.

5 (2) The legislature further finds that literacy is the foundation
6 upon which all other academic success is built. Learning to read and
7 write is a core element of the state's statutory program of basic
8 education, and these foundational skills are necessary for success in
9 all other subjects. By around the fourth grade, students must
10 transition from "learning to read" to "reading to learn," where they
11 rely on reading skills to access information in subjects like science
12 and social studies. If students do not achieve strong literacy skills
13 by this critical stage, their ability to succeed in these subjects
14 and beyond will be severely compromised.

15 (3) Given these alarming statistics and the importance of early
16 literacy and mathematics skills, the legislature intends to take
17 comprehensive and evidence-based actions to improve student outcomes.
18 The legislature intends to provide additional funding for school
19 districts to target support for students who are not meeting grade-
20 level standards in math and English language arts. The legislature
21 also intends to provide bonuses to educators whose efforts directly
22 lead to improved student performance on assessments, incentivizing
23 excellence in teaching.

24 (4) In an effort to improve early literacy, and set high
25 expectations, the legislature intends to require all students to
26 enter the fourth grade equipped with the reading skills needed to
27 continue their learning. The legislature plans to provide multiple
28 pathways for students to demonstrate proficiency in order to enter
29 fourth grade and intends to allow for good cause exemptions for
30 specific students. However, the legislature believes students must
31 not move to the fourth grade prematurely. This is a critical juncture
32 in a student's education with far-reaching effects on the student's
33 future. Washington public schools have the potential to significantly
34 improve both academic performance and students' lives, similar to
35 states like Mississippi, which, despite having one of the highest
36 populations of low-income students, has achieved remarkable success
37 in reading outcomes.

38 (5) In order to aid schools in meeting this challenge, the
39 legislature intends to provide for the hiring of reading coaches in
40 elementary schools, ensuring students receive expert guidance in

1 building essential literacy skills. Additionally, by the 2027-28
2 school year, the legislature intends to require public schools to
3 implement a structured literacy program that aligns with the science
4 of reading, an approach that research shows has an effectiveness rate
5 of at least 95 percent. This program incorporates the five pillars of
6 reading: Phonology and phonemic awareness; orthographic knowledge or
7 phonics; reading and writing fluency; vocabulary or oral language
8 knowledge and proficiency; and semantics or comprehension of written
9 language. The legislature intends for these programs to be evidence-
10 based, systemic, sequential, and cumulative, ensuring high quality,
11 explicit, and rigorous instruction that meets the diverse needs of
12 all students. To that end, the legislature also intends to provide
13 further resources for teachers to support students with dyslexia.

14 (6) To improve the quality of reading instruction, the
15 legislature also intends to prohibit ineffective methods that
16 encourage students to guess words. The legislature intends to require
17 the office of the superintendent of public instruction to monitor
18 school district literacy programs to ensure compliance with these new
19 requirements, facilitating continuous improvement across schools.

20 (7) Furthermore, the legislature intends to update teacher
21 endorsement standards for reading and literacy. Teacher preparation
22 programs will be required to include these updated standards. To
23 support teachers in the field, the office of the superintendent of
24 public instruction will regularly update training programs and offer
25 refresher courses focused on evidence-based professional development.
26 This training is intended to address the science of reading and the
27 implementation of effective literacy instruction for students in
28 kindergarten through grade four.

29 (8) Finally, the legislature intends to call for a review of the
30 state's mathematics standards, including a comparison to Singapore
31 math, to assess whether updating the state's standards could improve
32 outcomes for Washington students in this critical subject area.

33 (9) Through these actions, the legislature seeks to ensure that
34 every student in Washington has the foundational skills in literacy
35 and mathematics needed to succeed academically and beyond. These
36 measures align with the state's commitment to providing high quality
37 basic education, addressing the urgent need for intervention and
38 improvement in reading, writing, and mathematics.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.165
2 RCW to read as follows:

3 (1) Beginning September 1, 2025, according to the schedule
4 established under RCW 28A.510.250, in addition to the amounts
5 provided in RCW 28A.150.260(10), the superintendent of public
6 instruction must allocate up to \$250 per eligible student to each
7 school district, increased for inflation from the 2025-26 school
8 year, to establish supplemental supports for students who are not
9 meeting academic standards. The allocation must be calculated as
10 follows:

11 (a) \$125 multiplied by the percentage of students that, in the
12 prior school year, did not meet the standard on the statewide student
13 assessment in English language arts as provided for under RCW
14 28A.655.070, multiplied by the total enrollment of the school
15 district; and

16 (b) \$125 multiplied by the percentage of students that, in the
17 prior school year, did not meet the standard on the statewide student
18 assessment in mathematics as provided for under RCW 28A.655.070,
19 multiplied by the total enrollment of the school district.

20 (2) The school district must use the amounts provided under
21 subsection (1) of this section in the same manner as allocations for
22 the learning assistance program, under this chapter.

23 (3) The policy established in this section and funding provided
24 for this policy are not part of the state's statutory program of
25 basic education under RCW 28A.150.200.

26 (4) This section governs school operation and management under
27 RCW 28A.710.040 and 28A.715.020 and applies to charter schools
28 established under chapter 28A.710 RCW and state-tribal education
29 compact schools subject to chapter 28A.715 RCW to the same extent as
30 it applies to school districts.

31 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.405
32 RCW to read as follows:

33 (1) Beginning September 1, 2026, and by September 1st annually
34 thereafter, the office of the superintendent of public instruction
35 shall allocate \$1,000 per enrolled full-time equivalent student to
36 each school district that has met the assessment standard growth
37 threshold.

38 (2)(a) The school district shall use the amounts provided under
39 subsection (1) of this section to distribute bonuses to school staff

1 who, as determined by the district, have directly contributed to
2 increasing the district's assessment standard growth. When
3 calculating the amount of the bonuses and selecting the staff to
4 receive the bonuses, the school district must consider which
5 certificated and classified staff directly contributed to supporting
6 students in meeting the standards on the state math assessment and
7 the state English language arts assessment. This consideration may
8 include teachers who work outside the assessed courses and grade
9 levels.

10 (b) The bonus amounts determined by the school district under (a)
11 of this subsection (2) must not exceed \$12,000 per full-time
12 equivalent staff.

13 (c) School districts are prohibited from engaging in collective
14 bargaining on the distribution of the bonuses under (a) of this
15 subsection (2).

16 (d) The school district board of directors is encouraged to
17 establish an advisory committee that includes certificated
18 instructional staff and classified staff to develop recommendations
19 for the distribution of bonuses to school staff who have directly
20 contributed to increasing the district's assessment standard growth.

21 (e) The bonuses provided under this section are in addition to
22 compensation received under the annual salary schedules adopted in
23 accordance with RCW 28A.405.200.

24 (3) The policy established in this section and funding provided
25 for this policy are not part of the state's statutory program of
26 basic education under RCW 28A.150.200.

27 (4) This section governs school operation and management under
28 RCW 28A.710.040 and 28A.715.020 and applies to charter schools
29 established under chapter 28A.710 RCW and state-tribal education
30 compact schools subject to chapter 28A.715 RCW to the same extent as
31 it applies to school districts.

32 (5) For purposes of this section, the following definitions
33 apply:

34 (a) "Assessment standard growth threshold" means:

35 (i) For the 2025-26 and 2026-27 school years, a three percent
36 year-over-year growth in either the state math assessment or the
37 state English language arts assessment;

38 (ii) For the 2027-28 and 2028-29 school years, an eight percent
39 year-over-year growth in either the state math assessment or the
40 state English language arts assessment; and

(iii) Beginning in the 2029-30 school year, 80 percent of students met the standard on the state math assessment or the state English language arts assessment.

(b) "State English language arts assessment" means the statewide student assessment in English language arts as provided for under RCW 28A.655.070.

(c) "State math assessment" means the statewide student assessment in mathematics as provided for under RCW 28A.655.070.

NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the reading to ensure academic development grant program, known as the READ grant program, is established to improve early elementary student literacy.

(2) Beginning September 1, 2025, the office of the superintendent of public instruction must award up to 125 READ grants. Grants may not exceed \$75,000 per year for four years, per public elementary school. Grants may be awarded to one or more elementary schools within an applying school district.

(3)(a) In making grant allocations, the office of the superintendent of public instruction must give priority to public elementary schools with the highest percentages of tested students receiving a score of basic or below basic, as defined in RCW 28A.655.230, on the third grade statewide student assessment in English language arts as provided for under RCW 28A.655.070, in the previous school year. The office may also consider the percentage of students qualifying for free or reduced-price meals and the percentage of students participating in English learner programs.

(b) For the purposes of this subsection, the office of the superintendent of public instruction must exclude the following from the calculation of a school's percentage of tested students:

(i) Students enrolled in the transitional bilingual instruction program under chapter 28A.180 RCW unless the student has participated in the program for three school years; and

(ii) Students with disabilities whose individualized education program specifies a different standard to measure reading performance than is required for the statewide student assessment in English language arts.

1 (4) Grant funds awarded under this section must be used to hire
2 reading coaches in the awarded public elementary school. As used in
3 this section, a reading coach is a classified staff person, with at
4 least two years of experience teaching literacy skills to students,
5 who provides additional educational support services to elementary
6 students to improve their reading skills.

7 (5)(a) The office of the superintendent of public instruction
8 must evaluate the READ grant program, in collaboration with
9 recipients of the grants in this section, and prepare a report on the
10 outcomes of the program. The report must include a comparison between
11 the third grade statewide student English language arts assessment
12 scores, both proficiency and growth rates, of the awarded elementary
13 schools and the scores of comparable schools. A preliminary report is
14 due November 30, 2028, and a final report is due November 30, 2029.

15 (b) The report required by (a) of this subsection must be
16 submitted to the appropriate committees of the legislature, in
17 accordance with RCW 43.01.036.

18 (6) As used in this section, "public school" has the same meaning
19 as provided in RCW 28A.150.010.

20 (7) This section expires July 1, 2030.

21 **Sec. 5.** RCW 28A.165.100 and 2021 c 111 s 8 are each amended to
22 read as follows:

23 (1) School districts shall record in the statewide individual
24 student data system annual entrance and exit performance data for
25 each student participating in the learning assistance program
26 according to specifications established by the office of the
27 superintendent of public instruction.

28 (2) Annually (~~(by)~~) by September 30th, school districts shall
29 report to the office of the superintendent of public instruction,
30 using a common format prepared by the office:

31 (a) The amount of academic growth gained by students
32 participating in the learning assistance program;

33 (b) The number of students who gain at least one year of academic
34 growth;

35 (c) The specific practices, activities, and programs used by each
36 school building that received learning assistance program funding;

37 (d) The percentage of learning assistance program funding used to
38 engage community partners, the number of students receiving direct

1 supports and services from those community partners, and the types of
2 supports and services; (~~and~~))

3 (e) The amount of funding for students not meeting academic
4 standards that each school district received under section 2(1) of
5 this act;

6 (f) The number of public schools and the number of certificated
7 instructional staff that received assessment standard growth bonus
8 funding under section 3 of this act; and

9 (g) Other data if required by the office of the superintendent of
10 public instruction to demonstrate the efficacy of the learning
11 assistance program expenditures to show student academic growth gains
12 including indicators aligned with the accountability framework for
13 schools receiving support under RCW 28A.657.110.

14 (3) By January 1, 2020, and each January 1st thereafter, the
15 office of the superintendent of public instruction shall compile the
16 school district data reported as required by subsection (2) of this
17 section, and report, in compliance with RCW 43.01.036, to the
18 appropriate committees of the legislature with the annual and
19 longitudinal gains for the specific practices, activities, and
20 programs used by the school districts and schools to show which are
21 the most effective. The data must be disaggregated by student
22 subgroups as described in RCW 28A.300.042(1) for student-level data.

23 **Sec. 6.** RCW 28A.400.200 and 2018 c 266 s 205 are each amended to
24 read as follows:

25 (1) Every school district board of directors shall fix, alter,
26 allow, and order paid salaries and compensation for all district
27 employees in conformance with this section.

28 (2)(a) Through the 2017-18 school year, salaries for certificated
29 instructional staff shall not be less than the salary provided in the
30 appropriations act in the statewide salary allocation schedule for an
31 employee with a baccalaureate degree and zero years of service;

32 (b) Salaries for certificated instructional staff with a master's
33 degree shall not be less than the salary provided in the
34 appropriations act in the statewide salary allocation schedule for an
35 employee with a master's degree and zero years of service; and

36 (c) Beginning with the 2018-19 school year:

37 (i) Salaries for full-time certificated instructional staff must
38 not be less than forty thousand dollars, to be adjusted for regional
39 differences in the cost of hiring staff as specified in RCW

1 28A.150.410, and to be adjusted annually by the same inflationary
2 measure as provided in RCW 28A.400.205;

3 (ii) Salaries for full-time certificated instructional staff with
4 at least five years of experience must exceed by at least ten percent
5 the value specified in (c)(i) of this subsection;

6 (iii) A district may not pay full-time certificated instructional
7 staff a salary that exceeds ninety thousand dollars, subject to
8 adjustment for regional differences in the cost of hiring staff as
9 specified in RCW 28A.150.410. This maximum salary is adjusted
10 annually by the inflationary measure in RCW 28A.400.205;

11 (iv) These minimum and maximum salaries apply to the services
12 provided as part of the state's statutory program of basic education
13 and exclude supplemental contracts for additional time,
14 responsibility, or incentive pursuant to this section or for
15 enrichment pursuant to RCW 28A.150.276;

16 (v) These minimum and maximum salaries also exclude the
17 assessment standard growth bonuses provided under section 3 of this
18 act;

19 (vi) A district may pay a salary that exceeds this maximum salary
20 by up to ten percent for full-time certificated instructional staff:
21 Who are educational staff associates; who teach in the subjects of
22 science, technology, engineering, or math; or who teach in the
23 transitional bilingual instruction or special education programs.

24 (3)(a)(i) Through the 2017-18 school year the actual average
25 salary paid to certificated instructional staff shall not exceed the
26 district's average certificated instructional staff salary used for
27 the state basic education allocations for that school year as
28 determined pursuant to RCW 28A.150.410.

29 ~~(ii) ((For the 2018-19 school year, salaries for certificated~~
30 ~~instructional staff are subject to the limitations in RCW 41.59.800.~~

31 ~~(iii))~~ Beginning with the 2019-20 school year, for purposes of
32 subsection (4) of this section, RCW 28A.150.276, and 28A.505.100,
33 each school district must annually identify the actual salary paid to
34 each certificated instructional staff for services rendered as part
35 of the state's program of basic education.

36 (b) Through the 2018-19 school year, fringe benefit contributions
37 for certificated instructional staff shall be included as salary
38 under (a)(i) of this subsection only to the extent that the
39 district's actual average benefit contribution exceeds the amount of
40 the insurance benefits allocation, less the amount remitted by

1 districts to the health care authority for retiree subsidies,
2 provided per certificated instructional staff unit in the state
3 operating appropriations act in effect at the time the compensation
4 is payable. For purposes of this section, fringe benefits shall not
5 include payment for unused leave for illness or injury under RCW
6 28A.400.210; employer contributions for old age survivors insurance,
7 workers' compensation, unemployment compensation, and retirement
8 benefits under the Washington state retirement system; or employer
9 contributions for health benefits in excess of the insurance benefits
10 allocation provided per certificated instructional staff unit in the
11 state operating appropriations act in effect at the time the
12 compensation is payable. A school district may not use state funds to
13 provide employer contributions for such excess health benefits.

14 (c) Salary and benefits for certificated instructional staff in
15 programs other than basic education shall be consistent with the
16 salary and benefits paid to certificated instructional staff in the
17 basic education program.

18 (4)(a) Salaries and benefits for certificated instructional staff
19 may exceed the limitations in subsection (3) of this section only by
20 separate contract for additional time, for additional
21 responsibilities, or for incentives. Supplemental contracts shall not
22 cause the state to incur any present or future funding obligation.
23 Supplemental contracts must be accounted for by a school district
24 when the district is developing its four-year budget plan under RCW
25 28A.505.040.

26 (b) Supplemental contracts shall be subject to the collective
27 bargaining provisions of chapter 41.59 RCW and the provisions of RCW
28 28A.405.240, shall not exceed one year, and if not renewed shall not
29 constitute adverse change in accordance with RCW 28A.405.300 through
30 28A.405.380. No district may enter into a supplemental contract under
31 this subsection for the provision of services which are a part of the
32 basic education program required by Article IX, section 1 of the
33 state Constitution and RCW 28A.150.220.

34 (c)(i) Beginning September 1, 2019, supplemental contracts for
35 certificated instructional staff are subject to the following
36 additional restrictions: School districts may enter into supplemental
37 contracts only for enrichment activities as defined in and subject to
38 the limitations of RCW 28A.150.276.

39 (ii) For a supplemental contract, or portion of a supplemental
40 contract, that is time-based, the hourly rate the district pays may

1 not exceed the hourly rate provided to that same instructional staff
2 for services under the basic education salary identified under
3 subsection (3)(a)(~~(iii)~~) (ii) of this section. For a supplemental
4 contract, or portion of a supplemental contract that is not time-
5 based, the contract must document the additional duties,
6 responsibilities, or incentives that are being funded in the
7 contract.

8 (5) Employee benefit plans offered by any district shall comply
9 with RCW 28A.400.350, 28A.400.275, and 28A.400.280.

10 NEW SECTION. Sec. 7. RCW 28A.405.415 (Bonuses—National board
11 for professional standards certification) and 2023 c 379 s 7, 2020 c
12 288 s 5, 2013 2nd sp.s. c 5 s 4, 2011 1st sp.s. c 18 s 4, 2009 c 539
13 s 6, 2008 c 175 s 2, & 2007 c 398 s 2 are each repealed, effective
14 September 1, 2025.

15 NEW SECTION. Sec. 8. A new section is added to chapter 28A.300
16 RCW to read as follows:

17 The office of the superintendent of public instruction shall
18 publish longitudinal data on its website regarding public school and
19 school district performance across various student measures. The most
20 recent 10 years of student measures data must be published for the
21 following student measures, at a minimum: Assessment proficiency,
22 graduation rates, assessment growth, enrollment, and discipline. If
23 student measures data is unavailable or lacks sufficient quality for
24 publication, the office must provide an explanation on the relevant
25 webpage.

26 **Sec. 9.** RCW 28A.320.202 and 2013 2nd sp.s. c 18 s 102 are each
27 amended to read as follows:

28 (1) School districts (~~(are responsible for providing a~~
29 ~~comprehensive system of instruction and services in reading and early~~
30 ~~literacy to kindergarten through fourth grade students that is based~~
31 ~~on the degree of student need for additional support. Reading and~~
32 ~~early literacy systems provided by school districts must include:~~

33 (1) Annual use of)) shall implement a structured literacy program
34 that uses evidence-based instructional practices to promote the early
35 literacy and reading and writing literacy of students in kindergarten
36 through fourth grade. School districts are encouraged to phase in use
37 of the program elements beginning with the 2025-26 school year and

1 shall fully implement all program elements by the beginning of the
2 2027-28 school year.

3 (2) A structured literacy program required by subsection (1) of
4 this section must:

5 (a) Include at least the following essential components:
6 Semantics or comprehending written language; reading and writing
7 fluency; orthographic knowledge or phonics; phonology and phonemic
8 awareness; and vocabulary or oral language knowledge and proficiency;

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

10 (c) Provide direct, explicit, and rigorous instruction that is
11 high quality and knowledge rich;

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

14 (e) Provide instruction and services, including literacy
15 interventions under RCW 28A.320.260 within a multitiered system of
16 supports;

17 (f) Use screening assessments and other tools to identify at-risk
18 readers in kindergarten through fourth grade, such as the Washington
19 kindergarten inventory of developing skills, the Washington state
20 early learning and development guidelines for birth through third
21 grade, literacy screenings for students in kindergarten through
22 second grade under RCW 28A.320.260, the second grade reading
23 assessment under RCW 28A.300.310, and locally used assessments and
24 other tools;

25 (g) For students in third grade who are reading below grade
26 level, implement intensive reading improvement strategies under RCW
27 28A.655.230 and 28A.655.235; and

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

32 (3) A structured literacy program is encouraged to offer the
33 parents of a student who performs below grade level on a second grade
34 reading assessment selected under RCW 28A.300.310, a reading
35 improvement strategy that includes small group reading instruction, a
36 summer program, or other options developed to meet the needs of
37 students to prepare for third grade.

38 (4) The three-cueing system model of reading instruction, which
39 relies on meaning, structure and syntax, and visual cues (commonly

1 referred to as MSV), is prohibited in the structured literacy program
2 required by subsection (1) of this section.

3 NEW SECTION. Sec. 10. A new section is added to chapter 28A.410
4 RCW to read as follows:

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

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

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

24 NEW SECTION. Sec. 11. A new section is added to chapter 28A.410
25 RCW to read as follows:

26 (1) To renew a teacher certificate on or after September 1, 2028,
27 a teacher holding an endorsement in, or with an assignment related
28 to, reading and literacy competencies must complete training on the
29 skills and knowledge necessary to participate in the delivery of a
30 structured literacy program under RCW 28A.320.202 (as recodified by
31 this act). To meet the requirements of this section, the relevant
32 teachers must first complete the educator training program described
33 in RCW 28A.300.530 or an equivalent training program approved by the
34 Washington professional educator standards board, and may
35 subsequently either retake the full educator training program or the
36 refresher course described in RCW 28A.300.530.

37 (2) The Washington professional educator standards board shall
38 determine the endorsements and assignments to which the provisions of

1 this section apply, after considering the definition of "teacher
2 endorsements with reading and writing literacy competencies" in
3 section 10 of this act.

4 NEW SECTION. **Sec. 12.** A new section is added to chapter 28A.710
5 RCW to read as follows:

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

9 NEW SECTION. **Sec. 13.** A new section is added to chapter 28A.715
10 RCW to read as follows:

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

14 **Sec. 14.** RCW 28A.300.530 and 2009 c 546 s 2 are each amended to
15 read as follows:

16 (1) Within available resources, the office of the superintendent
17 of public instruction, in consultation with ~~((the school districts~~
18 ~~that participated in the Lorraine Wojahn dyslexia pilot program, and~~
19 ~~with an international))~~ appropriate experts, for example, the
20 educational service districts and international and state-level
21 nonprofit organizations dedicated to supporting efforts to provide
22 appropriate identification of and instruction for individuals with
23 dyslexia, shall~~((÷~~

24 ~~(a) Develop))~~ develop, and periodically update, an educator
25 training program and a refresher course to enhance the reading,
26 writing, and spelling skills of ~~((students with dyslexia. The~~
27 ~~training program must provide research-based, multisensory literacy~~
28 ~~intervention professional development in the areas of dyslexia and~~
29 ~~intervention implementation. The program shall))~~ kindergarten through
30 fourth grade students, including students who display indications of,
31 or areas of weakness associated with, dyslexia. The educator training
32 program and refresher course must provide evidence-based professional
33 development on the skills and knowledge necessary to participate in
34 the delivery of a structured literacy program under RCW 28A.320.202
35 (as recodified by this act).

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

4 (3) The educator training program and refresher course may be
5 regionally delivered through the educational service districts. The
6 educational service districts may seek assistance from ~~((the~~
7 ~~international))~~ nonprofit organizations to deliver the educator
8 training ~~(; and~~

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

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

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

33 (5) "Teachers holding an endorsement in, or with an assignment
34 related to, reading and writing literacy competencies" has the same
35 meaning as "teacher endorsements with reading and writing literacy
36 competencies" in section 10 of this act.

37 **Sec. 15.** RCW 28A.300.570 and 2018 c 58 s 29 are each amended to
38 read as follows:

1 In support of reading and early literacy, including structured
2 literacy programs under RCW 28A.320.202 (as recodified by this act),
3 the office of the superintendent of public instruction is responsible
4 for:

5 (1) Continuing to work collaboratively with state and regional
6 partners such as the department of children, youth, and families and
7 the educational service districts to establish early literacy
8 benchmarks and standards and to implement the Washington state
9 ~~((comprehensive))~~ structured literacy plan;

10 (2) ~~((Disseminating))~~ Within existing resources, disseminating
11 research and information ((to school districts)) about evidence-based
12 programs and practices in reading readiness skills, early literacy,
13 and reading instruction to school districts, as well as local
14 government and community-based organizations that support families
15 with children;

16 (3) Providing statewide models to support ~~((school districts that~~
17 ~~are implementing response to intervention initiatives, positive~~
18 ~~behavior intervention support systems, or other similar comprehensive~~
19 ~~models of data-based identification and early intervention))~~ public
20 schools to implement multitiered system of supports; ((and))

21 (4) Within available funds and in partnership with the
22 educational service districts, providing technical assistance ~~((and~~
23 ~~professional development opportunities for school districts))~~ to
24 public schools delivering a structured literacy program under RCW
25 28A.320.202 (as recodified by this act);

26 (5) Developing, and periodically updating, a dyslexia handbook to
27 be used as a reference for teachers and parents of students who
28 display indications of, or areas of weakness associated with,
29 dyslexia. The handbook must include guidelines for school districts
30 to follow as they identify and provide services for students with
31 dyslexia. Additionally, the handbook must provide school districts
32 and parents with information regarding the state's relevant statutes
33 and their relation to federal special education laws, as well as
34 parental support resources. The handbook must be posted on the
35 website of the office of the superintendent of public instruction;
36 and

37 (6) Within existing resources, reviewing and monitoring
38 structured literacy programs to ensure compliance with the
39 requirements of RCW 28A.320.202 (as recodified by this act),
40 including any curricula used to implement the structured literacy

program, RCW 28A.320.260, 28A.655.230, and 28A.655.235, and sections 12 and 13 of this act. The reviews and monitoring required by this subsection may be conducted concurrently with other oversight and monitoring conducted by the office of the superintendent of public instruction.

Sec. 16. RCW 28A.150.220 and 2024 c 66 s 10 are each amended to read as follows:

(1) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(a) For students enrolled in grades one through 12, at least a district-wide annual average of 1,000 hours, which shall be increased beginning in the 2015-16 school year to at least 1,080 instructional hours for students enrolled in grades nine through 12 and at least 1,000 instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through 12; and

(b) For students enrolled in kindergarten, at least 450 instructional hours, which shall be increased to at least 1,000 instructional hours according to the implementation schedule under RCW 28A.150.315.

(3) The instructional program of basic education provided by each school district shall include:

(a) Instruction in the state learning standards under RCW 28A.655.070;

(b) Instruction that provides students the opportunity to complete 24 credits for high school graduation. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;

1 (c) If the state learning standards include a requirement of
2 languages other than English, the requirement may be met by students
3 receiving instruction in one or more American Indian languages;

4 (d) Supplemental instruction and services for students who are
5 not meeting academic standards through the learning assistance
6 program under RCW 28A.165.005 through 28A.165.065;

7 (e) Supplemental instruction and services for eligible and
8 enrolled students and exited students whose primary language is other
9 than English through the transitional bilingual instruction program
10 under RCW 28A.180.010 through 28A.180.080;

11 (f) The opportunity for an appropriate education at public
12 expense as defined by RCW 28A.155.020 for all eligible students with
13 disabilities as defined in RCW 28A.155.020; and

14 (g) Programs for highly capable students under RCW 28A.185.010
15 through 28A.185.030.

16 (4) Nothing contained in this section shall be construed to
17 require individual students to attend school for any particular
18 number of hours per day or to take any particular courses.

19 (5)(a) Each school district's kindergarten through 12th grade
20 basic educational program shall be accessible to all students who are
21 five years of age, as provided by RCW 28A.225.160, and less than 21
22 years of age and shall consist of a minimum of 180 school days per
23 school year in such grades as are conducted by a school district, and
24 180 half-days of instruction, or equivalent, in kindergarten, to be
25 increased to a minimum of 180 school days per school year according
26 to the implementation schedule under RCW 28A.150.315.

27 (b) Schools administering the Washington kindergarten inventory
28 of developing skills may use up to three school days at the beginning
29 of the school year to meet with parents and families as required in
30 the parent involvement component of the inventory.

31 (c) In the case of students who are graduating from high school,
32 a school district may schedule the last five school days of the 180-
33 day school year for noninstructional purposes including, but not
34 limited to, the observance of graduation and early release from
35 school upon the request of a student. All such students may be
36 claimed as a full-time equivalent student to the extent they could
37 otherwise have been so claimed for the purposes of RCW 28A.150.250
38 and 28A.150.260. Any hours scheduled by a school district for
39 noninstructional purposes during the last five school days for such

1 students shall count toward the instructional hours requirement in
2 subsection (2)(a) of this section.

3 (6) Subject to RCW 28A.150.276, nothing in this section precludes
4 a school district from enriching the instructional program of basic
5 education, such as offering additional instruction or providing
6 additional services, programs, or activities that the school district
7 determines to be appropriate for the education of the school
8 district's students.

9 (7) The state board of education shall adopt rules to implement
10 and ensure compliance with the program requirements imposed by this
11 section, RCW 28A.150.250 (~~and~~), 28A.150.260, and 28A.320.202 (as
12 recodified by this act), and such related supplemental program
13 approval requirements as the state board may establish.

14 **Sec. 17.** RCW 28A.300.720 and 2018 c 75 s 5 are each amended to
15 read as follows:

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

20 (a) Best practices for school district implementation of
21 screenings as required under RCW 28A.320.260, including trainings for
22 school district staff conducting the screenings, for example, the
23 educator training program and refresher course delivered under RCW
24 28A.300.530;

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

29 (c) Sample educational information for parents and families
30 related to dyslexia that includes a list of resources for parental
31 support, such as the dyslexia handbook developed under RCW
32 28A.300.570; and

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

36 (2) By February 15, 2022, the superintendent of public
37 instruction must review the dyslexia advisory council's updated
38 report required under (~~RCW 28A.300.710~~) section 4, chapter 75, Laws
39 of 2018 and revise the best practices and sample educational

1 information made available to school districts required under
2 subsection (1) of this section.

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

7 ~~(a) The number of students: (i) Screened pursuant to RCW~~
8 ~~28A.320.260; (ii) with indications of, or areas of weakness~~
9 ~~associated with, dyslexia identified under RCW 28A.300.700; and (iii)~~
10 ~~provided interventions pursuant to RCW 28A.320.260;~~

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

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

16 **Sec. 18.** RCW 28A.320.260 and 2018 c 75 s 2 are each amended to
17 read as follows:

18 (1) Beginning in the 2021-22 school year, and as provided in this
19 section, each school district must use a multitiered system((s)) of
20 supports to provide interventions to students in kindergarten through
21 second grade who display indications of, or areas of weakness
22 associated with, dyslexia. In order to provide school districts with
23 the opportunity to intervene before a student's performance falls
24 significantly below grade level, school districts must screen
25 students in kindergarten through second grade for indications of, or
26 areas associated with, dyslexia as provided in this section.

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

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

32 (3)(a) If a student shows indications of below grade level
33 literacy development or indications of, or areas of weakness
34 associated with, dyslexia, the school district must provide
35 interventions using an evidence-based multitiered system((s)) of
36 supports, consistent with the ~~((recommendations of the dyslexia~~
37 ~~advisory council under RCW 28A.300.710))~~ best practices made
38 available by the superintendent of public instruction under RCW
39 28A.300.720, and as required under this subsection (3).

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

5 (ii) Beginning September 1, 2027, the interventions must meet the
6 requirements of RCW 28A.320.202 (2) (a) through (e) and (3) (as
7 recodified by this act) and be implemented by teachers or other
8 educators who have completed the educator training program described
9 in RCW 28A.300.530.

10 (c) Whenever possible, a school district must begin by providing
11 student supports in the general education classroom. If screening
12 tools and resources indicate that, after receiving the initial tier
13 of student support, a student requires interventions, the school
14 district may provide the interventions in either the general
15 education classroom or a learning assistance program setting. If
16 after receiving interventions, further screening tools and resources
17 indicate that a student continues to have indications of, or areas of
18 weakness associated with, dyslexia, the school district must
19 recommend to the student's parents and family that the student be
20 evaluated for dyslexia or a specific learning disability.

21 (4) For a student who shows indications of, or areas of weakness
22 associated with, dyslexia, each school district must notify the
23 student's parents and family of the identified indicators and areas
24 of weakness, as well as the plan for using a multitiered system~~((s))~~
25 of supports to provide supports and interventions. The initial notice
26 must also include ~~((information relating to dyslexia and resources~~
27 ~~for parental support))~~ the dyslexia handbook developed by the
28 superintendent of public instruction under RCW 28A.300.570. The
29 school district must regularly update the student's parents and
30 family of the student's progress.

31 (5) School districts may use state funds provided under chapter
32 28A.165 RCW to meet the requirements of this section.

33 **Sec. 19.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended
34 to read as follows:

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

37 (a) Has successfully completed training in assisting, coaching,
38 and advising beginning principals, beginning educational staff
39 associates, beginning teachers, or student teachers as defined by the

1 office of the superintendent of public instruction. Beginning
2 September 1, 2027, mentor educators with an assignment related to
3 reading and writing literacy competencies, as determined by the
4 Washington professional educator standards board under section 10 of
5 this act, must have also completed the educator training program
6 described in RCW 28A.300.530;

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

9 (c) Is participating in ongoing mentor skills professional
10 development.

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

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

19 (3) Subject to the availability of amounts appropriated for this
20 specific purpose, the office of the superintendent of public
21 instruction shall allocate funds for the beginning educator support
22 team program on a competitive basis to individual school districts,
23 consortia of districts, or state-tribal compact schools. In
24 allocating funds, the office of the superintendent of public
25 instruction shall give priority to:

26 (a) Schools and districts identified for comprehensive or
27 targeted support and improvement as required under the federal
28 elementary and secondary education act;

29 (b) School districts with a large influx of beginning principals,
30 beginning educational staff associates, or beginning classroom
31 teachers; and

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

35 (4) A portion of the appropriated funds may be used for program
36 coordination and provision of statewide or regional professional
37 development through the office of the superintendent of public
38 instruction.

39 (5) A beginning educator support team program must include the
40 following components:

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

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

6 (c) A goal to provide program participants from underrepresented
7 populations with a mentor who has strong ties to underrepresented
8 populations;

9 (d) Ongoing professional development designed to meet the unique
10 needs of each program participant for supplemental training and skill
11 development;

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

13 (f) Release time for mentors and program participants to work
14 together, as well as time for program participants to observe
15 accomplished peers;

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

19 (h) Nonevaluative observations with written feedback for program
20 participants;

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

24 (j) Adherence to research-based standards for beginning educator
25 induction developed by the office of the superintendent of public
26 instruction; and

27 (k) A program evaluation that identifies program strengths and
28 gaps using the standards for beginning educator induction, the
29 retention of beginning educators, and positive impact on student
30 growth for program participants.

31 (6) The beginning educator support team program components under
32 subsection (5) of this section may be provided for continuous
33 improvement coaching to support educators on probation under RCW
34 28A.405.100.

35 **Sec. 20.** RCW 28A.655.230 and 2015 c 125 s 1 are each amended to
36 read as follows:

37 (1) The definitions in this subsection apply throughout this
38 section and RCW 28A.655.235 unless the context clearly requires
39 otherwise.

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

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

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

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

22 (3)(a) For third grade students to be ~~((placed in))~~ promoted to
23 fourth grade, ((the strategies provided by the school district must
24 include)) they must either: (i) Meet grade level standard on the
25 statewide student assessment in English language arts; (ii) pass an
26 alternative assessment; or (iii) successfully demonstrate sufficient
27 third grade reading skills through a portfolio of student work.

28 (b) For third grade students who do not meet the promotion
29 requirements in (a) of this subsection (3), the school district must
30 implement an intensive reading improvement strategy provided,
31 supported, or contracted by the school district that includes small
32 group reading instruction, a summer program, or other options
33 developed to meet the needs of students repeating third grade to
34 prepare for fourth grade.

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

40 (a) The below basic score;

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

2 (c) The intensive reading improvement strategy options that are

3 available;

4 (d) The school district's grade placement policy under subsection

5 (3) of this section;

6 (e) Contact information for a school district employee who can

7 respond to questions and provide additional information; and

8 (f) A reasonable deadline for obtaining the parent's consent

9 regarding the student's intensive reading improvement strategies that

10 will be implemented (~~((and the student's grade placement))~~).

11 (5) The parent's or guardian's consent must be obtained regarding

12 (~~((the appropriate grade placement and))~~) the intensive reading

13 improvement strategy to be implemented. The school district must

14 implement the strategy selected in consultation with the student's

15 parents or guardians. If the school district does not receive a

16 response from a parent by the deadline or a reasonable time

17 thereafter, the principal or his or her designee shall make a

18 decision on (~~((the student's grade placement for the following year~~

19 ~~and))~~) the intensive reading improvement strategies that will be

20 implemented during the following school year.

21 (6) If the school principal and parent cannot agree on (~~((the~~

22 ~~appropriate grade placement and))~~) improvement strategies from the

23 list of available options, the parent's request (~~((will))~~) must be

24 honored.

25 (7) If a student does not have a score in English language arts

26 on the third grade statewide student assessment but the district

27 determines, or is able to anticipate from, using district or

28 classroom-based formative or diagnostic assessments or another

29 standardized assessment, that the student's performance is equivalent

30 to below basic in English language arts, the policy in subsections

31 (2) through (6) of this section applies.

32 (8) Students participating in the transitional bilingual

33 instruction program (~~((are exempt))~~) may be exempted from the policy in

34 subsections (2) through (6) of this section(~~((, unless the student has~~

35 ~~participated in the transitional bilingual instruction program for~~

36 ~~three school years and receives a score of below basic on the third~~

37 ~~grade statewide student assessment in English language arts))~~) for

38 reasons of good cause that recognize their special needs,

39 particularly if they were previously retained.

(9) Students with disabilities whose individualized education program includes specially designed instruction in reading or English language arts ~~((are exempt from))~~ may be exempted from the policy in subsections (2) through (8) of this section for reasons of good cause that recognize their special needs, particularly if they were previously retained. Communication and consultation with parents or guardians of such students ~~((shall))~~ must occur through the individualized education program development and revision process required under chapter 28A.155 RCW and associated administrative rules.

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

Sec. 21. RCW 28A.655.235 and 2013 2nd sp.s. c 18 s 106 are each amended to read as follows:

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

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

(ii) Beginning September 1, 2027, the strategy must meet the requirements of RCW 28A.320.202 (2) (a) through (e) and (3) (as recodified by this act).

(b) ~~((Reading and literacy))~~ Intensive reading improvement strategies for students with disabilities whose individualized education program includes specially designed instruction in reading or English language arts ~~((shall))~~ must be as provided in the individualized education program: PROVIDED, That, beginning September 1, 2027, for students who are identified as having a disability related to dyslexia, the specially designed instruction must include instruction that meets the requirements of RCW 28A.320.202 (2) (a) through (e) and (3) (as recodified by this act).

(2) (a) ~~((Also beginning in the 2015-16 school year, in))~~ In any school where more than forty percent of the tested students received a score of basic or below basic on the third grade statewide student

1 assessment in English language arts in the previous school year, as
2 calculated under this subsection (2), the school district must
3 implement an intensive reading ~~((and literacy))~~ improvement strategy
4 for all students in grades kindergarten through four at the school as
5 follows:

6 (i) Through August 31, 2027, the strategy must be from a state
7 menu of best practices ~~((established in accordance with subsection~~
8 ~~(3) of this section or an alternative strategy in accordance with~~
9 ~~subsection (4) of this section for all students in grades~~
10 ~~kindergarten through four at the school))~~; and

11 (ii) Beginning September 1, 2027, the strategy must meet the
12 requirements of RCW 28A.320.202 (2) (a) through (e) and (3) (as
13 recodified by this act).

14 (b) For the purposes of this subsection (2), the office of the
15 superintendent of public instruction shall exclude the following from
16 the calculation of a school's percentage of tested students receiving
17 a score of basic or below basic on the third grade statewide student
18 assessment:

19 (i) Students enrolled in the transitional bilingual instruction
20 program unless the student has participated in the transitional
21 bilingual instruction program for three school years;

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

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

26 (3) ~~((The office of the superintendent of public instruction~~
27 ~~shall convene a panel of experts, including the Washington state~~
28 ~~institute for public policy, to develop a state menu of best~~
29 ~~practices and strategies for intensive reading and literacy~~
30 ~~improvement designed to assist struggling students in reaching grade~~
31 ~~level in reading by the end of fourth grade. The state menu must also~~
32 ~~include best practices and strategies to improve the reading and~~
33 ~~literacy of students who are English language learners and for system~~
34 ~~improvements that schools and school districts can implement to~~
35 ~~improve reading instruction for all students. The office of the~~
36 ~~superintendent of public instruction shall publish the state menu by~~
37 ~~July 1, 2014, and update the state menu by each July 1st thereafter.~~

38 ~~(4) School districts may use an alternative practice or strategy~~
39 ~~that is not on a state menu developed under subsection (3) of this~~
40 ~~section for two school years initially. If the district is able to~~

~~demonstrate improved outcomes for participating students over the previous two school years at a level commensurate with the best practices and strategies on the state menu, the office of the superintendent of public instruction must approve use of the alternative practice or strategy by the district for one additional school year. Subsequent annual approval by the superintendent of public instruction to use the alternative practice or strategy is dependent on the district continuing to demonstrate an increase in improved outcomes for participating students))~~ Beginning September 1, 2027, teachers and other educators implementing the intensive reading improvement strategies must have completed the educator training program described in RCW 28A.300.530.

Sec. 22. RCW 28B.10.033 and 2019 c 295 s 202 are each amended to read as follows:

(1)(a) Each Washington professional educator standards board-approved teacher preparation program, including an alternative route teacher certification program, must develop a plan describing how the program will partner with school districts in the general geographic region of the program regarding field placement of student teachers. The plans must be developed in collaboration with school districts desiring to partner with the programs, and may include use of unexpended federal or state funds to support residencies and mentoring for students who are likely to continue teaching in the district in which they have a supervised field placement.

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

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

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

1 (c) Beginning September 1, 2027, student teacher mentors with an
2 assignment related to reading and writing literacy competencies, as
3 determined by the Washington professional educator standards board
4 under section 10 of this act, must have completed the educator
5 training program described in RCW 28A.300.530.

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

9 (3) The Washington professional educator standards board shall
10 post the plans and updates required under this section on its
11 website.

12 NEW SECTION. Sec. 23. (1) The office of the superintendent of
13 public instruction shall consider how the state learning standards in
14 mathematics compare to the mathematics method developed in the
15 country of Singapore that uses a three-step approach, referred to as
16 concrete-pictorial-abstract in order to help students learn math
17 concepts. By December 31, 2025, and in compliance with RCW 43.01.036,
18 the office of the superintendent of public instruction shall report
19 to the appropriate committees of the legislature with a
20 recommendation of whether the state should update its standards to
21 implement the Singapore mathematics method.

22 (2) This section expires June 30, 2026.

23 NEW SECTION. Sec. 24. RCW 28A.320.202 is recodified as a
24 section in chapter 28A.230 RCW.

25 NEW SECTION. Sec. 25. RCW 28B.10.033 is recodified as a section
26 in chapter 28A.410 RCW.

27 NEW SECTION. Sec. 26. The following acts or parts of acts are
28 each repealed:

29 (1) RCW 28A.300.290 (Effective reading programs—Identification)
30 and 1996 c 273 s 1;

31 (2) RCW 28A.300.300 (Effective reading programs—Information—
32 Development and implementation of strategies) and 1998 c 245 s 11 &
33 1996 c 273 s 4;

34 (3) RCW 28A.300.330 (Primary grade reading grant program) and
35 1997 c 262 s 4;

1 (4) RCW 28A.300.340 (Primary grade reading grant program—
2 Timelines—Rules) and 1997 c 262 s 7;

3 (5) RCW 28A.410.285 (Teacher preparation programs) and 2019 c 295
4 s 203;

5 (6) RCW 28A.415.350 (Professional development learning
6 opportunities—Partnerships) and 2009 c 539 s 4 & 2007 c 402 s 7;

7 (7) RCW 28A.415.360 (Learning improvement days—Eligibility—
8 Reports) and 2019 c 252 s 117, 2009 c 548 s 403, & 2007 c 402 s 9;
9 and

10 (8) RCW 28A.415.400 (Reading instruction and early literacy—
11 Professional development) and 2013 2nd sp.s. c 18 s 103.

12 NEW SECTION. **Sec. 27.** Section 20 of this act takes effect
13 September 1, 2027.

14 NEW SECTION. **Sec. 28.** This act shall be known and cited as the
15 building opportunities for student success (BOSS) act.

--- END ---