
HOUSE BILL 2284

State of Washington**68th Legislature****2024 Regular Session****By** Representatives Pollet and Couture

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 2020-21 school year, 39.2 percent of third grade students and
15 42.4 percent of fourth grade students were identified as reading
16 below grade level. Learning to read and write is a core element of
17 the state's statutory program of basic education and is the
18 foundation 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 2024-25
8 school year and shall fully implement all program elements by the
9 beginning of the 2026-27 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, 2025, 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).

9 (2) The Washington professional educator standards board shall
10 require approved educator preparation programs offering teacher
11 endorsements with reading and writing literacy competencies to
12 incorporate the revised standards into their programs by the
13 beginning of the 2026-27 academic year.

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

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

30 (2) This section expires July 1, 2027.

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

33 (1) To renew a teacher certificate on or after September 1, 2027,
34 a teacher holding an endorsement in, or with an assignment related
35 to, reading and literacy competencies must complete training on the
36 skills and knowledge necessary to participate in the delivery of a
37 comprehensive literacy program under RCW 28A.320.202 (as recodified
38 by this act). To meet the requirements of this section, the relevant

1 teachers must first complete the educator training program described
2 in RCW 28A.300.530 or an equivalent training program approved by the
3 Washington professional educator standards board, and may
4 subsequently either retake the full educator training program or the
5 refresher course described in RCW 28A.300.530.

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

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

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

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

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

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

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

31 ~~(a) Develop~~)) develop, and periodically update, an educator
32 training program and a refresher course to enhance the reading,
33 writing, and spelling skills of (~~students with dyslexia. The~~
34 ~~training program must provide research-based, multisensory literacy~~
35 ~~intervention professional development in the areas of dyslexia and~~
36 ~~intervention implementation. The program shall~~)) kindergarten through
37 fourth grade students, including students who display indications of,

1 or areas of weakness associated with, dyslexia. The educator training
2 program and refresher course must provide evidence-based professional
3 development on the skills and knowledge necessary to participate in
4 the delivery of a comprehensive literacy program under RCW
5 28A.320.202 (as recodified by this act).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14 (c) Sample educational information for parents and families
15 related to dyslexia that includes a list of resources for parental
16 support, such as the dyslexia handbook developed under RCW
17 28A.300.570; and

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

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

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

31 ~~(a) The number of students: (i) Screened pursuant to RCW~~
32 ~~28A.320.260; (ii) with indications of, or areas of weakness~~
33 ~~associated with, dyslexia identified under RCW 28A.300.700; and (iii)~~
34 ~~provided interventions pursuant to RCW 28A.320.260;~~

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

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

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

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

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

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

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

25 (b) ~~((The))~~ (i) Through August 31, 2026, the interventions must
26 be evidence-based multisensory structured literacy interventions and
27 must be provided by an educator trained in instructional methods
28 specifically targeting students' areas of weakness.

29 (ii) Beginning September 1, 2026, the interventions must meet the
30 requirements of RCW 28A.320.202(2) (a) through (e) (as recodified by
31 this act) and be implemented by teachers or other educators who have
32 completed the educator training program described in RCW 28A.300.530.

33 (c) Whenever possible, a school district must begin by providing
34 student supports in the general education classroom. If screening
35 tools and resources indicate that, after receiving the initial tier
36 of student support, a student requires interventions, the school
37 district may provide the interventions in either the general
38 education classroom or a learning assistance program setting. If
39 after receiving interventions, further screening tools and resources
40 indicate that a student continues to have indications of, or areas of

1 weakness associated with, dyslexia, the school district must
2 recommend to the student's parents and family that the student be
3 evaluated for dyslexia or a specific learning disability.

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

14 (5) School districts may use state funds provided under chapter
15 28A.165 RCW to meet the requirements of this section.

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

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

20 (a) Has successfully completed training in assisting, coaching,
21 and advising beginning principals, beginning educational staff
22 associates, beginning teachers, or student teachers as defined by the
23 office of the superintendent of public instruction. Beginning
24 September 1, 2026, mentor educators with an assignment related to
25 reading and writing literacy competencies, as determined by the
26 Washington professional educator standards board under section 3 of
27 this act, must have also completed the educator training program
28 described in RCW 28A.300.530;

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

31 (c) Is participating in ongoing mentor skills professional
32 development.

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

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

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

11 (a) Schools and districts identified for comprehensive or
12 targeted support and improvement as required under the federal
13 elementary and secondary education act;

14 (b) School districts with a large influx of beginning principals,
15 beginning educational staff associates, or beginning classroom
16 teachers; and

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

20 (4) A portion of the appropriated funds may be used for program
21 coordination and provision of statewide or regional professional
22 development through the office of the superintendent of public
23 instruction.

24 (5) A beginning educator support team program must include the
25 following components:

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

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

31 (c) A goal to provide program participants from underrepresented
32 populations with a mentor who has strong ties to underrepresented
33 populations;

34 (d) Ongoing professional development designed to meet the unique
35 needs of each program participant for supplemental training and skill
36 development;

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

38 (f) Release time for mentors and program participants to work
39 together, as well as time for program participants to observe
40 accomplished peers;

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

4 (h) Nonevaluative observations with written feedback for program
5 participants;

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

9 (j) Adherence to research-based standards for beginning educator
10 induction developed by the office of the superintendent of public
11 instruction; and

12 (k) A program evaluation that identifies program strengths and
13 gaps using the standards for beginning educator induction, the
14 retention of beginning educators, and positive impact on student
15 growth for program participants.

16 (6) The beginning educator support team program components under
17 subsection (5) of this section may be provided for continuous
18 improvement coaching to support educators on probation under RCW
19 28A.405.100.

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

22 (1) The definitions in this subsection apply throughout this
23 section and RCW 28A.655.235 unless the context clearly requires
24 otherwise.

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

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

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

32 (2) Prior to the return of the results of the statewide student
33 assessment in English language arts, elementary schools shall require
34 meetings between teachers and parents of students in third grade who
35 are reading below grade-level or who, based on formative or
36 diagnostic assessment, and other indicators, are likely to score in
37 the below basic level on the third grade statewide student assessment
38 in English language arts. At the meeting, the teacher shall inform
39 the parents or guardians of the requirements of this section and the

1 intensive reading improvement strategies that will be available to
2 students before fourth grade. The teacher also shall inform the
3 parents and guardians of the school district's grade placement policy
4 for the following year. Schools that have regularly scheduled parent
5 teacher conferences may use those meetings to comply with this
6 section.

7 (3) For students to be placed in fourth grade, the strategies
8 provided by the school district must include an intensive reading
9 improvement strategy provided, supported, or contracted by the school
10 district that includes small group reading instruction, a summer
11 program, or other options developed to meet the needs of students to
12 prepare for fourth grade.

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

18 (a) The below basic score;

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

20 (c) The intensive reading improvement strategy options that are
21 available;

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

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

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

28 (5) The parent's or guardian's consent must be obtained regarding
29 the appropriate grade placement and the intensive reading improvement
30 strategy to be implemented. The school district must implement the
31 strategy selected in consultation with the student's parents or
32 guardians. If the school district does not receive a response from a
33 parent by the deadline or a reasonable time thereafter, the principal
34 or his or her designee shall make a decision on the student's grade
35 placement for the following year and the intensive reading
36 improvement strategies that will be implemented during the following
37 school year.

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

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

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

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

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

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

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

31 (i) Through August 31, 2026, the strategy must be from a state
32 menu of best practices (~~established in accordance with subsection~~
33 ~~(3) of this section or an alternative strategy in accordance with~~
34 ~~subsection (4) of this section); and~~

35 (ii) Beginning September 1, 2026, the strategy must meet the
36 requirements of RCW 28A.320.202(2) (a) through (e) (as recodified by
37 this act).

38 (b) (~~Reading and literacy~~) Intensive reading improvement
39 strategies for students with disabilities whose individualized

1 education program includes specially designed instruction in reading
2 or English language arts (~~shall~~) must be as provided in the
3 individualized education program: PROVIDED, That, beginning September
4 1, 2026, for students who are identified as having a disability
5 related to dyslexia, the specially designed instruction must include
6 instruction that meets the requirements of RCW 28A.320.202(2) (a)
7 through (e) (as recodified by this act).

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

16 (i) Through August 31, 2026, the strategy must be from a state
17 menu of best practices (~~(established in accordance with subsection~~
18 ~~(3) of this section or an alternative strategy in accordance with~~
19 ~~subsection (4) of this section for all students in grades~~
20 ~~kindergarten through four at the school)~~); and

21 (ii) Beginning September 1, 2026, the strategy must meet the
22 requirements of RCW 28A.320.202(2) (a) through (e) (as recodified by
23 this act).

24 (b) For the purposes of this subsection (2), the office of the
25 superintendent of public instruction shall exclude the following from
26 the calculation of a school's percentage of tested students receiving
27 a score of basic or below basic on the third grade statewide student
28 assessment:

29 (i) Students enrolled in the transitional bilingual instruction
30 program unless the student has participated in the transitional
31 bilingual instruction program for three school years;

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

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

36 (3) (~~(The office of the superintendent of public instruction~~
37 ~~shall convene a panel of experts, including the Washington state~~
38 ~~institute for public policy, to develop a state menu of best~~
39 ~~practices and strategies for intensive reading and literacy~~
40 ~~improvement designed to assist struggling students in reaching grade~~

1 level in reading by the end of fourth grade. The state menu must also
2 include best practices and strategies to improve the reading and
3 literacy of students who are English language learners and for system
4 improvements that schools and school districts can implement to
5 improve reading instruction for all students. The office of the
6 superintendent of public instruction shall publish the state menu by
7 July 1, 2014, and update the state menu by each July 1st thereafter.

8 (4) School districts may use an alternative practice or strategy
9 that is not on a state menu developed under subsection (3) of this
10 section for two school years initially. If the district is able to
11 demonstrate improved outcomes for participating students over the
12 previous two school years at a level commensurate with the best
13 practices and strategies on the state menu, the office of the
14 superintendent of public instruction must approve use of the
15 alternative practice or strategy by the district for one additional
16 school year. Subsequent annual approval by the superintendent of
17 public instruction to use the alternative practice or strategy is
18 dependent on the district continuing to demonstrate an increase in
19 improved outcomes for participating students)) Beginning September 1,
20 2026, teachers and other educators implementing the intensive reading
21 improvement strategies must have completed the educator training
22 program described in RCW 28A.300.530.

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

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

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

37 (i) Field placement of student teachers should be targeted to
38 high-need subject areas, including special education and English

1 learner, and high-need geographic areas, including Title I and rural
2 schools; and

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

12 (c) Beginning September 1, 2026, student teacher mentors with an
13 assignment related to reading and writing literacy competencies, as
14 determined by the Washington professional educator standards board
15 under section 3 of this act, must have completed the educator
16 training program described in RCW 28A.300.530.

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

20 (3) The Washington professional educator standards board shall
21 post the plans and updates required under this section on its
22 website.

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

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

27 NEW SECTION. Sec. 18. 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.

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