

CERTIFICATION OF ENROLLMENT

SUBSTITUTE SENATE BILL 6016

61st Legislature
2009 Regular Session

Passed by the Senate April 21, 2009
YEAS 48 NAYS 0

President of the Senate

Passed by the House April 13, 2009
YEAS 98 NAYS 0

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SUBSTITUTE SENATE BILL 6016** as passed by the Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

**Secretary of State
State of Washington**

SUBSTITUTE SENATE BILL 6016

AS AMENDED BY THE HOUSE

Passed Legislature - 2009 Regular Session

State of Washington 61st Legislature 2009 Regular Session

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

READ FIRST TIME 02/25/09.

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

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

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

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

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

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

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

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

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

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

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