

SENATE BILL REPORT

SB 6101

As Reported by Senate Committee On:
Early Learning & K-12 Education, January 31, 2020

Title: An act relating to statewide implementation of early screening for dyslexia.

Brief Description: Concerning statewide implementation of early screening for dyslexia.

Sponsors: Senators Wellman, Conway, Dhingra, Kuderer, Mullet, Carlyle and Wilson, C.; by request of Superintendent of Public Instruction.

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/15/20, 1/31/20 [DP].

Brief Summary of Bill

- Requires school districts to collect data regarding use of dyslexia screening tools and interventions.
- Changes multiple dates when the Superintendent of Public Instruction and the Dyslexia Advisory Council are required to publish, review, and update information on dyslexia.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass.

Signed by Senators Wellman, Chair; Wilson, C., Vice Chair; Hawkins, Ranking Member; Hunt, Mullet, Padden, Pedersen, Salomon and Wagoner.

Staff: Alex Fairfortune (786-7416)

Background: Beginning in the 2021-22 school year each school district must screen students in K-2nd grade for indications of dyslexia and, if indications of dyslexia are shown, use multitiered systems of support to provide interventions.

By June 1, 2021, the Superintendent of Public Instruction (Superintendent), as advised by the Dyslexia Advisory Council (Council), must make the following available to school districts:

- screening tools;
- sample education information for parents; and

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- best practices for implementing screenings, using multitiered systems of support, and addressing the needs of students above grade two who show indications of dyslexia.

School districts conducting screenings for dyslexia must report the number of students screened and their grade levels to the Office of the Superintendent of Public Instruction (OSPI). By January 15, 2022, the Council must review school district screening and intervention data and report to the Superintendent with updates on its recommendations. By February 15, 2022, the Superintendent must review the Council's updated report and revise the information made available to school districts.

Summary of Bill: In addition to collecting data on the number of students screened and their grade levels, school districts must also collect data on the use of screening tools, resources, and the interventions provided using multitiered systems of support. The data no longer must be collected as part of the annual student assessment inventory, but still must be reported to OSPI.

The Superintendent must make screening tools, sample education information, and best practices available to school districts by September 1, 2020, instead June 1, 2021.

The Council must review school district screening and intervention data and report updates to its recommendations to the Superintendent by July 1, 2022, instead of January 15, 2022.

The Superintendent must review the Council's updated report and revise the information made available to school districts by August 1, 2022, instead of February 15, 2022.

Appropriation: None.

Fiscal Note: Not requested.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: The earlier school districts can identify needed interventions the better. OSPI has requested technical changes to provide school districts with dyslexia resources in an enhanced timeframe. OSPI is also requesting date changes to make sure that the council can review the practices and revise recommendations, and to provide school districts with a full year of review before the statute is fully implemented.

Persons Testifying: PRO: Senator Lisa Wellman, Prime Sponsor; Marissa Rathbone, Washington State School Directors' Association; Aira Jackson, Director of English Language Arts and Literacy, Office of Superintendent of Public Instruction.

Persons Signed In To Testify But Not Testifying: No one.