

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE HOUSE BILL 1295

Chapter 190, Laws of 2026

69th Legislature
2026 Regular Session

READING AND WRITING LITERACY INSTRUCTIONAL PRACTICES—VARIOUS
PROVISIONS

EFFECTIVE DATE: June 11, 2026

Passed by the House March 12, 2026
Yeas 95 Nays 0

LAURIE JINKINS

**Speaker of the House of
Representatives**

Passed by the Senate March 12, 2026
Yeas 48 Nays 1

DENNY HECK

President of the Senate

Approved March 24, 2026 1:36 PM

BOB FERGUSON

Governor of the State of Washington

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 1295** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BERNARD DEAN

Chief Clerk

FILED

March 25, 2026

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE HOUSE BILL 1295

AS AMENDED BY THE SENATE

Passed Legislature - 2026 Regular Session

State of Washington 69th Legislature 2026 Regular Session

By House Education (originally sponsored by Representatives Pollet, Rude, Couture, Jacobsen, Ryu, Reed, Scott, Nance, Kloba, Eslick, and Simmons)

READ FIRST TIME 02/04/26.

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, and
4 28A.320.260; adding a new section to chapter 28A.410 RCW; adding a
5 new section to chapter 28A.710 RCW; adding a new section to chapter
6 28A.715 RCW; adding a new section to chapter 28A.230 RCW; creating a
7 new section; recodifying RCW 28A.320.202; and repealing RCW
8 28A.410.285, 28A.415.350, 28A.415.360, and 28A.415.400.

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

10 NEW SECTION. **Sec. 1.** (1)(a) The legislature finds that learning
11 to read and write is a core element of the state's statutory program
12 of basic education and is the foundation for many other elements of
13 the basic education program. The legislature recognizes that, during
14 the 2023-24 school year, 37 percent of grade three students and 40
15 percent of grade four students were identified as reading below grade
16 level.

17 (b) The legislature recognizes that, during the 2021-22 school
18 year, the system established to screen students in grades
19 kindergarten through grade two for risks associated with reading
20 difficulties, including dyslexia, identified over 20 percent of
21 students as at risk and in need of additional supports.

1 (2) (a) The legislature finds that, in 2009, the United States
2 department of education published a practice guide with evidence-
3 based suggestions for implementing multitier interventions that are
4 feasible and based on evidence from rigorous research. One of the
5 recommendations is to use a curriculum that addresses the components
6 of reading instruction (comprehension, fluency, phonemic awareness,
7 phonics, and vocabulary) and relates to students' needs and
8 developmental levels. The legislature acknowledges that these
9 components are often referred to as "structured literacy."

10 (b) Therefore, the legislature intends that these components be
11 incorporated into foundational curricula and expectations for
12 teaching reading and writing in Washington public schools.

13 (3) (a) The legislature understands recent research indicates that
14 African American and Hispanic children who show signs of dyslexia are
15 less likely than white children to be identified as dyslexic through
16 school screening programs, even after controlling for income level.
17 The legislature recognizes that the scientific literature on reading
18 and cognition indicates that instruction using the principles of
19 structured literacy will benefit almost all students, not only those
20 with indicators of dyslexia.

21 (b) Therefore, the legislature intends to address this serious
22 equity problem by ensuring that the next time any school district,
23 charter school, or state-tribal education compact school revises its
24 curriculum, it selects a curriculum that is evidence aligned to
25 established interdisciplinary literacy research and evidence informed
26 in its instructional design. In this way all students receive
27 evidence-informed reading and writing instruction.

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

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

36 ~~((1))~~ (a) Annual use of screening assessments and other tools
37 to identify at-risk readers in kindergarten through ~~((fourth))~~ grade
38 four, such as the Washington kindergarten inventory of developing
39 skills, the Washington state early learning and development

1 guidelines for birth through (~~third~~) grade three, the second grade
2 reading assessment under RCW 28A.300.310, and locally used
3 assessments and other tools; and

4 (~~(2)~~) (b) Research-based family involvement and engagement
5 strategies, including strategies to help families and guardians
6 assist in improving students' reading and early literacy skills at
7 home.

8 (2) (a) Beginning September 1, 2027, when a school district
9 updates or purchases a curriculum related to early literacy, reading
10 literacy, or writing literacy for use with any students in
11 kindergarten through grade four, the new or updated curriculum must
12 include at least the following essential components: (i) Language
13 comprehension, including semantics, syntax, and knowledge building;
14 (ii) reading and writing fluency; (iii) orthographic knowledge,
15 including phonics and spelling; (iv) phonological awareness,
16 including phonemic awareness; (v) vocabulary; and (vi) oral language
17 development and proficiency.

18 (b) The new or updated curriculum must also be:

19 (i) Diagnostic of and responsive to individual student needs,
20 including by being multisensory, multimodal, high quality, and
21 culturally relevant;

22 (ii) Evidence-aligned to established interdisciplinary literacy
23 research and evidence-informed in its instructional design;

24 (iii) Aligned with the state learning standard in English
25 language arts, as the standard is adopted and periodically revised
26 under RCW 28A.655.070; and

27 (iv) Consistent with the teacher endorsement standards for
28 literacy-related competencies adopted by the Washington professional
29 educator standards board under section 3 of this act.

30 (3) To the extent possible without incurring undue financial or
31 operational burden, school districts must implement curriculum
32 purchased or updated under subsection (2) of this section consistent
33 with the curriculum developer's guidance and school district
34 policies, with the expectation of achieving full fidelity and
35 sustainability over time.

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

38 (1) Standards for teacher endorsements with literacy-related
39 competencies must include the essential components of language

1 comprehension, phonological awareness, orthographic knowledge,
2 fluency, vocabulary, and oral language development and proficiency
3 and other competencies needed to teach using a literacy curriculum
4 that meets the requirements of RCW 28A.320.202(2) (as recodified by
5 this act). The board shall adopt revised standards for any teacher
6 endorsement with literacy-related competencies that does not meet the
7 requirements of this subsection (1).

8 (2) The board shall require board-approved teacher preparation
9 programs that offer endorsements with literacy-related competencies
10 to incorporate any revised board-adopted standards into their
11 instructional content within two academic years after the end of the
12 academic year in which the revised standards are adopted.

13 (3)(a) The board shall, within existing resources, convene
14 advisory groups of board-approved teacher preparation programs to
15 develop, review, and share curricula, instructional materials, and
16 open educational resources tailored to each literacy-related
17 endorsement and designed to help teacher candidates be prepared at
18 graduation to teach using a literacy curriculum that meets the
19 requirements of RCW 28A.320.202(2) (as recodified by this act).

20 (b) The public institutions of higher education approved to offer
21 teacher endorsements with literacy-related competencies are
22 encouraged to participate in the advisory groups under (a) of this
23 subsection (3).

24 (4) For the purposes of this section, the following definitions
25 apply:

26 (a) "Board" means the Washington professional educator standards
27 board; and

28 (b) "Endorsement with literacy-related competencies" means an
29 endorsement in elementary education, English language arts, literacy,
30 special education, and any other endorsement determined by the board
31 to include literacy-related competencies.

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

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

37 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.715
38 RCW to read as follows:

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

4 **Sec. 6.** RCW 28A.300.530 and 2009 c 546 s 2 are each amended to
5 read as follows:

6 (1) Within available resources, the office of the superintendent
7 of public instruction, in consultation with ~~((the school districts
8 that participated in the Lorraine Wojahn dyslexia pilot program, and
9 with an international))~~ appropriate experts, for example, the
10 educational service districts and international and state-level
11 nonprofit organizations dedicated to supporting efforts to provide
12 appropriate identification of and instruction for individuals with
13 dyslexia, shall ~~((~~

14 ~~Develop))~~ develop, and periodically update, an educator
15 literacy training program to enhance the reading, writing, and
16 spelling skills of ~~((students with dyslexia. The training program
17 must provide research-based, multisensory literacy intervention
18 professional development in the areas of dyslexia and intervention
19 implementation. The program shall))~~ kindergarten through grade four
20 students, including students who display indications of, or areas of
21 weakness associated with, dyslexia.

22 (2) The educator literacy training program must be posted on the
23 website of the office of the superintendent of public instruction.

24 (3) The educator literacy training program may be regionally
25 delivered through the educational service districts. The educational
26 service districts may seek assistance from ((the international))
27 nonprofit organizations to deliver the educator literacy training((
28 and

29 ~~(b) Develop a dyslexia handbook to be used as a reference for~~
30 ~~teachers and parents of students with dyslexia. The handbook shall be~~
31 ~~modeled after other state dyslexia handbooks, and shall include~~
32 ~~guidelines for school districts to follow as they identify and~~
33 ~~provide services for students with dyslexia. Additionally, the~~
34 ~~handbook shall provide school districts, and parents and guardians~~
35 ~~with information regarding the state's relevant statutes and their~~
36 ~~relation to federal special education laws. The handbook shall be~~
37 ~~posted on the website of the office of the superintendent of public~~
38 ~~instruction.~~

1 ~~(2) Beginning September 1, 2009, and annually thereafter, each)~~
2 program.

3 (4) (a) By October 1, 2030, and by October 1st every even year
4 thereafter, each educational service district shall report to the
5 office of the superintendent of public instruction the number of
6 individuals who ~~((participate))~~ participated in the educator literacy
7 training ~~((developed and offered by the educational service district.~~
8 ~~The))~~ program during the prior two school years.

9 (b) In compliance with RCW 43.01.036, the office of the
10 superintendent of public instruction shall report ~~((that~~
11 ~~information))~~ the information described in (a) of this subsection (4)
12 to the legislative education committees by December 1, 2030, and by
13 December 1st every even year thereafter.

14 **Sec. 7.** RCW 28A.300.570 and 2018 c 58 s 29 are each amended to
15 read as follows:

16 In support of reading and early literacy, the office of the
17 superintendent of public instruction is responsible for:

18 (1) Continuing to work collaboratively with state and regional
19 partners such as the department of children, youth, and families and
20 the educational service districts to establish early literacy
21 benchmarks and standards and to implement the Washington state
22 comprehensive literacy plan;

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

26 (3) ~~((Providing statewide models to support school districts that~~
27 ~~are implementing response to intervention initiatives, positive~~
28 ~~behavior intervention support systems, or other similar comprehensive~~
29 ~~models of data-based identification and early intervention; and~~

30 ~~(4))~~ Within available funds and in partnership with the
31 educational service districts, providing technical assistance ~~((and~~
32 ~~professional development opportunities for school districts))~~ to
33 public schools implementing literacy curricula that meet the
34 requirements of RCW 28A.320.202(2) (as recodified by this act); and

35 (4) Developing, and periodically updating, a dyslexia handbook to
36 be used as a reference for teachers and parents of students who
37 display indications of, or areas of weakness associated with,
38 dyslexia. The handbook must include guidelines for school districts
39 to follow as they identify and provide services for students with

1 dyslexia. Additionally, the handbook must provide school districts
2 and parents with information regarding the state's relevant statutes
3 and their relation to federal special education laws, as well as
4 parental support resources. The handbook must be posted on the
5 website of the office of the superintendent of public instruction.

6 **Sec. 8.** RCW 28A.300.720 and 2018 c 75 s 5 are each amended to
7 read as follows:

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

12 (a) Best practices for school district implementation of
13 screenings as required under RCW 28A.320.260, including trainings for
14 school district staff conducting the screenings, for example, the
15 educator literacy training program delivered under RCW 28A.300.530;

16 (b) Best practices for using a multitiered system((s)) of support
17 to provide interventions as required under RCW 28A.320.260, including
18 trainings for school district staff in instructional methods
19 specifically targeting students' areas of weakness;

20 (c) Sample educational information for parents and families
21 related to dyslexia that includes a list of resources for parental
22 support, such as the dyslexia handbook developed under RCW
23 28A.300.570; and

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

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

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

37 ~~(a) The number of students: (i) Screened pursuant to RCW~~
38 ~~28A.320.260; (ii) with indications of, or areas of weakness~~

1 associated with, dyslexia identified under RCW 28A.300.700; and (iii)
2 provided interventions pursuant to RCW 28A.320.260;

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

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

8 **Sec. 9.** RCW 28A.320.260 and 2018 c 75 s 2 are each amended to
9 read as follows:

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

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

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

24 (3)(a) If a student shows indications of below grade level
25 literacy development or indications of, or areas of weakness
26 associated with, dyslexia, the school district must provide
27 interventions using an evidence-based multitiered system((s)) of
28 supports, consistent with the ((recommendations of the dyslexia
29 advisory council under RCW 28A.300.710)) best practices made
30 available by the superintendent of public instruction under RCW
31 28A.300.720, and as required under this subsection (3).

32 (b) The interventions must be evidence-based multisensory
33 structured literacy interventions and must be provided by an educator
34 trained in instructional methods specifically targeting students'
35 areas of weakness.

36 (c) Whenever possible, a school district must begin by providing
37 student supports in the general education classroom. If screening
38 tools and resources indicate that, after receiving the initial tier
39 of student support, a student requires interventions, the school

1 district may provide the interventions in either the general
2 education classroom or a learning assistance program setting. If
3 after receiving interventions, further screening tools and resources
4 indicate that a student continues to have indications of, or areas of
5 weakness associated with, dyslexia, the school district must
6 recommend to the student's parents and family that the student be
7 evaluated for dyslexia or a specific learning disability.

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

18 (5) School districts may use state funds provided under chapter
19 28A.165 RCW to meet the requirements of this section.

20 NEW SECTION. **Sec. 10.** RCW 28A.320.202 is recodified as a
21 section in chapter 28A.230 RCW.

22 NEW SECTION. **Sec. 11.** The following acts or parts of acts are
23 each repealed:

24 (1) RCW 28A.410.285 (Teacher preparation programs) and 2019 c 295
25 s 203;

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

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

31 (4) RCW 28A.415.400 (Reading instruction and early literacy—
32 Professional development) and 2013 2nd sp.s. c 18 s 103.

Passed by the House March 12, 2026.

Passed by the Senate March 12, 2026.

Approved by the Governor March 24, 2026.

Filed in Office of Secretary of State March 25, 2026.

--- END ---