

Dyslexia Legislation:

Washington State SB6162



Washington State SB6162 is designed to provide school districts the opportunity to intervene before a student's literacy performance falls significantly below grade level. SB6162 also requires all schools to screen students in kindergarten through second grade for indications of, or areas associated with, dyslexia.

A goal in Snoqualmie Valley elementary schools is to empower all students to become proficient, enthusiastic readers.

Dyslexia Legislation- SB6162

Beginning in school year 2021-22, each school district must use evidence based, multi-tiered systems of support to provide interventions to students in **kindergarten through second grade** who display indications of or areas of weakness associated with dyslexia. Washington State SB6162 outlines a school's responsibility, to meet student needs, in three areas:

1. Use **screening** tools and **resources** that exemplify best practice
2. Offer a multi-tiered systems of support (**MTSS**) model that provides interventions to support struggling students, including students who display indications of, or areas of weakness associated with, dyslexia,
3. **Communicate** with parents and families:
 - Share student's indications of dyslexia, a plan for providing supports and interventions for the student
 - Regularly update the parent's and family of the student's progress
 - Provide information and **resources** for parents regarding dyslexia

What is Dyslexia?

OSPI uses the definition of dyslexia adopted by the National Institute of Child Health and Human Development (NICHD) and the International Dyslexia Association (IDA) in 2002: "dyslexia" means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and sensory capabilities. These difficulties typically result from a deficit in the phonological components of language that is often unexpected in relation to other cognitive abilities. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Dyslexia Legislation- SB6162

SB6162 (2a): School districts must use **screening tools** and resources that exemplify best practices.

- State approved screeners are designed to identify strengths and weaknesses in a student's literacy skills:
 - The following skills are assessed through literacy screening: oral language, alphabet knowledge, phonemic awareness, phonological awareness (phonemes and graphemes), fluency, vocabulary
- State approved screeners are not a diagnostic or evaluation tool for dyslexia.
 - Instead, screeners serve to determine weakness in a child's literacy skills, so that proper interventions can be established to support the student's literacy development.
- State approved screeners identify indicators and areas of weakness that are highly predictive of future reading difficulty, including phonological awareness, phonemic awareness, rapid naming skills, letter sound knowledge

Dyslexia Legislation- SB6162

Use **screening** tools and resources that exemplify best practice

The SVSD uses primary and secondary screeners to determine strengths and weaknesses in a child's literacy development. The following are skills to be assessed through literacy screening: oral language, alphabet knowledge, phonemic awareness, phonological awareness (phonemes and graphemes), fluency, vocabulary.

- State Approved Primary Screeners used by SVSD:
 - Acadience for Kindergarten- 2nd grade
 - Renaissance STAR Reading for 3rd -5th grade
- Secondary Screeners used by SVSD:
 - 95% Phonemic Assessment and/or Phonics & Phonics Intervention Screener for K- 2nd grade
 - Acadience for 3rd -5th grade

Dyslexia Legislation- SB6162

SB6162 (3a, b): School districts must use screening tools and **resources** that exemplify best practices.

- If a student shows indications of below grade level literacy development or indications of, or areas of weakness associated with, dyslexia, the school district must provide interventions using evidence-based multi-tiered systems of support, consistent with the recommendations of the dyslexia advisory council under section 4 of this act and as required under this subsection (3). (b) The interventions must be evidence-based multisensory structured literacy interventions and must be provided by an educator trained in instructional methods specifically targeting students' areas of weakness. (c) Whenever possible, a school district must begin by providing student supports in the general education classroom. If screening tools and resources indicate that, after receiving the initial tier of student support, a student requires interventions, the school district may provide the interventions in either the general education classroom or a learning assistance program setting. If after receiving interventions, further screening tools and resources indicate that a student continues to have indications of, or areas of weakness associated with, dyslexia, the school district must recommend to the student's parents and family that the student be evaluated for dyslexia or a specific learning disability.

Dyslexia Legislation- SB6162

Use screening tools and resources that exemplify best practice

All SVSD elementary schools have the start of a MTSS model with explicitly identified interventions, within each Tier. The model is supported through the master schedule, ensuring all students have access to core instruction.

- Tier I: Core Curriculum
 - ReadyGEN, guided reading practices, a comprehensive literacy program aligned with the Common Core State Standards
 - 95% phonics and phonemic awareness K-2
- Tier II: WIN Reading Support:
 - 95% Intervention, Heggerty, Literacy Footprints, Leveled Literacy Intervention (LLI), Wilson Foundations (multi-sensory)
- Tier III: Special Education:
 - Wilson Reading System
 - Lindamood Phoneme Sequencing (LIPS)

Dyslexia Legislation- SB6162

MTSS Literacy Continuum:

- All students K-5 are screened 3 times per year, using state approved universal screeners, to determine students strengths and needs in reading
- In each classroom, grades K -5, all students receive daily core reading instruction by their classroom teacher.
 - Students are taught content and complete activities that directly teach and provide mastery oriented practice of the critical skills needed to become a proficient reader.
- Struggling readers and students not progressing in various reading skills, as determined by district wide screening tools, are given the opportunity to participate in W.I.N. (What I Need) Reading Support program. As a participant in W.I.N . students receive reading interventions that are in addition to their regular classroom instruction. W.I.N benefits students through:
 - Additional 30 minute, small group (3-5) instruction
 - Explicit, tailored reading instruction, using research-based curriculum delivered at students instructional level
 - Consistent progress monitoring so that instruction can be adjusted as the students make adequate gains
 - Developing reading proficiency, confidence, and a love for literacy that they will carry through their academic careers and lives
- Student's progress is monitored using a standard treatment protocol where decisions are made using an established response to make universal decisions for struggling students
 - In addition to the core and Tier II interventions, students not making gains receive more intensive, with some individually designed interventions, with longer term standard protocol interventions implemented
 - Students who are not successful after multiple Tier II intensive interventions may be considered for a referral for special education evaluation and/or other long-term supports

Dyslexia Legislation- SB6162

Communicate with parents and families:

- Progress is communicated by the teacher who supports the student's current level of intervention
- WIN Reading progress reports shared 3 times per year, with report cards
 - Consistent progress monitoring occurring and can be shared with parents at anytime
- Web page created that will be updated as we solidify our procedures, that directly apply to dyslexia
 - Parents have access to information materials on dyslexia, provided by OSPI
- Parent workshops will be held how to support and motivate struggling readers, through WIN Reading and Student Services