

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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BULLETIN NO. 074-21 Elementary Education and Early Learning

TO: Educational Service District Superintendents
School District Superintendents
School District Learning and Teaching Directors
School District Special Education Directors
School District Business Managers
Educational Service District Assistant Superintendents
Educational Service District Special Education Directors

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Early Screening of Dyslexia

CONTACT: Sandra Stroup, Associate Director of Elementary English Language Arts
360-706-3232, sandra.stroup@k12.wa.us

PURPOSE/BACKGROUND

This bulletin provides guidance for school districts related to the required expectations in [Senate Bill 6162](#) (2018)—Early Screening of Dyslexia.

EXPECTATIONS OF EARLY SCREENING OF DYSLEXIA

Starting in the 2021–22 school year, school districts must screen all students in grades K–2 for weaknesses associated with dyslexia: phonemic awareness, letter sound knowledge, phonological awareness, and rapid automatized naming. School District staff will need to coordinate screening planning, training of staff, and practices to ensure that screening is conducted for each K-2 student in the school district, including those who are multilingual/English Learners. Multilingual/English learners should receive screenings in their strongest/home language whenever possible or be screened in English once they meet the minimum threshold of proficiency outlined in the [Early Literacy Screening Guidance for Multilingual/English Learners](#) on the WIDA Screener or WIDA ACCESS assessment. This document includes additional guidance for students who do not meet the minimum threshold by spring of 2nd grade.

Additionally, school districts must implement a Multi-Tiered System of Supports to provide intervention at the earliest opportunity to ensure student literacy development is not delayed. School districts may use the [screening tools](#) and additional [resources for districts and families](#) identified by the Dyslexia Advisory Council and the Office of Superintendent of Public Instruction. (RCW [28A.320.260](#))

PROVIDING INTERVENTIONS

Schools and districts must use evidence-based multisensory structured literacy interventions for students who are below grade level on their district's literacy screening tool according to the publisher's criteria and are not making progress toward grade level standards and expectations. More information can be found on the [Decision Tree Suggested Guidance](#) created by the Dyslexia Advisory Council. The interventions must be provided by an educator trained in the instructional methods needed to enhance a student's literacy development.

A school district must provide interventions in the general education classroom. If progress monitoring and formative assessment indicate that, after receiving the initial tier of intervention, the student continues to display areas of weakness in the skills assessed, the school district may provide additional interventions in either the general education classroom or a learning assistance program setting. (RCW [28A.320.260](#))

DATA COLLECTION

School Districts are expected to report student screening outcomes through the CEDARS system. (RCW [28A.300.710](#))

School Districts will report:

- Initial screening benchmark outcomes for each student in grades K–2 (school districts will indicate if a student is at grade-level or is not at grade level according to the publisher's criteria for the district's selected academic screening tool);
- The assessment used by the district to determine the student's initial benchmark outcomes;
- The date of screening—if using multiple assessments, use the most recent date;
- Whether the assessment outcome has produced an eligibility for intervention; and
- What interventions are being provided to the student.

CHILD FIND AND SPECIAL EDUCATION EVALUATIONS

The early screening of Dyslexia, use of MTSS for selection and provision of literacy interventions, and reporting of student screening outcomes is a general education requirement, and students who are, or may be eligible for special education services under the Individuals with Disabilities Education Act (IDEA) are included. WAC 392-172A-02040

If it is suspected that a student's dyslexia adversely impacts the student's educational performance and requires special education services, the student should be evaluated for special education eligibility. Dyslexia, if it requires special education services and adversely impacts the student's educational performance, is considered a Specific Learning Disability under WAC 392-172A-01035. While this does not mean that every student with characteristics of Dyslexia or who has been found to have Dyslexia, is eligible under the IDEA, students who display weaknesses on the screener or do not make adequate progress when provided interventions should be considered for a referral for a special education evaluation.

Implementing an MTSS system does not alter the obligation of the School District to identify students with disabilities (i.e., child find). Parents and educators can initiate a referral at any time. School District personnel should be aware that a parent has the right to make a special education referral even for students who have not yet demonstrated a lack of responsiveness to an intervention. The School District may continue MTSS interventions if they have already been initiated while processing the referral and determining whether or not the student is a candidate for special education evaluation within required timelines. The School District may not delay a special education evaluation if there is a reason to suspect the student may be eligible under the IDEA.

SUPPORTING IMPLEMENTATION

The Dyslexia Advisory Council and Office of Superintendent of Public Instruction have developed multiple resources to support districts, schools, families, and caregivers (resources for families and caregivers have been translated into multiple languages) with the implementation of the early screening of dyslexia statute. ([RCW 28A.300.700](#))

For Families & Caregivers

- [Educational Information for Parents and Families](#)
- [Family and Caregivers Discussion Guide](#)

For Schools & Districts

- [Crosswalk of Recommended Literacy Screening Tools](#)
- [Frequently Asked Questions for Early Literacy Screening](#)
- [Early Literacy Screening Guidance for Multilingual/English Learners](#)
- [Frequently Asked Questions for Rapid Automatized Naming](#)
- [Rubric for Evaluating Screening Tools](#)
- [Recommended Grade Band and Literacy Skill Matrix](#)
- [Washington State Association of School Psychologists: Dyslexia Guidance Paper](#)

Best Practices Recommendations

- [Best Practices for Early Literacy Screening Implementation: Administrators](#)
- [Best Practices for Early Literacy Screening Implementation: Educators](#)

- [Best Practices for Using Multi-Tiered Systems of Support](#)
- [The Multi-Tiered Systems of Support Appendices](#)
- [Best Practices for Supporting Multilingual English Learners](#)
- [Best Practices for Supporting Grades 3 and Above](#)
- [Decision Tree](#)
- [Educator Discussion Guide](#)

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Sandra Stroup, Associate Director of Elementary English Language Arts and Literacy, at 360-706-3232 or email sandra.stroup@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent

Rebecca Wallace
Assistant Superintendent
Secondary Education and Pathway Preparation

Shelly Milne, NBCT
Director
Elementary Education Content

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