



## To the Administrator Addressed

This letter is to inform you of the changes in funding and requirements related to special education and dyslexia per HB 3, as well as new policies and provisions regarding dyslexia as mandated by Senate Bill 2075. Please share this information with appropriate staff.

### HB 3 Special Education and the Dyslexia Allotment

HB 3 focuses on learning and improving student outcomes for all students, including those who receive special education and/or are identified with dyslexia and related disorders. Five major legislative provisions related to special education and dyslexia are included in the HB 3 legislation:

- x an increase to the mai

## Dyslexia Allotment

Since the 2013–2014 school year, districts in Texas have been required to report the number of students enrolled in the district who are identified as having dyslexia or a related disorder to the Texas Education Agency (Texas Education Code (TEC) §48.009). Starting with the 2019–2020 school year, districts are entitled to an annual allotment equal to the basic allotment multiplied by 0.10 or a greater amount provided by appropriation for students identified with dyslexia or a related disorder (HB 3 Dyslexia Allotment) and who are

- x receiving services for dyslexia or a related disorder through special education under the Individuals with Education Act (IDEA) or Section 504 of the Rehabilitation Act; or
- x receiving instruction that meets applicable dyslexia program criteria established by the State Board of Education (SBOE) provided by a person with specific training (see Chapter IV in the Dyslexia Handbook (2018) for program criteria); or
- x permitted to use modifications in the classroom or accommodations in the administration of assessments under TEC §39.023.

Furthermore, districts are entitled to receive the HB 3 Dyslexia Allotment for a student who is identified with dysgraphia only and meets one of the requirements. Although a student identified with dyscalculia may be eligible to receive special education or Section 504 services, dyscalculia is not one of the dyslexia related conditions identified in TEC §38.003(d)(1)-(2). As such, a student with dyscalculia should not be coded in TSDS PEIMS under the Dyslexia or a Related Disorder Indicator, and such a student does not generate funding through the HB 3 Dyslexia Allotment (unless the student has also been identified with dyslexia or a related disorder and meets one of the requirements described above).

To recap, students identified with dyslexia or a related disorder should be identified and coded accurately in TSDS PEIMS using the Dyslexia Services Code. School districts and open-enrollment charter schools are entitled to receive the HB 3 Dyslexia Allotment for students identified with dyslexia or a related disorder (including dysgraphia) and who meets one or more of the bulleted scenarios described above.

## Use of Funds

Districts should determine the most effective use of the funds so that students identified with dyslexia or a related disorder receive maximum benefit of the financial resources allocated through HB 3. The following recommendations should be considered when determining the most effective use of funds:

- dyslexia therapist training for teachers
- dyslexia screening, progress monitoring, and/or evaluation tools
- evidence-based dyslexia intervention materials and/or curriculum
- dyslexia identification training for evaluation personnel
- evidence-based early intervention programs in reading
- professional development in the science of teaching reading
- dyslexia therapist positions and/or stipends for dyslexia therapists under §22.7 (on pr)-9. and/

Funding Estimates

Districts will be initially flowed funding starting in September 2019 based on the number of students