

The Dyslexia Handbook

Revised 2007, Updated 2010

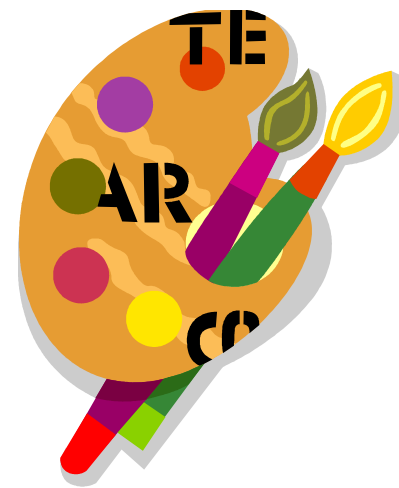
Procedures Concerning Dyslexia
and Related Disorders

State Dyslexia Network

November 2010

Cover Color

- 2001 Handbook
The Purple Book
- Dyslexia Handbook Revised
2007
The Blue Book
- Dyslexia Handbook Revised
2007, Updated 2010
The Blue Book



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Foreword (pg. 3)

- Brief history of Dyslexia legislation and handbook revisions
- Indicates that this update replaces all previous handbooks and guidelines
- Provides additional resources:
 - State Dyslexia Network – designated consultants at each regional Education Service Center
 - State Dyslexia Consultant (Region 10 ESC)
 - Hotline: 1-800-232-3030 (Region 10 ESC)

Acknowledgements (pg. 4)

- Acknowledgements contain Texas State Board of Education (SBOE) members:
 - Chair
 - Vice Chair
 - Secretary
 - Committee on Instruction
 - Committee on School Finance/Permanent School Fund
 - Committee on School Initiatives

Special Thanks (pg. 5)

- Coordinator ~ Brenda Taylor
- Dyslexia Task Force Members (2007)
- Dyslexia Task Force Members (2010)
- The Texas Education Agency

Preface (pgs. 6-7)

- Statement that the handbook **does** introduce legal changes
 - Revisions to TAC §74.28(c), (f) and (g)
- Additions include:
 - Occupations Code Chapter 403
 - TEA's 2008-2009 Response to Intervention Guidance Document

Preface (pgs. 6-7)

- Thirteen appendices:
 - Flow chart (revised)
 - 2008-2009 Response to Intervention Guide (new)
 - Overview of laws and rules
 - State Statutes Related to Dyslexia (revised)
 - Contributors in the field of dyslexia
 - Accommodation information (revised)

Preface (pgs. 6-7)

- Thirteen appendices:
 - Questions and Answers (revised)
 - Contacts for Further Information (updated)
 - Associated Terms
 - Publications Related to Dyslexia (updated)
 - Office of Civil Rights Information on Students with Disabilities Preparing for Postsecondary Education(revised)

Preface (pgs. 6-7)

- Thirteen appendices continued:
 - Additional information for diagnosticians (new) and professionals who assess for dyslexia
 - The Rehabilitation Act of 1973, §504, with amendments passed in 2008 (title change only)

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Chapter I: Definitions and Characteristics

- State definitions for dyslexia and related disorders (TEC §38.003)
- Current **2002** IDA definition
- Difficulties listed as **primary or secondary**; indicated as unexpected; also family history
- Characteristics listed as **reading/spelling**

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Chapter I: Definitions and Characteristics



- Common Evidence of Dyslexia listed for:
 - Pre-school
 - Kindergarten – 3rd
 - 4th grade – high school

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Chapter I: Definitions and Characteristics



Sources for Common Evidence of Dyslexia:

Common Signs, (n.d.). Retrieved July 10, 2006, from the IDA Web site.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A. Knopf

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Chapter II: Procedures for Assessment

- Procedures Required by State and Federal Law Prior to Assessment:
 - Incorporates TEC §28.006
 - NCLB
 - Scientifically based reading programs
 - Three-Tier Reading Model
 - Progress Monitoring

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Chapter II: Procedures for Assessing Students with Dyslexia

- Included source, *Straight Talk About Reading* (1999), Hall and Moats
- Deleted paragraph discussing The Texas Reading First grant program
- Updated information regarding Rtl, or the use of a tiered process when identifying students with dyslexia
- Included a section titled, “Response to Intervention” on page 12

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Chapter II: Procedures for Assessing Students for Dyslexia

- **Procedures Required by State and Federal Law Prior to Formal Assessment**
 - **IDEA 2004**
 - Emphasis on quality of instruction and documentation of student progress
 - Introduces response to scientific, research-based intervention as a criteria for determining learning disabilities

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Chapter II: Procedures for Assessing Students with Dyslexia

- Included on page 12, is the fact that parents or guardians always have the right to request a referral for assessment at any time.
- Included flow chart reference in Appendix A

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Chapter II: Procedures for Assessing Students for Dyslexia

Assessment Process:

- **Data Gathering:**
 - Should include **data** that demonstrates the student was provided appropriate instruction and **data-based** documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction.

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Procedures for Assessing Students with Dyslexia

- New statement was added on page 12:
The first step in the assessment process, Data Gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties.
- New forms to consider for data gathering on page 13: Gifted/Talented assessments
Universal screening for all grade levels available (English and native language, if possible)

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Procedures for Assessing Students with Dyslexia

- Clarifying statement has been made on page 13 regarding formal assessment:
 - This is not a screening; rather, it is an individualized evaluation.

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Procedures for Assessing Students with Dyslexia

- New stronger statements regarding §504 procedures to be followed when formal assessment has been recommended . pg. 14
- Note: IDEA 2004 Process will be followed when assessing special education student for dyslexia, pg. 14 (additional clarification)
- In compliance with §504, tests, assessments,..... pg. 14 (new wording)
- New bullet addressing testing characteristic: Be selected and administered in a manner that is not racially or culturally discriminatory, pg. 14

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Procedures for Assessing Students with Dyslexia

- When formal assessment is recommended the notices and consents **must** be provided in the native language of the parent or guardian or other mode of communication used by the parent, unless it is clearly not feasible to do so.

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Formal Assessment:**
 - **Domains to Assess: Academic Skills**
 - Letter knowledge (name & sounds)
 - Reading real and nonsense words in isolation (decoding)
 - Reading Fluency (rate & accuracy)
 - Reading Comprehension
 - Written Spelling

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Formal Assessment:**
 - **Domains to Assess: Cognitive Processes that underlie the difficulties**
 - Phonological/phonemic awareness
 - Rapid naming

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Formal Assessment:**
 - Based on the student's academic difficulties and characteristics, additional areas that **may** be assessed include the following:
 - Vocabulary
 - Listening Comprehension
 - Oral Expression
 - Written Expression
 - Orthographic Processing
 - Mathematical Reasoning
 - Intelligence

page 15

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Chapter II: Procedures for Assessing Students with Dyslexia

- **English Language Learners**
 - This refers to students served in bilingual and ESL programs as well as students designated limited English proficient (LEP) whose parents have denied services.

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Data Gathering: Additional information for English language learners (ELL)**
 - LPAC documentation which includes the following:
 - Home Language Survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - TAKS documentation
 - Texas English Language Proficiency System (TELPAS) information

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Data Gathering: Additional information for English language learners**
 - LPAC documentation which includes the following:
 - Type of language programming provided and language of instruction
 - Linguistic environment and second-language acquisition development
 - Previous schooling in and outside of the United States

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Formal Assessment:**
 - **Domains to Assess: Additional areas for English language learners**
 - Comprehensive oral language proficiency testing should be completed in English and the student's native language whenever possible.
 - If the student has received academic instruction in his/her native language, as well as English, then the "Domains to Assess" need to be completed in both languages to the appropriate extent.

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Formal Assessment of ELL:**
 - Personnel involved in the evaluation of English language learners for dyslexia need to be trained in bilingual assessment and interpretation procedures

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Formal Assessment of ELL:**
 - Interpretation:
 - To appropriately understand test results, the examiner(s)/§504 committee **must** interpret test results in light of the student's language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, and any other pertinent factors that impact learning.

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Chapter II: Procedures for Assessing Students with Dyslexia

- Identification of dyslexia:
 - Made by the §504 Committee
 - The §504 committee determines the identification of dyslexia after reviewing all accumulated data from Step 1 (Data Gathering) and Step 2 (Formal Assessment).....

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Identification of dyslexia:**
 - **Committee reviews:**
 - Observations
 - Data gathered from the classroom and cumulative folder
 - **Data-based documentation of student progress during instruction/intervention**
 - Results of administered assessments
 - **LPAC Committee documentation (when applicable)**
 - All other accumulated data regarding the development of the student's learning and his/her educational needs.

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Chapter II: Procedures for Assessing Students with Dyslexia

- Identification of dyslexia:
 - The information the committee reviews should help address the following three decision points:
 - The pattern of weaknesses will reflect one or more difficulties with low performance in following academic skills:
 - Reading real words in isolation
 - Decoding nonsense words
 - Reading fluency (both rate & accuracy)
 - Written spelling

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Chapter II: Procedures for Assessing Students with Dyslexia

- Identification of dyslexia:
 - The information the committee reviews should help address the following three decision points:
 - The committee next looks at the underlying cognitive processes:
 - Phonological or phonemic awareness

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Chapter II: Procedures for Assessing Students with Dyslexia

- Identification of dyslexia:
 - The information the committee reviews should help address the following three decision points:
 - The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following areas:
 - Rapid naming
 - Orthographic processing

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Chapter II: Procedures for Assessing Students with Dyslexia

- Identification of dyslexia:
 - The information the committee reviews should help address the following three decision points:
 - The committee will then examine the student's data to determine whether these difficulties are **unexpected** for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print), and **unexpected** in relation to the provision of effective classroom instruction.

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Additional Committee Decisions:**
 - 1 Can the student be identified with dyslexia?
 - If yes, the student receives dyslexia instruction (TEC §38.003)
 - 2 Does the student have a disability under §504
 - If yes, the committee discusses appropriate accommodations for the student (§504)

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Chapter II: Procedures for Assessing Students with Dyslexia

- **Additional Committee Decisions:**
 - 3 The §504 committee must **NOT** consider the ameliorating effects of any mitigating measures that the student is using.
 - The committee discusses appropriate accommodations for the student (§504)
 - 4 If the §504 committee does not identify dyslexia, but the student has another disability that substantially limits the student's learning eligibility should be considered.

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Chapter III: Referral to Special Education

- **Important points:**
 - Students may be referred for evaluation for special education at any time during the assessment for dyslexia, identification process, or instruction related to dyslexia.

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Chapter III: Referral to Special Education

- **Important points:**
 - At times, students will display additional factors/areas complicating their dyslexia and *will require* more support than what is available through the *general education dyslexia program*.
 - If the student with dyslexia is found eligible for special education *in the area of reading*, and the ARD committee *determines the student's instructional needs for reading are most appropriately met in a special education placement...*

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Chapter III: Referral to Special Education

- **Important points:**

- <http://ritter.tea.state.tx.us/special.ed/rules/pdf/idea06fr.pdf>
- Although IDEA 2004 indicates that dyslexia is an example of a learning disability, the evaluation requirements for eligibility in §34 CFR 300.309(a)(1) specifically designate the following areas for a learning disability in reading: basic reading skill, reading fluency skills, and/or reading comprehension.

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Chapter IV: Instruction for Students with Dyslexia

- The procedures reflect wording changes in §74.28.
 - (c) The requirement that district's programs are aligned with the descriptors found in the handbook, and the district's professional development activities shall include these instructional strategies.

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Chapter IV: Instruction for Students with Dyslexia

- The procedures reflect wording changes in §74.28.
 - (f) The requirement that schools' instructional programs as reflected in subsection (c) of § 74.28 shall be provided.

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Chapter IV: Instruction for Students with Dyslexia

- The procedures reflect wording changes in §74.28.
 - (g) The word “program” has been changed to the word “process” for early identification.

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Chapter IV: Instruction for Students with Dyslexia

- Components of instruction:
 - Strategy-oriented instruction
 - Includes research based information on “best practices” for instruction and teacher training. Sources include:
 - National Reading Panel
 - *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level* by S. Shaywitz, M.D.

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Chapter IV: Instruction for Students with Dyslexia

- **Instructional approaches:**
 - (e.g., homogeneous small-group instruction, 50 minutes per day in individual or small-group instruction in addition to 90 minutes of core instruction [time amounts are examples], weekly progress monitoring to ensure adequate progress and learning, appropriate setting outside the class designated by the school – see Appendix B: *2008-2009 Response to Intervention Guidance Document*)

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Chapter IV: Instruction for Students with Dyslexia

- Sources for “Components of Instruction-Additional Information” include:
 - *The Voice of Evidence in Reading Research* by P. McCardle and V. Chhabra
 - *Teaching Reading IS Rocket Science* by L. Moats
 - *Preventing and Remediating Reading Difficulties* by B. Foorman

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Chapter IV: Instruction for Students with Dyslexia

- Sources for “Components of Instruction-Additional Information” include:
 - *Dyslexia: Theory and Practice of Instruction* by D. Clark and J. Uhry
 - *Executive Summary, Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-minority Children and Youth* by D. August and T. Shanahan

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Chapter IV: Instruction for Students with Dyslexia

- Sources for “Training and Practice for Teachers of Students with Dyslexia”:
 - Occupations Code Chapter 403. Licensed Dyslexia Practitioners and Licensed Dyslexia Therapists
 - IDA Position Statement: Dyslexia Treatment Programs, March 2009
 - *Knowledge and Practice Standards for Teachers of Reading*. International Dyslexia Association, 2010
 - International Multisensory Structured Language Education Council (IMSLEC)

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Appendices

- **Appendix B:**
**2008-2009 Response to Intervention
Guidance Document**
 - Tier 1 – Core Classroom Reading Instruction
 - Tier 2 – Intervention for students who do not respond to the scientifically based core reading instruction provided in the classroom
 - Intensive
 - Small group
 - Goals established and progress monitoring on a frequent basis

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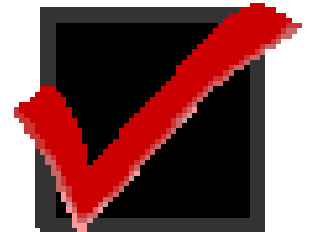
Appendices

- **Appendix B:**
 - 2008-2009 Response to Intervention Guidance Document**
 - After receiving Tier 2 intervention, if a student's progress indicates a need for continued assistance, **AND** the student demonstrates characteristics of dyslexia, the student should be considered for a formal dyslexia assessment.
 - Tier 3 - For students assessed and identified with dyslexia following Tier 2, Tier 3 intervention would be the district dyslexia program

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Appendices

- **Appendix C:**
Sources of Laws and Rules for Dyslexia Identification and Instruction
 - Bulleted information related to laws and requirements for school boards and district and charter schools
 - Bulleted checklist of procedures to follow to ensure compliance with the state dyslexia law and §504
 - Bulleted checklist of written documentation to ensure compliance with the state dyslexia and §504



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Appendices

- Appendix C:
New Sources of Laws and Rules for Dyslexia Identification and Instruction
 - Texas Occupations Code, Chapter 403
 - Rehabilitation Act of 1973, Section 504 (§504), as amended in 2008
 - Individuals with Disabilities Education Act (IDEA 2004)



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Appendices

- Appendix C:
New Sources of Laws and Rules for Dyslexia Identification and Instruction
 - Ensure identification of dyslexia is made by the §504 committee



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Appendices

- Appendix D:
State Statutes Related to Dyslexia:
 - TEC §38.003 – Screening and Treatment for Dyslexia and Related Disorders
 - TEC §28.006 – Reading Diagnosis
 - TEC §7.028(b) – Limitation on Compliance Monitoring
 - (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

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Appendices

- Appendix D:
State Statutes Related to Dyslexia:
 - TAC §74.28 – Students with Dyslexia and Related Disorders (SBOE Rule). Reflects legal changes:
 - (c)and related disorders that is aligned with the.....
The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies.
 - (f)....student access at his or her campus to instructional programs required in subsection (c) of this section and to....

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Appendices

- Appendix D:
State Statutes Related to Dyslexia:
 - TAC §74.28 – Students with Dyslexia and Related Disorders (SBOE Rule). Reflects legal changes:
 - (g) program is now “process”
 - Texas Occupations Code Chapter 403.
Licensed Dyslexia Practitioners and
Licensed Dyslexia Therapists
 - Subchapters A, B, C, D, E, and F

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Appendices

- **Appendix E:**
Contributors in the Field of Dyslexia
 - The Interim Committee on Dyslexia and Related Disorders, created by HB 461, 81st Texas Legislature

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Appendices

- Appendix F:
Accommodations
 - Provides information on Dyslexia Accommodations for the State Reading Assessment (Bundled)
 - Information on using oral administration on state assessments for mathematics, science and social studies has been removed from this document
 - Provides some information on classroom accommodations, but the link to further information on the IDA website has been removed from this document

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Appendices

- Appendix F:
Accommodations
 - This appendix has been updated by taking information directly from the TEA Accommodations Manual

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Appendices

- Appendix G: New Questions
 - # 7 New wording; Who is responsible for overseeing the implementation of the dyslexia law within a district or charter school?
 - # 8 What can I do if the district or charter school is not following state requirements related to dyslexia?

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Appendices

- Appendix G: New Questions
 - # 9 What monies may be used to support the dyslexia program? Answer now includes:in kindergarten through 12 who is not currently identified as needing special education or related services, but who needs additional academic and behavioral supports to succeed in a general education environment.
 - # 12 Does the student have to be a certain grade level before dyslexia assessment can occur?

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Appendices

- Appendix G: New Questions
 - # 13 Answer now includes: (If the school district has data to support refusal of the parent's or guardian's request, the procedural protections of §504 must be followed. The parents or guardians must be provided their notice of rights under §504. For a student who is special education-eligible, IDEA 2004 procedures must be followed. Best practices suggest appropriate timelines to mirror those of special education.)

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Appendices

- Appendix G: New Questions
 - # 14 Can the parent bring an assessment from a private evaluator or source?
 - # 15 Must a student fail a class or subject before being recommended for assessment for dyslexia?
 - # 17 If the student attends a private school (including a home school), is the local school district required to assess the student for dyslexia if a parent requests an assessment?

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Appendices

- **Appendix G: New Questions**
 - #20 Is there one test that can be used to determine that a student has dyslexia or related disorder?
 - #22 Can special education assess for dyslexia?
 - #24 When should further assessment through special education be considered?

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Appendices

- Appendix G: New Questions
 - # 26 Answer has been updated
 - # 30 What must a locally developed program for students with dyslexia include?
 - # 36 Answer has been updated

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Appendices

- Appendix G: New Questions
 - #45 Answer includes “therapist”
 - #48 What is the district’s or charter school’s responsibility in conducting assessments required by colleges and universities for students with dyslexia to receive accommodations?
 - #49 What are the related disorders listed in TEC §38.003?

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Appendices

- Appendix H:
 - Contacts for Further Information – updated
 - Organizations – updated
 - JPWMF and Learning Center
 - Midwestern State University

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Appendices

- Appendix I:
 - Associated Terms – updated
- Appendix J:
 - Publications Related to Dyslexia – updated

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Appendices

- **Appendix K:**
 - **Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities-updated**

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Appendices

- **Appendix L:**
 - **Additional Information for Diagnosticians and Professionals who Assess for Dyslexia**

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Appendices

- Appendix M:
 - The Rehabilitation Act of 1973, §504
(Federal Law)

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Appendices

- Several ways to order a copy of the Dyslexia Handbook Revised 2007, Updated 2010
 - Go to www.region10.org/dyslexia (copy can be downloaded or printed)
 - Go to www.region10.org/dyslexia (a new link to a shopping cart where multiple copies can be purchased)
- Dyslexia Handbook Order Form

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