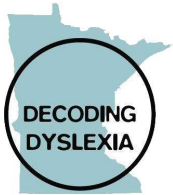


THANKS TO OUR SPONSORS



2017 Dyslexia Day



Groves Academy, St. Louis Park

CASTING4CURES

Casting for Cures



Mike and Chris Moe

The Reading Center
DYSLEXIA INSTITUTE OF MINNESOTA



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The Minnerath Family

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 **MultiSensorySM
Reading Solutions**

2017 Dyslexia Day on the Hill and Rally

Tuesday, February 21st

We look forward to gathering at the MN State Capitol and having our voices heard to support children with dyslexia.

Logistics for the day:

- **Why is it important to attend?** We need to show legislators that dyslexia is real and that it affects a significant part of the population. We need their support for legislative change to help our children who contend with dyslexia. Legislators tell us that they want to hear from families in their district! It is a great opportunity for students to see democracy at work and to find strength in numbers.
- **Engage your children:** We want children to bring their voices to the Capitol. Consider making a poster (or half poster) to bring to the Rally. Have children write (or dictate to someone to write) on an index card what they want others to know about how dyslexia affects them. Children will be invited to the podium to read their card or have it read.
- [FAQ](#) about the MN Legislature
- **Who Represents Me?** [Link to finding your legislators](#) Representatives have offices in the State Office Building and Senators have offices in the MN Senate building. You can connect between these buildings using the tunnel system or by walking outside. Even if you were not able to make an appointment, you can go by your legislator's office and let their Legislative Assistant know you are there in support of children with dyslexia and bill number SF0453/HF0668.
- **Lunch options:** The Rathskeller Café (Capitol cafeteria) is located in the basement. There are also cafeterias in the Centennial Office Building and the Transportation Building. Also consider bring a packed lunch.
- **Where to park?** [Capitol Parking Map](#) On the map, parking lots are shaded yellow and pay stations are indicated by the circled blue P. The parking lot pay machines only take Visa, MC, or cash. Parking meters can only be filled for 2 hours at time. There is an app for St Paul parking meters to refill them remotely (remember your spot/parking number).

We look forward to a great day. Please email decodingdyslexia@gmail.com with any questions.
[Click here to support Decoding Dyslexia MN](#)



2017 Dyslexia Day

Date: Tuesday, February 21, 2017

Time: 9:30-2:00pm

Place: Minnesota State Capitol Rotunda

75 Rev Dr Martin Luther King Jr Boulevard, St Paul, MN 55155



Join us for Decoding Dyslexia Minnesota's Annual ***Dyslexia Day on the Hill and Rally***. Families and professionals from around the state gather at the Capitol to raise awareness about dyslexia and support legislative change.

Schedule for the event:

9:30-10:00 Sign In - Rotunda

10:00-11:00 Speakers in the Rotunda

11:00-11:30 Network with families - Rotunda

11:30-1:30 Meet with your Legislators

1:30-2:00 Wrap-up - Rotunda

(NEW) 3:00 Hearing in Senate E-12 Policy Committee - Rm 1100 MN Senate Bldg.

Hey Kids!!! Have your voices heard and meet other students with dyslexia:

- **Bring a poster with a slogan:** Please show your support by bringing a poster. Examples: #SayDyslexia; Childhood Has No Rewind - Start Seeing Dyslexia; Equitable Education for ALL; or Dyslexia: Solutions for Struggling Readers
- **Tell us what it's like having dyslexia:** Any child interested in speaking will be welcome to the podium. We would like children to bring their answer to a question such as: What do you wish your teacher knew about dyslexia? What was it like in school before finding out you had dyslexia? How long did you struggle with reading before you found out you had dyslexia?

For Families:

- **Meet with your legislators to discuss our bill SF0453/HF0668:** We *highly encourage* you to schedule a meeting with your legislators. Your legislators told us, they want to hear from families in their district! See our website for more information. You can find your MN Senator and MN House Member at <http://www.gis.leg.mn/iMaps/districts/>.

This is a free event but we need your **RSVP!** To Sign up follow one of the links below:

<http://www.decodingdyslexiamn.org> or <https://www.facebook.com/decodingdyslexiamn/>



MY DYSLEXIC SUPERPOWER IS:

By:

**What I wish my friends knew
about Dyslexia:**

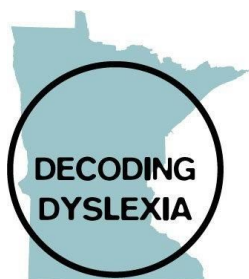
By:

I WISH MY LAWMAKER KNEW

ABOUT DYSLEXIA! BY:

WHAT I WISH MY TEACHER KNEW ABOUT DYSLEXIA:

By:



Decoding Dyslexia Minnesota

DD-MN is a grassroots movement driven by MN families, educators, & physicians concerned with the limited access to educational interventions for dyslexia within our public schools. DD has chapters in 50 states. We aim to raise dyslexia awareness, empower families to support their children, and inform policy-makers on best practices to identify, remediate and support students with dyslexia in MN public schools.

- **Approximately 135,000 school age children have dyslexia in Minnesota.** (MN Dept of Revenue Analysis)
- **42.5% of MN 3rd graders are not considered proficient per the MCA test in 2016.** (MDE, Minnesota Report Card - <http://rc.education.state.mn.us>)
- **Approximately 80% of students with learning disabilities have a reading disability.** (American Academy of Pediatrics, 2011)
- **NICHD longitudinal studies indicate that of children who are reading disabled in the third grade, 74% remain disabled at the end of high school.** (NICHD - Reading Program in Reading Development, 1999)
- **80% of youth involved in the Juvenile Justice system are functionally illiterate.** (NICHD study)
- **70% of prisoners fall into the lowest 2 levels of reading proficiency.** ("Literacy Behind Prison Walls-Profiles of the Prison Population from the National Adult Literacy Survey" National Center for Education Statistics, 1994)

2017 Decoding Dyslexia is advocating to implement:

SF453 / HF668

1. **Designate a Literacy/Dyslexia Specialist at MDE to provide school districts with support and resources for struggling readers and students with dyslexia.**
2. **Provide grant dollars for teachers to receive professional development on dyslexia, its warning signs, and appropriate intervention strategies.**
3. **Provide guidance on best practices to identify, remediate and support students struggling with literacy and dyslexia.**

Website: www.decodingdyslexiamn.org/

Facebook: Decoding Dyslexia MN

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2017 Lobbying talking points - Unlocking your personal dyslexia story

Ideas for talking to your Senator or Representative

When you meet with your legislators, be prepared to share your experience with dyslexia in a compact and impactful manner. It could be helpful to write your story in a free flowing fashion and then condense it into an “elevator speech”. The reason for compacting your story is not to discredit your struggles, but to make sure it is heard. Legislators typically give 15 minute appointments and they hear from many constituents. The goal is for your story to be remembered because it is honest, sincere, impactful, and there are practical evidence based solutions.

Start out with a little info about DD (Decoding Dyslexia):

DD-MN is a grassroots movement driven by MN families, educators, and physicians concerned with the limited access to educational interventions for dyslexia within our public schools. DD has chapters in 50 states. We aim to raise dyslexia awareness, empower families to support their children, and inform policy-makers on best practices to identify, remediate and support students with dyslexia in MN public schools.

Find out what they know about dyslexia by asking a question:

Example: You can ask questions based on statistics (see awareness document for statistics). Did you know that 42.5% of MN 3rd graders are not considered proficient per the MCA test in MN in 2016. Does that concern you? What solutions are you working on?

Example: Do you know anyone with dyslexia?

Example: Ask getting to know you type questions such as, “What motivated you to serve MN?”

Tell your story:

Beginning: Share the basics: who are you; who is your child; are you a teacher or other service provider? Share some positives: how has your child been successful with tutoring or other remediations that you have been able to provide? Share the amazing gifts in your child such as their imagination, etc.

Middle: What are your concerns? Define your struggles and concerns clearly. Give real life examples such as, “I was told to wait and that my child would grow into reading; however, now my child has been tested and the subjective tests show that he is two grade levels behind in his reading/writing/spelling abilities.” or “My child is getting services but they are not making any impact. The services are not based on evidence based programs for dyslexics.”

End: Then you want to express why the legislation in bill SF0453/HF0668 is important to you. Example: Tell them how you have teachers who want to help your child, but are stifled by a lack of knowledge. Hiring a Dyslexia Specialist at MDE (Minnesota Department of Education) would be an asset to teachers, schools, and most importantly to the children. Teacher grants would help teachers get the training they need and want to better understand what dyslexia looks like in a classroom.

Ask them about their position on the bill SF0453/HF0668: Are they supportive? Is there more information they would like? Be thankful for their time even if they are not supportive! Please let us know about your meeting at decodingdyslexiamn@gmail.com.

Other helpful information when speaking with your legislators:

DON'T: say we've known since the 1960's about dyslexia/information on dyslexia has been around for a long time

DO: mention new research supports, new evidence shows

DON'T: convey a message with a chip on the shoulder, anger or frustration

DO: sound empathetic, informational, educational

DO: ensure it is very clear we are not here for ourselves! We are here to provide information and our personal experience as a conduit to equitable education for all MN kids. We are here to help close the achievement gap. We are here for the children and families who lack the education and resources to advocate for their children's education.

Below you will find a template to create a letter to your MN Senator AND your MN Representative about dyslexia! Delete the highlighted sections, and change it to your personal information.

Email the same letter to:

1. Your MN Senator,
2. Your MN Representative, and
3. Decoding Dyslexia MN at heather.smythe2@gmail.com If we meet with your legislator, we will bring your letter.

Dear Senator XXXXX OR Representative XXXXX,

I am a constituent in your district, and I am writing to ask for your support of SF0453 and HF0668.

Remove this paragraph and Insert your short personal story here.... Only one of my three children qualify for an IEP (Independent Education Plan) and I need to advocate almost weekly to make sure their educational needs are met. But even with an IEP, the correct remediation programs are not offered so we have to pay for my children to receive Orton-Gillingham instruction. I feel blessed we are able to offer our children the opportunity to read and write. However, I know for many Minnesota families this expense is not obtainable.

Decoding Dyslexia (DD-MN) is a grassroots movement driven by MN families, educators, and professionals concerned with the limited access of appropriate educational interventions for dyslexia within our public schools.

Currently, DD-MN members are working with Senator Roger Chamberlain, Representative Brian Daniels, a group from MDE, and other educational professionals to help put resources in place so that all children are supported towards achieving grade level reading proficiency.

This legislative session, Decoding Dyslexia is supporting SF0453/HF0668 to:

1. Designate a Literacy/Dyslexia Specialist at MDE to provide school districts with support and resources for struggling readers and students with dyslexia;
2. Provide grant dollars to teachers to receive professional development on dyslexia, its warning signs, and appropriate intervention strategies; an
3. Provide guidance on best practices to identify, remediate, and support students struggling with literacy and dyslexia.

For the future of our Minnesota children who struggle with reading or who have been diagnosed with dyslexia, I ask for your support of SF0453/HF0668. With your help, we can work towards closing the achievement gap and providing all students an equitable education! I greatly appreciate your time and support.

Sincerely,

XXXXXXXXXXXX

****ADDRESS**VERY IMPORTANT****

DO YOU HAVE A STRUGGLING READER?

What is DYSLEXIA?

Dyslexia is a language based learning difference. Individuals with dyslexia have trouble with reading, writing, spelling and/or math. These difficulties are not related to intellectual ability or a lack of education. In fact, many people with dyslexia are very bright and have lots of strengths. Individuals with dyslexia can learn, but often need specialized instruction to develop these skills and reach their full potential.

What are the signs of Dyslexia?

Preschool children may:

- Talk later than most children
- Have difficulty pronouncing words
- Have a limited vocabulary
- Be unable to retrieve the right word; creatively formulate substitute words
- Have difficulty with rhyming
- Have trouble learning the alphabet, numbers, colors, days of the week, or months of the year
- Have trouble learning how to write his/her name
- Be unable to follow multi-step instructions
- Have difficulty telling or retelling a story in the correct sequence

Elementary age children may:

- Have difficulty separating sounds in words or blending sounds to make words
- Have a hard time learning the connection between letters and their sounds
- Confuse small words or letters while reading
- May read a word once and then not recognize it in subsequent appearances with the same text
- Have halting and frustrating oral reading fluency
- Make consistent reading and spelling errors
- Have trouble remembering math facts, understanding multi-step math concepts and word problems
- Experience great frustration when attempting new skills
- Rely heavily on memorizing without understanding
- Be impulsive and prone to accidents
- Have difficulty planning
- Use an awkward pencil grip
- Have trouble learning to tell time
- Be described by a parent or teacher as “Lazy” or “Just Needs to Try Harder”

Does your child have any of these signs?

Having one or more than one of these signs does not mean your child has dyslexia; many children reverse letters before the age of 7. However, if several signs exist, and reading problems persist, or if you have a family history of dyslexia, you may want to have your child evaluated. Formal testing, outside the school, is the only way to confirm a diagnosis of suspected dyslexia.

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Where Can I Find More?

1. **International Dyslexia Association -Upper Mid-West Branch
2. The Reading Center
3. Yale Center for Dyslexia and Creativity
4. National Center for Learning Disabilities
5. DyslexicKids.net
6. Your Special EducationRights.com



** International Dyslexia Association – Upper Midwest Branch website has a list of professionals under Resources/Diagnoses & Assessments

Provided by Decoding Dyslexia Minnesota. DD-MN is a grassroots movement driven by MN families, educators, & physicians concerned with the limited access to educational interventions for dyslexia within our public schools. We aim to raise dyslexia awareness, empower families to support their children, and inform policy-makers on best practices to identify, remediate and support students with dyslexia in MN public schools.

Find us on Facebook: **Decoding DyslexiaMN**
www.decodingdyslexiamn.org



Movement through Capitol Complex Tunnel System

NOTE #1 Administration Parking Ramp

From Capitol, tunnel enters Level B of Administration Parking Ramp.
Keycard access to Administration Building Ground Floor
from Ramp's east stairway on Ramp Level E.

NOTE #2 Capitol Building

Keycard access only to Capitol Building from Administration Ramp.
In Capitol Ground Floor hallway,
tunnel to Administration Ramp and Roundhouse
marked by direction sign reading "Café, Parking Lot Tunnel."

NOTE #3 Transportation Building

Access to ground floor of Transportation Building from ground level of Ramp F.

NOTE #4 Transportation Building

From State Office Building, enter on Ground Floor of Transportation Building
and follow hallway past Cafeteria to Elevator Lobby area.
Across from elevators is a stairway door. To right of door is a sign
reading "Tunnel to Veterans Service Bldg. next level down." Take stairway to
"Level B" of Transportation Building. Exit stairway to left in elevator lobby. Go
to carpeted area, then turn left in front of small vending machine area. Tunnel
to Veterans Service Building directly ahead.

Reverse these directions when entering Transportation Building from Veterans
Service Building tunnel.

Elevators in Transportation Building are accessible only with a keycard.

NOTE #5 Centennial Office Building

From Veterans Service Building, enter Centennial Building on Level B. Turn left
at first hallway, then proceed to elevator lobby. Immediately behind elevator
lobby north side is a stairway. Take either elevator or stairway to Ground
floor. Immediately east of north side elevators is a hallway door. Labeling
above the door reads "Tunnel to Judicial Center."

Reverse these directions when entering Centennial Office Building from Judicial
Center tunnel.

NOTE #6 Freeman Office Building

Access to Freeman Office Building through east side, Green Level,
Centennial Ramp.

NOTE #7 Stassen Building

Access to Stassen Building from the 14th St. Ramp.

