

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.

Decoding Dyslexia is advocating to implement the following policy goals:

1. A universal definition of “dyslexia. (**Definition of Dyslexia in MN Statute 125A.01 - implemented in 2015**)
2. Mandatory teacher training on dyslexia, its warning signs and appropriate intervention strategies.
3. Mandatory early screening tests for dyslexia.
4. Mandatory dyslexia remediation programs, which can be accessed by both general and special education.
5. Access to appropriate “assistive technologies” in the public school setting for students with dyslexia.

Nearly 1 in 5 students have Dyslexia. (Connecticut Longitudinal Study)

Approximately 135,000 school-age children have Dyslexia in Minnesota. (MN Dept of Revenue Analysis)

41% of Minnesota students do NOT meet state reading standards as measured on the 2015 MCA test. (MN Department of Education)

44% of females and 57% of males with learning disabilities drop out of high school. (National Adult Literacy Survey)

Dyslexia is estimated to cost the nation nearly \$225 billion a year in social services and lost income. (National Right to Read Foundation)

Actions Legislators Can Take To Support Students With Dyslexia in 2016

1. **Reading Tax Credit SF2283/HF2793** - This would be a temporary solution giving a \$3,000 tax credit to parents of children who struggle to read or who have dyslexia and have to pay for proper reading instruction outside the school (avg cost is \$5-8,000 per year).
2. **Literacy / Dyslexia Specialists at the MN Department of Education and the 6 Regional Centers of Excellence SF2308/HF2695** - These individuals will be highly trained in dyslexia and related disorders regarding screening, using scientific, evidence-based interventions, and providing professional development to teachers. They will serve as a primary sources of information to support school districts and parents.

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