Meeting Norms:
- Attend every meeting.
- Agree to disagree.
- Allow yourself to be present.
- Problem solve rather than problem admiration.
- Have open honest dialogue.
- Laugh a lot with each other.

SPECIAL EDUCATION ADVISORY COUNCIL
April 16, 2019, 4:30 – 6:00 PM
District Office Conference
1201 South Second Street
Waite Park, MN 56387
Room 112

The mission of St. Cloud Area School District 742 is to create a safe and caring climate and culture in which we prepare, engage, educate, empower, and inspire all learners in partnership with their surrounding community to be successful in today’s and tomorrow’s society.

AGENDA

Members Present: Miranda Gilbert, Blair Lyerly-Samuelson, Deborah Saddler, Dino Saddler

Facilitated by: Carol Potter, Executive Director

Guests: Tom Hannasch, Special Education Supervisor
        Sue Keranen, Dyslexia Coordinator
        Jen Lecy, Teacher of Special Assignment
        Dani Mehr, Special Education Teacher
        Julie Midas, Director of Early Childhood Programs
        Jack Peterson, SEL Coordinator
        Kris Pitt, Special Education Supervisor

- Welcome
  - Carol Potter, Executive Director of Student Services and Special Education welcomed everyone and gave a brief recap of the meeting’s Agenda.
  - Introductions were made

- Social Emotional Learning – Jack Peterson, Coordinator of SEL
Jack presented a PPT with information on where the District is at on the standards.

- Competencies:
  - SEL and Student Success
  - SEL and Adults
  - Current SEL Happenings
  - Next steps
  - PBIS

SEL builds and deepens a positive school climate

The Core Competencies of SEL:
- Self-management
- Self-awareness
- Social awareness
- Relationship skills
- Responsible decision making

Ways we help the student:
- family and community help
- instruction and curriculum
- safe and supportive climate - PBIS

PBIS
- Safe supportive school plans

■ Dyslexia – Sue Keranen, Dyslexia Specialist

Definition of dyslexia:
- Difficulty with words, reading, writing or spelling words

Definition - neurological in origin
- Deficit in the phonological component of language
- Difficulty with accurate and fluent word recognition
- Difficulty with spelling and decoding

Dyslexia is unexpected because child is so bright in other areas.

Secondary consequences:
- comprehension/reading
- experiences/vocabulary/background knowledge

Dyslexia is not:
- Lack of motivation
- Lack of intelligence
- Lack of adequate instruction
- Lack of socio-economic status, parent’s education or environmental opportunities
- Poor vision

How does a person get Dyslexia?
- Born with it, inherited

How common is Dyslexia?
- 20% of population – ranges from mild to profound
- Affects each person differently
  - 57% males
  - 44% females

Is it the only reason people have trouble learning to read write or spell?
- No, it may be a red flag if another sibling has problems reading

Can smart people have Dyslexia?
- Yes

Do people with Dyslexia see things backwards?
- No, but have directionality issues.

Can people with Dyslexia read?
- Yes, to a point

People with Dyslexia don’t like to read out loud. Without help it can be a challenge for them.

Can Dyslexia be out grown?
- No, a person is born with it, stays with them life long, they must learn to cope.

Is there a cure for Dyslexia?
- No, but a person can become successful, if screened early and provides early evident instruction

What does Dyslexia cause?
- Oral speech issues
- Auditory processing issues
- Memory issues
- Difficulty with reading
- Difficulty with writing
- Difficulty with spelling

Does District 742 test for Dyslexia?
- No, but we can screen and identify struggling readers

What instruction does District 742 offer?
- Timely and appropriate interventions
- Special comprehensive and intensive instruction
- Currently are piloting a program from the SONDAY company

Strengths of people with Dyslexia:
- Creative, musical/artistic
- Athletic/spatial awareness
- Scientific/mechanical
- Intuitive/outgoing/ people skills
- Visualize in 3D
- Entrepreneur

It is very important to find their strengths and build on them

If unidentified, what does Dyslexia cause?
- Self-esteem issues
- Frustration/anger
- Lack of confidence
- Anxiety / fear
- Loneliness/left out

Is it possible to identify Dyslexic characteristics early?
- Yes
How do I find out about my child, obtain a diagnosis?
- Evaluation by Pediatric Neurophysiologist or Licensed Psychologist

How can parents help their child?
- Read, listen to audio books, ask them questions
- Play games with child
- Sing ABC’s in many tunes
- Rhyming
- Beginning and ending sounds
- I spy games
- Identify letter names/ sound before and after

NOTE: Sue is the first Dyslexia Specialist hired in the State of Minnesota to work with school districts

Update on Transition Audit

Carol gave an update on the Transition Audit.

- She stated that Dr. Kim Gibbons from CAREI, University of MN, to observe in our District regarding the transition process we have in place for our students. The final report was delivered last week. Our District needs to work on a few things.
  - Consistency throughout the District
  - Develop additional relationships to have a District Wide resource on Community resources
- Positives: District 742 has dedicated teachers, work experience and programming are being provided.
- We will be looking for a guide as to what is to be addressed and when.
- Programs are strong at each site, but we will look at making programs more District Wide. They were impressed with the community relationships we have.
- Challenge – Administrators are not always aware of what good transition programs look like. We will be developing ways to teach them, develop rubrics for guidance.
- Work experience is now offered to Juniors and Seniors. There may be a possibility to start it earlier, i.e. in Freshman or Sophomore year.
It was noted that District 742 has really good teachers that go above and beyond. Those teachers deserve a huge amount of credit and thanks. A salute to teachers and para’s.

- Adjourn

Contact for comments/suggestions: District 742 Student Services - (320) 370-8071

**NOTE:** If you have a disability and need an accommodation in order to attend this event, please contact Student Services at tty, 320-370-8071 at least one week in advance of the meeting.