



Board of Directors Board Retreat

Time: September 15, 2022 @ 6:00 PM Eastern Time (US and Canada)

Roll Call by Secretary: Eric Bentson (present), Ashley Goverman (present,) Rosemary Herold (present,) George Hynd (present,) Bob McFerran (present,) Stephanie Sams (present), Sedric Webber (present,) Trey Zimmerman (present)

MISSION STATEMENT:

To provide an exceptional, evidence-based, multi-sensory education for students with dyslexia to open the gates to their academic potential in an environment that empowers students to develop a positive and socially conscious self-image.

1. Call to Order at 6:13pm By Stephanie Sams
2. Mission Statement & Roll Call by Ashley Goverman
3. Adoption of Agenda for September 15, 2022 motioned by Stephanie Sams; 2nd Trey Zimmerman
4. Public Comments: No public comments
5. Stephanie went over general Board Orientation and Charter Law.
6. Stephanie presented and had Board Members complete exercises that give insight to the struggles dyslexic learners endure.
 - a. Attempted to read a paragraph on DNA with phonemes changed similar to how a dyslexic learner would see the words. Assuming you found the exercise difficult, consider that only 8 of the 44 known phonemes in the English language were disguised in the paragraph. It takes a dyslexic learner a long time to decode words since they struggle with the sound – symbol relationship. For instance, take the word “bed.” They have to first recall that the letter b says /b/. To add extra stress, B is often confused with d, p and q. Then they have to recall the sound of short e; then finally d. Then they have to put all of these sounds together to form the word bed. It takes a dyslexic learner a long time to be able to pull the words off of a page. The more words, the slower they work and the less likely they are to remember what is even being discussed in the paragraph because decoding is taking so long.
 - b. The sentence dictation exercise was to demonstrate the same as above but now with encoding vs. decoding (spelling vs. reading). Each sentence to be decoded got longer and longer and the “teacher” was

5010 Wetland Crossing Rd.
North Charleston, SC 29418
info@gatesschool.org
www.gatesschool.org



only going to repeat the sentence 1 time. Again, dyslexic learners struggle with the sound – symbol relationship, so encoding takes much longer. They have so much to think about just trying to get the letters on the page that they can't hold the entire sentence in their memory if it is long.

Adjourn at 8:17pm; Motion by Stephanie Sams; 2nd Bob McFerran.

Next regular scheduled board meeting is 9/22.

Minutes submitted by Ashley Goverman.

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