



Special Times

Volume 25 No. 3

May/June 2010

NEWSLETTER OF THE DOWN SYNDROME ASSOCIATION OF MINNESOTA



Hi everyone,

My mom says, sometimes, people have so much fun at a party or playing a game they want to do it over and over again – mom says it's a tradition.

I guess that's like the golf tournament mom and dad host every summer – what started as one really fun day is now a tradition – the Fourth Annual Joey Hebert Classic for Down Syndrome golf tournament will be held Monday, August 2nd, 2010 at the Deer Run Golf Club.

I sure hope I see you this summer and watch while you have fun playing golf with your friends. I sure would like it if we can add to what we have given – thanks to you and all of our friends – to the Down Syndrome Association of Minnesota. Our total is up to an amazing \$137,000, given to support their programs for awareness, education, and advocacy for Down syndrome. For more information, please visit their website at www.dsamn.org

What could be better than a day of golf, prizes, an amazing silent auction, awesome food, and fun with family, friends, neighbors and colleagues? If you want more information on the Joey Hebert Classic for Down Syndrome (JHC4DS), please visit our website at www.jhc4ds.net.

So, mark your calendar- “save the date” – August 2nd - for the Fourth Annual Joey Hebert Classic!

Hope to see you there!

Alvin, Colleen, Chloe, Joey & Harper Hebert



Step Up for Down Syndrome! Two great Walks, Two great locations!

Mark your calendars now for DSAM's major fundraising events this Fall on Sunday, September 26th, 2010.

Walk with your friends in Saint Paul or in Duluth! Same great food, entertainment, games. New activities being added this year. Watch your mailbox for a separate mailing next month.

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Special Points of Interest

Annual Picnic and Harley Raffle
June 13, 2010
Columbia Park
Minneapolis, MN

4th Annual Joey Hebert Classic
August 2, 2010
Deer Run Golf Course
Victoria, MN

**Down Syndrome Association
of Minnesota**

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*It is the mission of the Down
Syndrome Association of
Minnesota to provide
information, resources and
support to individuals with Down
syndrome, their families and their
communities*

FOCUS ON VOLUNTEERS

"As the executive Director of the Down Syndrome Association, I take great pride in and deep satisfaction from the accomplishments of our organization. I cannot, however, take all the credit. Instead, I am acutely aware of the fact that, where our Association has moved forward, it has always been when we have had volunteers who have stepped forward as leaders, contributors and doers". Kathleen Forney, Executive Director

We'd like to begin acknowledging some of our volunteers in this and future issues of *Special Times*. Some of these volunteers come from within our own membership others from the community at large.....volunteers who play such an important role in the success of most of our events!

Kathy Holiday – Since our Regional Conference is so fresh in our minds, we'd like to begin with acknowledging the many years of volunteer service given by our Committee Chair, Kathy Holiday. Kathy has served as chair of the last 6 of our 9 conferences. She has also helped develop and then chair the committee for the first two Youth and Adult Conferences. She served on the Board of Directors for two terms (from January 2000 to December 2005). For five of those six years she served as an Officer (4 of those as President). When Kathy's term on the board was over, she didn't hesitate to volunteer to help launch and chair our Adult HealthCare Initiative and she remains a core member of that committee today. Kathy was acknowledged for her volunteer service at our 25th Anniversary Gala Celebration in November last year.

Our Executive Director and Kathy have been working together on various committees for over 10 years – Kathleen will tell you that Kathy has lightened many a load with her generous gift of time and talents. She still remains the only person we have ever met who when the By Laws of the Association needed to be revised (during one of her terms as President) gleefully said "Oh, I just love revising bylaws". (Once again putting her legal skills to good use.) Hopefully, she is well aware that when the next revision comes up, the Association will once again be calling on her!

Craig Parker was recently named Allianz Volunteer of the Quarter for his work with DSAM. Our Executive Director was asked by Craig's manager if she could send a word or two about his contributions to and what he brings to DSAM. Here's how she described Craig's efforts.

Craig Parker is one of those dedicated volunteers who have enriched DSAM. He joined our board in January of 2008.

First and foremost, Craig is a parent – his son, Wes, who has Down syndrome, is now 4 years old. Craig is one of those parents who have stepped beyond their own personal needs to help shape and guide our Association for all of our members. When I began working with Craig as a board member, it became apparent that Craig is a thoughtful and caring leader. He brought to our Association strong marketing, communication and most important, strategic, creative problem solving skills.

Craig worked with us on finalizing our strategic long range plan, and he joined the committee that plans our single largest event and major fund raiser – our Step Up for Down Syndrome walk – where he assumed responsibility for press relations while co-chairing the development of volunteer support. Finally and most recently, Craig assumed the responsibility of chairing our development committee that, in less than a year, is well on its way toward boosting the Association's annual revenue.

Please accept our thanks, Kathy and Craig – we truly couldn't have done it without you. Check out the next issue of *Special Times* for another volunteer appreciation article.

Welcome New Parents

Shukri Askar & Abdulaadir Blunt
Jonathan & Chris Bush
Maichelle & Matt Christenson
Shalaine Miller
Cori & Jake Spitzmueller
Amanda Vojak
Bolo Diallo & Aaron Young
Sandy Thiele
Melinda & Chris Wilson
Tiffany Glass & Susanta Hui
Mike & Tricia Drazan

New Members

BriAna Hogie
Denell & Phillip Burdine
Jennie & Mark Dickens
Roxanne Keller
Sally Poesch
Jeanne & Joel Andrychowicz
Judy Hill
Terri Karow
Richard & Eileen Cushing
Mark & Ann Peiler
Bob & Diane Yerxa
Crystal & Steven Paulson
Doreen & Joe Cullen
Daonna Depoister-Start
Robert & Mary Gette
Annah Smith
David & Angela Skeer
Margie McDaniel
Teasha Archambault
Ed & Kate McKenny
Steve & Rose Christenson
Lynnisha Lott & Michael Grigsby

Patron (1000+)

Kraus-Anderson Construction Company
Allianz Life Insurance Company on behalf of Craig Parker

Benefactor (250+)

Allen & Kathy Lenzmeier
Mary & Pete Bretzman
Kim & Bob Hei
Roxy & Mike Hoppe
Kathy Nelson & Abdulla Albinali
Ed & Valerie Spencer
Tiffany Glass & Susanta Hui

In Memory of

James Eaton
Ron Paradis
Roy Hansen
Brianna Lyn Ingvall
Dick Connors
Norma Higgins
Jared Smasal Jr.

In Honor of

Sara N. Mazza
Amy, Gracely, and Estelle Fitzgerald for Mother's Day

Employee Giving and Matching through:

UnitedHealth Group
Greater Twin Cities United Way
Valley of the Sun United Way
3M
General Electric
Deloitte & Touche
Ecolab
Assurant
Prudential Foundation
UPS

Minnesota Governor's Council on Developmental Disabilities—Leadership Training Program

This year we are pleased to announce that we received a grant from the Minnesota Governor's Council on Developmental Disabilities (GCDD) to partially cover the cost of our 13th Annual Youth & Adult Conference. This grant helped us keep the registration fee low and allowed us to offer scholarships to those who needed them.

We would like to inform DSAM members about the GCDD's **Partners in Policymaking**, a leadership training program designed for parents of young children with developmental disabilities and adults with disabilities. The program teaches leadership skills, and the process of developing positive partnerships with elected officials and others who make policy decisions about services use by Minnesota families.

For more information about this program, either call the DSAM office (651) 603-0720, (800) 511-3696 or go to the Partners in Policymaking website: www.mngts.org/partnersinpolicymaking.



Spring Events Abound!

In addition to the THREE conferences we held this spring, we also had our Second DSAM Dance, held on March 21, which also happened to be World Down Syndrome Awareness day!

We thank all the families who attended and danced their butts off! We hope you had an excellent time and we will see you at the next DSAM Dance!

Welcome New Board Member

As of this May, Tom Belka finished his term on the Board of Directors. Tom was elected by his peers three years ago at the Youth & Adult conference. This year self advocates attending the conference voted and elected Peter Groff to represent them, along side Lori Turbenson, on the Board of Directors.



Thank you Tom and welcome Peter!

From Segregated Training to Integrated Education: A Revolutionary Journey

By Dr. John Rynders

When the racially focused civil rights movement challenged the practice of segregation in the 1960's, persons with Down syndrome and their parents had also faced segregation in many forms for more than 100 years. Large numbers of individuals with Down syndrome had been committed to segregated state residential institutions. And those who were living at home with their parents were isolated from many areas of community life, including public schooling where they were denied the right to education. Thus, parents of children with Down syndrome had become convinced that they needed a civil rights movement of their own, some kind of rallying point from which to advocate for integration. In 1972 they found that rallying point in the form of a class action suit, the PARC (Pennsylvania Association for Retarded Children) Case. In that suit the ARC of Pennsylvania accused an institution in their state of treating residents with cognitive disabilities in an inhumane manner and under deplorable environmental conditions.

Fortunately, because a journalist and a photographer, working undercover, were able to describe conditions at the institution in great detail, the attorneys representing the PARC organization and its parent plaintiffs were able to document the occurrence of frequent and blatant instances of neglect and abuse. Hence, when the case was concluded in court, the damning evidence "blew the doors" off of the institution's desired image as a place of refuge for vulnerable people with disabilities. The institution was shut down permanently shortly thereafter.

Soon, other class action suits across the U.S. would set off a cascade of institution closings. One of these class action suits was directed at Cambridge State Hospital, a large residential institution for individuals with cognitive disabilities on the outskirts of Cambridge, MN.

The Cambridge institution class action suit grew out of a father's accidental discovery. His institutionalized daughter's dormitory living quarters, which he assumed were as pleasant as the waiting room where he sat in building #4 each Saturday waiting for his daughter to be brought out for a visit with him, were actually living quarters that were far from pleasant. He discovered that they were hellish. One Saturday, while waiting for her to come out of the dormitory to visit with him in the waiting room, he happened to be standing close to the dormitory door at the same moment that door opened to allow his daughter to come out. For the first time, he caught a glimpse of a place that was overcrowded, chaotic, noisy, and emitted a strong unpleasant odor. Soon, he would insist on having full access to his daughter's dormitory and, after encountering considerable resistance, gained that access, becoming increasingly angered and alarmed concerning the conditions. Shortly thereafter he and several other parents whose sons and daughters were also residents at the institution joined forces with lawyers from the

Legal Aid Society to mount a class action suit in 1974.

Every aspect of the institution's environment and operations, its facilities, health and safety procedures, food service adequacy, dormitory living arrangements, disciplinary policies, etc. came under scrutiny. The institution's school programming was of particular interest because of education's recognized importance in fostering children's growth and development and their quality of life.

I was privileged to be asked to be part of a small team of educators who would focus on the school program's adequacy. In doing so, our team would spend a total of 10 days observing teacher's instructional methods and individual planning procedures, along with the school's curriculum, record keeping, etc. Our team's "templates" for judging adequacy were based upon published national and state standards for special education and on documents concerned with best educational practices published by professional organizations such as the American Association on Mental Retardation (AAMR). Of equal importance, our team was asked to observe in areas of the institution where the school's students spent time when they were not in school such as dormitories and day rooms. The team's objective was to determine if what students were supposed to learn in school was stimulated, or at least supported, in these non-school areas. For example, if a teacher had trained students to put on their own outer clothing independently, did dormitory employees encourage and support that self-care learning? (The answer to this question was, no. Instead, employees lined up residents and dressed them in assembly line fashion.) So, instead of supporting and reinforcing student's independence and skill in this self-care learning area employees were promoting "learned helplessness". Another example: Classroom teachers at the institution's school frequently prepared interest areas for their students in the classroom, tables where students could look at nature pictures, play a simple game with a partner, assemble a puzzle, etc. The idea was to promote student interest in the environment and stimulate basic socialization abilities. So, how was this type of student learning supported in the dormitory day rooms in which students spent many hours each day? Our observations revealed that dayrooms were stripped of all objects except for wooden benches distributed around the room's walls. The only source of "stimulation" was a loudly blaring TV set tuned continuously to one channel. So, residents "stimulated" themselves, with body rocking, head banging, face slapping and other maladaptive behaviors.

By the time our team of educators completed its 10 days of observations it was obvious that there were very serious systemic problems throughout the institution that threatened resident's education in every realm. Some of the most serious systemic problems were the routine use of straight jackets, and confinement in locked timeout rooms for minor rule infractions. Moreover the enforced distribution of large doses of sedatives, tranquilizers, anti-depressants and other drugs led to abnormal daily life patterns such as setting bedtime for residents at 4:30 p.m. – full daylight.

In fairness to employees at the institution, over-crowding conditions imposed on them by persistent underfunding, compounded often by a lack of interest on the part of legislators, and by an increasing number of citizens who seemed to view institution residents as a “surplus population”, all contributed to a serious employee morale problem. To their credit, many of the employees did their best to cope.

When the Cambridge institution class action suit went to trial in federal court, I testified that the institution’s school program was nominally adequate but that the institution environment and programming to support student’s education was highly inadequate in many serious ways. The other members of our team testified in a similar way. A few years later after several failed attempts to force the upgrading of the institutions facilities and programs through a series of court orders, the institution was shut down. Indeed, by the year 2000 all state operated residential institutions for persons with cognitive disabilities throughout the United States were closed. But, long before that year, the federal government realized that it faced a serious problem related to the increasing number of institution residents leaving institutions to live in communities. Unfortunately, the communities weren’t ready to receive them. Foster homes, group homes, day activity centers, and sheltered work facilities were all in extremely short supply in communities. Moreover, appropriate public schooling provisions were practically nonexistent. Fortunately the U.S. Congress moved boldly and quickly to rectify the situation. Especially impressive were the actions taken in the area of education through a series of laws that truly revolutionized special education in this country.

The first of these remarkable public laws (PL 94-142) was called the Education for All Handicapped Children Act. Passed in 1974, it specified that a free and appropriate public education and related services would be available to all school age children with all types of disabilities, regardless of level of disability severity. Language in the law also mandated that the education of children with disabilities be offered in the least restrictive environment possible and appropriate. Parents of children with disabilities interpreted the words “least restrictive environment” to mean “mainstreaming” (integration) with non disabled children. They advocated accordingly and with great effectiveness on that interpretation.

In 1986, another federal law (PL 99-457) mandated that public schools would provide free preschool programming for children with disabilities from the age of three to age five. This law also required that free public services would be offered in a family-based form to infants with disabilities from birth up to age three years. The critical value of early intervention was finally recognized.

In 1990, the Individuals with Disabilities Act (IDEA), extended public schooling services in the realm of transitioning programming for secondary-age students with disabilities. Now young adults with Down syndrome would be able to have additional work training, a work coordinator, job coach, etc. to smooth the path from school to work.

So, with the passage of these remarkable federal laws, can we say that the revolutionary journey from segregated training to integrated education is now over for students with Down syndrome? I believe that a huge amount of significant progress has occurred in this area. However, low (and false) education expectations continue to “hang” in many educators’ minds, acting as barriers to the education aspirations of parents whose children have Down syndrome. Why? Because parents and their children who have Down syndrome are haunted by a 150 year history of false information, unwarranted assumptions and a large dose of myths dating back to 1866. In that year Dr. Down described individuals with Down syndrome as a genetic mutation of the Mongolian race. He also gave them a back-handed compliment saying that they were highly trainable (and by default implied that they were not educateable). Some people back then, a number of whom were highly educated professionals, jumped to the extraordinary conclusion that infants with Down syndrome were not fully human and, thus, could be institutionalized immediately. (It’s not a large leap of logic, false as it is, that “a genetic mutation in the Mongolian race” must somehow be subhuman).

As for those few children with Down syndrome who somehow were admitted to a public school back in the 1960’s and early 70’s, they would nearly always be assigned to a classroom with the label, Trainable, on the door to the room. Moreover, within the school, they would routinely be segregated from nondisabled students. (Frequently trainable classes would also be located as far from nondisabled children as possible – often in a remote area of the school such as a storage room adjacent to the furnace room in the basement). I’m not joking.

During the time I worked at the University of Minnesota I had an opportunity to try and correct the low expectations about the educational potential of students with Down syndrome. Involvement in co-directing a family based early intervention research project (EDGE: Expanding Developmental Growth through Education) had convinced me that children with Down syndrome had far more educational potential than was generally expected of them.

In the first three years of the EDGE study, children, who received language-enriched play sessions with their parents each day, in the experimental Twin Cities group exhibited significantly higher abilities in receptive and expressive language, our target variables, as compared with a comparison group in the Chicago area. But when the two groups attained kindergarten age there were no significant differences between the two groups. Hence the EDGE early intervention curriculum was never published. Nonetheless we had learned a great deal from the EDGE project experience and continued to follow the progress of the Twin Cities and Chicago groups. We also followed the progress of two other major studies whose directors were interested in using the same assessment tools that we were employing, resulting in a long-term collaborative effort focused on the educational abilities of individuals with Down syndrome. Ultimately, the

progress of more than 100 students with Down syndrome would be followed from the age of 7 through the age of 18+, the largest study of this kind in the U.S.

Findings from this large data set can not be generalized to represent the entire U.S. population of persons with Down syndrome because they were gathered in Illinois and Minnesota not across the entire country. However from the stand point of being diverse in terms of type of schooling, range of parental education, racial representation, along with the relatively large number of participants, increases our confidence that findings are not biased. Two other things to point out are that all individuals with Down syndrome, except for five of them, had the regular trisomy 21 form of the condition (not the mosaic or translocation form), and that the many of the participants spent much of their schooling time in trainable classes. Hence the results that follow should, in my opinion, be viewed as a fairly conservative representation of the educational abilities of students with Down syndrome in general.

Analyzing the results from combining all the data sets provides compelling evidence that students with Down syndrome are not "always trainable". Rather, between the ages of 7 and 18+ students, as a group, show increases in math, reading recognition, reading comprehension and spelling. In fact, by the time they are 18+ they are functioning at the third grade level, on average, in all of these areas except math. Even in the area of reading comprehension – the most demanding form of reading proficiency – they are functioning at the third grade level or somewhat higher on average. That level of reading ability, as adults, equips them to handle most of the functional academic demands of living and working in the community such as reading and comprehending words on signs, in lunch menus, and within portions of magazines and newspapers. In terms of functional math skills, averaging about one and one half years lower in achievement level on average as compared with reading ability, they should be able to cope with functional math demands as adults, such as recognizing coins and counting out the types and amount needed for bus fare, etc.

From the stand point of instructing students with Down syndrome, their teachers should be encouraged by these results since they show continuing growth in reading, etc., on average, across the entire schooling period. Thus, teachers can expect their instructional efforts to be cumulative. That's a good thing since in the past, some researchers have predicted that students with Down syndrome will reach a plateau in their learning somewhere in the middle of their schooling years. Our evidence challenges that assumption.

In closing this section on the academic achievements of students with Down syndrome, it is very important to emphasize that the functional literacy (reading, etc.) results I've just presented are group averages. This means, of course, that some individuals within the group had higher than average ability levels; some had lower. But what's important for parents of students with Down syndrome to take away from the presentation of these results is that a considerable number of children with Down syndrome will learn to read etc. at a

decent level of proficiency. There fore, as a group, they deserve a chance to try to do so through strong teaching efforts from teachers who have positive expectations.

John Rynders, Professor Emeritus, Department of Educational Psychology/Special Education Programs, The University of Minnesota.

NOTE: I wish to thank Kathleen Forney and her DSAM associates for allowing me to write this article, for the Special Times.

I also wish to thank Catherine Forney for her excellent word processing skills and other contributions to this effort.



Rollin' into the 21st Century, Finally!



Find the Down Syndrome Association on facebook! Use the search function (enter in Down Syndrome Association of Minnesota) and click the "like" button to get updates on events, important issues relating to Down syndrome or to find other members in your area!



You can also follow DSAM on Twitter by going to twitter.com/dsamn. Just another way to keep up on what is happening at the Down Syndrome Association of Minnesota!

Do you have any other ideas how DSAM can connect with you? Let us know! Shoot us an email to catherine@dsamn.org!

Member Classifieds

FREE youth (older child) diapers
80 - xsmall 18-26" (hips/waist)
200 - small 24-32" (hips/waist)

pick them up in West Bloomington contact Marcy at office 651-603-0720
or marcy@dsamn.org for details.



Do you have something to sell or are looking for something specific? We are happy to help you out! Please email Catherine at catherine@dsamn.org to have your request run in the newsletter!

Stories to Share



Alex Thornton

By Joe Thornton

Alex is the tenth of 10 children in his family. His parents are Dave and Patty Thornton—and Alex is absolutely cherished by his nine siblings. Neither Dave nor Patty suspected that their tenth child would have Down syndrome. They found out shortly after Alex was born.

Upon hearing the news, Dave's reaction was quite simple. He said "We didn't expect this, but will be something good for all of us - and it will give all of the kids in the family a new experience." With that simple statement, Dave eliminated any anxiety that others in the family might have about Alex having Down syndrome. Instantly Alex was simply "Alex." Instead of people reacting with sympathy, everyone (extended family included) quickly embraced this new journey for the family. Alex is, without question, an absolute treasure for all of us.

I am Alex's uncle and have two young sons, ages six and nine. They are learning a lot through their cousin Alex—and everyone is eager to be part of this new experience. Alex has a number of other cousins—ranging from early elementary school to young adults. So when the entire family gathers for an event, there is never a moment when someone isn't holding Alex, playing with him, enjoying his incredible smile and being thankful for one more healthy, happy, spirited individual in an increasingly large family.

The above photo was taken in August 2009 on Alex's dad's 50th birthday. Dave and Patty are amazing parents. They are living proof that a parent's love has no boundaries. With each of their ten children, they have been overjoyed from the time each child was born to this day (and well beyond.)

Alex is a huge treasure, he is surrounded by brothers, sisters, aunts, uncles and cousins. So if you see a HUGE family at a DSAM event, chances are they all belong to Alex!

Discounted books from the Regional Conference

If you couldn't make it to the Regional Conference you can still take advantage of the discount on Woodbine House titles. Below are the books we have remaining. Please contact the office at (651) 603-0720 if you are interested in purchasing books. Shipping and sales tax apply.

Babies w/DS	\$15.15
Best Worst Brother, The	\$12.75
Discovery: Pathways to Better Speech CD	\$23.95
DS Transition Handbook, The	\$15.95
Early Communication Skills	\$15.95
Fine Motor Skills in Children w/DS	\$15.95
Gifts	\$15.15
Gifts 2	\$15.95
Gross Motor Skills in Children w/DS	\$15.15
Helping Children w/DS Communicate Better	\$19.95
Kids Like Me...ABCs	\$10.35
Kids Like Me...Colors	\$9.50
Mental Wellness in Adults w/DS	\$19.95
My Friend Isabelle	\$11.95
My Up & Down & All Around Book	\$8.75
Sibling Slam Book	\$12.75
Teaching Children w/DS Sexuality	\$19.95
Teaching Math to People w/DS Book 1	\$19.95
Teaching Math to People w/DS Book 2	\$19.95
Teaching Reading to Children w/DS	\$15.15
That Did You Say? CD	\$23.95
Thicker Than Water	\$14.00
We'll Paint the Octopus Red	\$12.75



Spring 2010 New Parent Breakfast

Board Member Bob Hei and his daughter Carina hosted the Spring 2010 New Parent Breakfast. Attending were Laura & Brian Budziszweski, Michelle & Matt Christenson, Tamara & Jason Evers, Kathy Kimani and Christina & Tory Schaaf.

We hope to see all of the parents and those who couldn't make it to the Spring New Parent Breakfast at the Summer New Parent Breakfast in July!



PARENT GROUPS

Attend a Parent Group meeting near you to meet other parents of children with Down syndrome, share information and experiences, discuss common issues or concerns, and find support. **Please call the facilitator for information, as times and locations are subject to change.** Information is also available at the Down Syndrome Association office: 651-603-0720 or 800-511-3696. **Special Note: Contact group facilitators for summer meeting schedules.**

Apple Valley

Shepherd of the Valley Lutheran Church
12650 Johnny Cake Ridge Road
3rd Monday 6:00-8:00pm
Jennifer Lee (651) 463-2226
jennifer_lee@charter.net
Gretchen Martin-Miller (952) 403-6722
gretchen.martinmiller@gmail.com
Childcare \$3/child

Bemidji

ECFE Bemidji Community Service Bldg
3rd Wednesday, 10:15am
Randy Jurek (218) 759-0097
(800) 450-7338, jurek_randy@yahoo.com

Buffalo

Discovery School
301 NE 2nd Ave, Buffalo
3rd Monday, 6:30-8:00pm
Sheri Jorgensen (763) 682-7468
Sheri.jorgensen@co.wright.mn.us
Penny Kauffman (763) 498-7173
pckauffman@comcast.net

Chisago City

Call for meeting time & location.
Lorraine Skordahl (651) 257-8078
us4skordahls@fronier.net

Duluth

St. Paul Episcopal Church
1710 E Superior St, Duluth
3rd Monday, 6:30-8:00pm
Nick Faust (218) 786-9276
nick@downupnorth.org

Eau Claire, Wisconsin

Call for meeting times & location.
Janet Carlson (715) 836-9243
cjcar5@msn.com

Elk River

Handke Family Center Rm. 112
1170 Main St. NW
1st Wed, 7:00-9:00pm
Julie Mielke (763) 856-1078
mielkman@hotmail.com
Heather Coudron (763) 274-1710
woodland132@yahoo.com

Faribault & Martin County Area

United Hospital District Classroom
515 South Moore St, Blue Earth
Use main entrance on south side of bldg.
4th Thursday, 6:00-8:00 pm
Andrea Miller (507) 848-0229
James Miller (507) 848-0224
dssgFmc@hotmail.com

Fargo - Moorhead

Call for meeting time & location
Diane Brendemuhl (218) 236-5501
wbrendemuhl@hotmail.com

Grand Rapids Area

Itasca Resource Center
1209 SE 2nd Ave, Grand Rapids
3rd Wednesday, 9:30-11:30am
Childcare provided
Suzanne Ducharme (218) 327-5570
sducharme@isd318.org

LaCrosse, WI & SE Minnesota Area

Children of the Heart Group
Call for meeting times & location
Rachael Pierce (608) 786-4277
www.dscotch.org

Lino Lakes

Galilee Baptist Church
0 North Road, Circle Pines
3rd Monday 7:00-9:00pm
Susan McMullan (651) 407-6550
SusanMMcMullan@aol.com

Mankato/St. Peter

Bethel Baptist Church
1250 Monks, Mankato
1st Tuesday, 7:00pm
(during school year)
Laura Doherty (507) 934-2014
laura125@msn.com

Maple Grove

Maple Grove Community Ctr.
12951 Weaver Lake Rd., Maple Grove
3rd Tuesday, 6:30-8:15pm
No summer meetings
Lisa Bartsch (763) 391-6634
ljbartsch@aol.com

Minneapolis

Wilder Complex
3328 Elliot Ave, So. Door #2
1st Monday, 5:30-7:30 p.m. (begin 10/6)
Jeneane Butrum (612) 668-5132
Jeneane.butrum@mpls.k12.mn.us

Minneapolis—Latino Parent Group

Wilder Complex
3328 Elliot Ave, So. Door #11
1st Saturday, 12:30-3:30 p.m.
Gladis Rosales (651) 487-5365
Tinas.Cleaning.Services@hotmail.com
Childcare provided

Minnnetonka

Cross of Glory Baptist Church
4600 Shady Oak Rd, Minnetonka
2nd Monday, call for time.
George & Janet Linkert (612) 245-1030
georgemathew@linkert.name

Owatonna

Call for information
Jane Mullenbach (507) 444-0323
jjmully@smig.net

River Falls, Wisconsin

Have a Heart Farm
W10356 Hwy 29, River Falls, WI
3rd Monday, 6:30 p.m. Social, 7:00 Meet
Jenny Wazlawik (715) 262-8333
wazlawikj@centurytel.net
Terri Yira (715) 381-3015
terri_y@comcast.net
Susan Erickson (715) 381-9825
wsrm@baldwin-telecom.net

Rochester

Calvary Evangelical Free Church
5500 25th Ave. NW, Rochester
Meets quarterly
Call for meeting time & date
Debbie Monahan (507) 287-2032
dmonahan@arcse-mn.org

Roseville Area Parent Group

Brimhall Elementary School
1744 North County Road B, Roseville
4th Monday 6:00-7:45p.m.
Tracy Hafeman (763) 208-4495
Haftr_803@msn.com
JoAnna Harris joanna0909@mac.com

St. Cloud Area

Hope Covenant Church
336-4th Ave. S, St. Cloud
3rd Thursday, 6:00pm
Cindy Owen, cowen@arcmidstate.org
(320) 251-7272 or (877) 251-7272

Stillwater

Rutherford School
115 Rutherford Rd, Stillwater
2nd Monday, 6:30-8:00pm
Childcare provided
Jan Kramer (651) 439-7037
ozkramer@cpinternet.com
Megan Sundgaard (651) 430-2013

Virginia

Our Savior's Lutheran Church
1111 8th St. S
3rd Tuesday, 6:00-8:00p.m.
Jody Koschak (218) 741-8493
jodyhaavisto@msn.com

Willmar

Call for information
Jamin Johnson-Schneider
(320) 354-4888
jamin@wciservices.org

Winona

Goodview Elementary School
5100 W 9th St, Winona
Call for meeting times
Bruce Potter (507) 523-3311
Karen Bunkowski (507) 457-6264

3/2010

**Students Earn "A" Grade
MN Senate Passes Kyle Herman Bill**

Student Led Bill Would for the First Time Require Parent Notification of Student Abuse in Classroom

The Kyle Herman bill was signed into law by Governor Pawlenty on April 27th.

Today, the Minnesota Senate unanimously passed the Kyle Herman Bill of 2010 and now the college student led, shepherded and championed legislation heads to MN Governor Tim Pawlenty.

"We are simply in awe, and proud of the Herman family for sharing their unthinkable story with Minnesota and now, the nation. My classmates and I were 100 percent dedicated to making sure Kyle's bill passed this legislative session and we gave it all we had. The Minnesota Capitol definitely became our real-life classroom. While we are not paid lobbyists, we are extremely proud to champion and lead Kyle's effort this legislative session, we're here because it's what we believe in," stated Kate Benke, student body president of Concordia University.

Current Minnesota state law does not require parent notification in instances of child maltreatment in the school facility. The bipartisan Kyle Herman bill would, for the first time, require parental notification of a child maltreatment investigation. Parents would be notified within ten days after a mandatory report of maltreatment in a school facility has been made. After the commencement of the investigation, the Commissioner of Education must notify the parents within ten days, according to this bill.

"My fellow students and I are humbled by this legislative experience and truly, this has been the precise highlight of my collegiate career! I graduate in less than one month and I get goose bumps thinking about the impact we had on Kyle's life and other students in Minnesota. I thank the Hermans, the Minnesota Legislature and Kyle's Team of 1,000 for helping us pass crucial legislation," stated Israel Lopez, a graduating senior, member of the football team and student senator.

"My students are simply outstanding, dedicated future leaders who are compassionate and service driven. In this small group of six students, they are loaded with talent and leadership, including a former Iraq war veteran, the student body president, a student athlete, and students who have overcome 'the odds.' They each have a personal story to tell. And, very easily could have done the typical college reading assignment. Instead, they rolled up their sleeves and went to work—even forgoing Spring Break for committee hearings! I couldn't be prouder and yes, "A's" across the board." stated Jayne Jones, professor at Concordia University.

About Kyle Herman and Kyle Herman Bill Legislation: When Minnesota kindergartener Kyle Herman, who has Down Syndrome, was abused by his teacher on eight separate school facility occasions, his parents were unaware for almost two years.

Senate Authors: Republican Leader David Senjem (R- Rochester), Chairman Leroy Stumpf (DFL-Plummer) Terri Bonoff (DFL- Minnetonka), Julie Rosen (R- Fairmont & Tarryl Clark (DFL-St. Cloud

**DOWN SYNDROME ASSOCIATION of MINNESOTA
MEMBERSHIP APPLICATION**

- NEW MEMBERSHIP RENEWAL GIFT MEMBERSHIP
 CHECK IF YOU DO NOT WANT TO BE INCLUDED IN THE MEMBERSHIP DIRECTORY

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____ COUNTY _____

PHONE _____ Email _____

NAME & DATE OF BIRTH OF PERSON WITH DOWN SYNDROME _____

Relationship to person w/Down syndrome: _____

If this is a gift membership, list the recipient's information above and list your name here

MAIL THIS APPLICATION WITH YOUR CHECK

Down Syndrome Association of Minnesota, 656 Transfer Road, Saint Paul, MN 55114

MEMBERSHIP LEVELS <input type="checkbox"/> Patron \$1000.00+ <input type="checkbox"/> Benefactor \$250.00+ <input type="checkbox"/> Contributor \$100.00+ <input type="checkbox"/> Regular \$20.00 <input type="checkbox"/> Alternative \$ _____ Additional Donation Enclosed \$ _____
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Calendar

June

June 8 Executive Committee Meeting

July

July 13 Board of Directors Meeting

August

August 2 Joey Hebert Classic

August 10 Executive Committee Meeting

September

September 11 Adult Issues Conference

September 14 Board of Directors Meeting

September 26 St. Paul & Duluth Step Up for Down Syndrome Walks

Library & Resources

Do you have books checked out? Please return them to the member library so others can have the opportunity to read them.

This newsletter reports items of interest relating to Down syndrome and will provide a forum for others. *Special Times* does not promote or recommend any therapy, treatment, educational setting, etc. We will not espouse any particular political or religious view. Individuals or organizations referred to do not necessarily endorse this publication or its editor. We wish to bring together those interested in Down syndrome and attempt to create an optimistic outlook attitude. The editor reserves the right to make corrections as appropriate and in accord with established editorial practice in material submitted for publication.



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dsamn@dsamn.org
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