



IMPACT

1884 Como Avenue ~ St. Paul, MN 55108 ~ Phone: 651-645-6272 ~ Fax: 651-645-7518 ~ Email: members@mnasa.org

Fall, 2006

Welcome to a New Year with MASE!

by **Mary Ruprecht**,
**MASE President and
Director of Special Education,
Rum River Special Education
Cooperative**

As I begin my term as President of MASE, I am filled with pride and anticipation. In surveying the talented, caring professionals that form the MASE organization, I am proud to be a colleague and honored to be your president. With the reauthorization of IDEIA '04 and the federal regulations in final form, I look to the work ahead in the upcoming year with anticipation and excitement.

I am seeking to align my personal goals with those of the organization. The expertise of MASE's membership is a powerful resource; however, the pressures involved in providing educational leadership in the current economic and political climate can serve to hamper the effectiveness of the organization and its members because we may fail to take time to communicate. However, it is exactly this climate where effective communication of information and expertise becomes vitally important for our success. During the upcoming year, I will work to foster more effective

communication in two key areas—two-way communication among MASE constituents and effective communication from MASE toward those involved in educational decision-making.

One of my primary goals involves strengthening communication among the MASE constituents by improving the communication link with Board Representatives and attending a meeting in each of the regions. After each Board meeting, I will ask for a review of the information presented. Representatives will be requested to select the information to be prioritized and communicated to the membership at the regional meetings. As a result, members will receive consistent information throughout the State, and the important information regarding MASE initiatives will be communicated to the entire membership. I have already begun to schedule the meetings in each of the Regions. It is my hope to not only communicate to the membership all of the initiatives that MASE is embracing, but also provide for two-way communication regarding your needs and your selected priorities for the organization.

My second goal, to increase communication with the entire special education community regarding MASE policy and legislative priorities, will also be a MASE



Mary Ruprecht

organizational goal for this year. The legislative committee is presently working to define the MASE legislative platform for 2007. As a member of the Legislative Committee, I will work closely with Darren Kermes and Linda Wintz, the legislative chairs, to develop a document for your approval in the upcoming months. In order to be more effective with the legislature, MASE will also schedule the Leadership Seminar, a training expected to take place in **Welcome ... Continued on Page 5**

inside ...	
LRE: Seeking An Appropriate Balance ..	2
Strategic Plan Update	4
Legacy Award	5
Professional Development Update	6
Snapshots of MSI	7
National Professional Development	8
Fall Leadership Conference Info	10-11

LRE: Seeking An Appropriate Balance



Nancy Blumstein

by Nancy E. Blumstein, Attorney at Law, Ratwik, Roszak and Maloney, P.A.

Both IDEA and related Minnesota law require that disabled children be educated with

non-disabled children "to the maximum extent appropriate," or in other words, in the least restrictive environment ("LRE"). See 20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.550; Minn. R. 3525.0400. A recent decision by the Eighth Circuit Court of Appeals provides further clarity to the manner in which LRE is interpreted by the courts in this Circuit.

In *Pachl v. Seagren et al.*, 453 F.3d 1064 (8th Cir. 2006), a school district proposed to place a severely disabled student in mainstream classes with supplemental aides and services for 70 percent of her school day. Given the student's individualized needs (including her age, cognitive level of functioning, slow learning rate, need to develop life skills) the district proposed that the student be educated in a center based environment for her academic and functional programming for the remaining 30 percent of her day.

The student's parents challenged this proposed placement, asserting that LRE mandated that their daughter be fully mainstreamed in middle school even though such a placement would severely limit the student's ability to develop functional life skills and to make progress under her IEP goals. The parents argued that IDEA required that the student be placed fulltime in the mainstream as long as she

could receive any modicum of benefit there, no matter how slight.

The Eighth Circuit affirmed the lower court's determination that school district's proposed placement was appropriate. In so doing, the Eighth Circuit explained that while the statutory framework of IDEA indicates a strong preference for "mainstreaming" or "inclusion," this preference is not absolute. *Id.*

The Court noted that IDEA "significantly qualifie(d) the mainstreaming requirement by stating that it should be implemented to the maximum extent *appropriate*" for the student given her individualized needs. *Id.* at 1067. Thus, the Court opined, the provision "is inapplicable where education in a mainstream environment can not be achieved *satisfactorily*." *Id.* (citing *A.W. v. Northwest R-1 Sch. Dist.*, 813 F.2d 153, 163 (8th Cir. 1987)). In endorsing the standard first adopted in *Roncker v. Walter*, 700 F.2d 1058, 1063 (6th Cir. 1983), the Court explained that, notwithstanding LRE, it would be appropriate to move a student to a more restrictive setting if: (1) professionals knowledgeable about the student believed that the student with a disability would not benefit from mainstreaming; (2) any marginal benefits of mainstreaming are far outweighed by the benefits gained from services which could not feasibly be provided in the non-segregated setting; or (3) the student with a disability is a "disruptive force" in the non-segregated setting. *Id.*

In *Pachl*, the Court explained, that because the Student's

disability was so significant, she would *not* be provided a meaningful education were she placed in a regular classroom on a full time basis. "Placing [the student] in a learning environment in which she is inundated with lectures and instructions that she does not understand and which have no relevance to the work she is capable of doing is not providing her with a meaningful education." *Id.* at 1068. Accordingly, the Court affirmed the lower court's finding that the school district's proposal struck an "appropriate balance" which ensured that the student "would receive meaningful education as well as the social interaction and connection she needs."

The Pachl decision illustrates the difficulty parents often have in understanding the LRE requirement. To avoid similar misunderstandings, school districts will want to emphasize to parents that LRE is not an all or nothing determination. Rather, when applied correctly, the LRE for each student should differ based on a student's individual needs and abilities. Districts should work with parents to find a balance in settings that will help each student reach both his or her academic and socialization goals.

When considering the level of inclusion appropriate for a student, IEP teams should consider and adhere to the following guidelines:

1. Ensure the analysis of LRE is based upon the *individual* student's presenting needs.
2. Ensure the team conducts the placement analysis "from

LRE ... continued on page 3

IMPACT
Fall, 2006

IMPACT is a publication of the Minnesota Administrators for Special Education, © copyright, MASE. No endorsement of products or services is intended. Send materials to be considered for publication to:

Mary Law

1884 Como Avenue • St. Paul, Minnesota 55108
(651) 645-6272 • FAX (651) 645-7518
mrlaw@mnasa.org

Mia Urick

Director of Communications, MASE

2006-2007 Officers

President

Mary Ruprecht

Director of Special Education
Rum River Special Education Cooperative

President-Elect

Daryl Miller

Director of Special Education
Robbinsdale Area Schools

Past President

Linda Wintz

Director of Special Education
River Bend Education District

Secretary & CASE Liaison

Duane Borgeson

Executive Director, Benton-Stearns Education District

Treasurer

Doug Millaway

Director, West Central Education District

2006-2007 Board of Directors

Area A

Tammy Nielsen

Director of Special Education
Northwest Regional Interdistrict Council

Area B

Josh Robinson

Director of Special Education, Grand Rapids Schools

Area C

Jeff Jorgensen

Director of Special Education, Alexandria Schools

Area D

Kim Gibbons

Director of Special Education
St. Croix River Education District

Area E

Lisa Kraft

Director of Special Services, Hutchinson Schools

Area F-1

Julie Ladwig

Director of Special Education, Waseca Schools

Area F-2

Scott Hare

Education District Director
Goodhue County Education District

Area G

Carla Nohr-Schulz

Director of Special Services, Farmington Schools

Area H

Kim Riesgraf

Special Services Director, Osseo Area Schools

MASA Component Group Representative

Lezlie Prettyman Olson

Consultant

MASA Component Group Representative

Bob Vaadeland

Assistant Superintendent / Director of Special Education, Bemidji Schools

MNCEC Liaison

Gary Lewis

Director of Student Services, Northfield Schools

National CASE Professional Development Chair

Nan Records

Director of Special Education
Sherburne-N. Wright Cooperative

LRE... Continued from Page 2

scratch" every year, rather than assuming a continuation of last year's placement. The LRE for a student can vary from year to year, depending upon the current needs of the child, his or her age and the level of curriculum in the mainstream educational environment.

3. Begin with the *presumption* that the mainstream placement is the placement for the student. Consider whether the student can benefit from a mainstream placement. In this regard, discuss what supplemental aids and services may allow the student to be educated in the regular education classroom.
4. If a mainstream placement is not appropriate, discuss why not. The team should consider whether the marginal benefits of a mainstream placement are outweighed by benefits gained in more intensive settings. In cases where a student's needs are more significant, a team should strive to develop a balanced placement that meets both the student's academic and social needs.
5. In cases where a student's behavior is extremely disruptive, the team *may* consider the disruptive effects on other students of having the student in the regular classroom. In this regard, a discussion should occur as to whether providing supplemental aids and services may ameliorate the disruptive effects.
6. Remember that a student is not required to fail in a regular education placement before a team can implement a more restrictive placement.
7. Consider the communication mode used by the student, where appropriate (e.g., a hearing-impaired student's use of ASL). This consideration may affect the presumption that a mainstream placement is appropriate.
8. Consider ways for the student to be meaningfully involved in the mainstream curriculum, and not just placed in the mainstream classroom.
9. Remember to consider the student's access to non-curricular and extracurricular activities, including lunch, recess, athletics, recreational activities, and clubs. A student's access to these mainstream settings may serve to balance a more segregated setting. •

Attention, Members!

Mark your calendar for the

2007 MASA/MASE Spring Conference

Thursday-Friday,
March 15-16

at the
Sheraton
Bloomington Hotel

Information will
be mailed—and
will also be
available at
www.mnasa.org.
See you there!

- Leading Keynote Speakers
- Cutting Edge Breakout Sessions
- Legislative News
- Networking
- Latest Products and Innovations
- Much, much more!

Alliance for Student Achievement Initiatives in 06-07

by Deb Wall
ASA Representative and
Director of Special Education,
Faribault Schools

As Linda Wintz announced in the Summer, 2006 *IMPACT*, MASE is now a partner member in the Alliance for Student Achievement (ASA). The ASA is composed of 10 member organizations and 6 partner organizations that come together "to speak with one voice on pre K-12 education policies and issues, with the goal of improving student achievement in Minnesota." I am honored to represent MASE in this collaborative organization.

ASA is currently working on two initiatives. First, the fifth annual Minnesota Education Summit will take place on Friday, September 22, 2006 at the Minneapolis Convention Center. This will be a dynamic day! John Meyers will speak on public school funding, two former governors, Anderson and Quie, will speak on "Where We've Been, Where We Are and Where We're Going" in public education and four gubernatorial candidates have been invited to discuss

issues related to education. In addition, there are break out sessions that will address everyone's interest. I encourage you all to attend this summit. You can access registration information on line at www.allianceforstudentachievement.org.

Second, the ASA has developed a five-fold "pocket" document with six questions, listed below, for your legislative candidates. The document includes responses the ASA believes are supportive of public education. Look for this document at the summit or from your MASE area representatives.

1. Minnesota's rank in education spending relative to income fell from 12th in 1996 to 28th in 2003. What would you do about that?
2. Do you support vouchers or expanded taxpayer subsidies for non-public schools?

3. What strategies and investments would you support to ensure all children come to school prepared to learn?

4. Explain how you would adequately fund Minnesota public schools to meet state and federal mandates?

5. Students have had fewer opportunities to receive a comprehensive education (such as the arts) because of budget cuts and state and federal mandates. How would you ensure the availability of a comprehensive education so students can compete globally?

6. How should a school's success be measured?

I am looking forward to working with all of the ASA members and partners and will work to keep MASE aware of all of the organization's efforts. •

MASE's Strategic Planning Process

by Daryl Miller
MASE President-Elect and
Director of Special Education,
Robbinsdale Area Schools

The Strategic Planning Committee has recommended and the MASE Board has adopted recommendations for supporting a Strategic Road Map process and Strategic Planning Procedural Guidelines. The Procedural Guidelines and Road Map planning documents were adopted at the Board meeting August 2, 2006. The organization's purpose, structure, services, and relationship with other organizations and agencies will now be clearer as a result of the Board's action.

The Strategic Road Map process will emphasize clarification of: Key Messages, Key Outcomes, and Key Next

Steps. The mission of MASE, the vision for the future, and the strategic direction of the organization have been established.

The new Procedural Guidelines will provide specific information for members about participation in the work of the organization. The guidelines outline the responsibilities and duties of the members of the MASE Board and the Standing Committee Chairs. In addition, performance standards have been established to measure the effectiveness of the impact of the position within the structure of the organization. Lastly, some clarification has

been provided about the type of administrative assistance needed to support the work of the Board and Standing Committees.

The Strategic Planning Committee and Board have completed an important phase in the alignment of our mission, actions, and resources with the adoption of the Roadmap process and Procedural Guidelines.

The future work around strategic planning will be focused upon possible By-Law changes, policy development, Strategic Planning Committee and Board goals, and budget alignment. •

Welcome... Continued from Page 1

November or December 2006, to focus on enhancing relationships with local legislators, as well as improving outcomes of MASE's lobbying efforts.

The MASE Board approved the Strategic Roadmap and Procedural Guidelines in August. The Roadmap clarifies our commitment to an integrated system of planning, measurement and accountability to our membership. The Procedural Guidelines provide alignment of roles and responsibilities for staff, MASE officers and Standing Committees and provides a charge document for each. Next Steps Goals for the Strategic Planning Committee, under the leadership of Daryl Miller and Deb Wall, include the development of a rubric to measure the health and effectiveness of MASE and the development of a process for setting policy and goals for the organization. The goals of the organization will be developed at our October Board meeting, using the input from the Standing Committees regarding their priorities.

These initiatives are a portion of the activities of the MASE organization, which is driven by a continued commitment to enhancing services to our membership and to the field of special education. Again, I feel honored to serve as your president this year and am grateful for the opportunity to serve. •

MASE Rural Issues Dates:

October 30
January 25
and March 22

10 am - 2 pm
Benton-Stearns Education District Offices
517 2nd Street South, Sartell

Have you renewed your membership?

Membership materials have been mailed. For more information or additional membership materials, contact the MASE office (651/645-6272 or members@mnasa.org) or visit our web site (www.mnase.org).

Quality Conferences
Network of Your Colleagues
Skill Development Workshops
Publications
State Legislative Advocacy



Legacy Award

MASE supports members' leadership by shaping policies and practices that impact the quality of education for children and youth who have disabilities.

Background

An important focus of the work of Minnesota Administrators for Special Education (MASE) is the support of emerging educational leaders. The MASE Legacy Award recognizes a MASE member for his or her commitment to encouraging, developing, and mentoring leaders who reflect MASE's mission.

The Award

The award is presented annually at the MASE Fall Leadership Conference. Don't miss this year's presentation on Thursday, October 12th at MASE Annual Meeting. Come and support your colleagues!

Making New Friends

MASE is offering a number of opportunities for our friends in business to participate in MASE programs and initiatives. This includes conference sponsorships, newsletter advertising, and other partnerships. We are asking our members to consider your colleagues in business who may want to receive information on these initiatives and forward their contact information to the MASE office. Please send your referrals to Jeanna Quinn at the MASE office (members@mnasa.org).

PROFESSIONAL *practice*

Professional Development Committee ... On the Move!

Marlene Grindland
Professional Development
Committee Co-Chair and
Assistant Director of Special
Education
Benton-Stearns Education District

WOW! I can't believe we are off and running into another school year! Where does the time go? The Professional Development Committee has been busy wrapping-up conference opportunities from last year and beginning to plan for the upcoming year.

The Summer Institute was the "kick-off" event for the new year. We had 96 participants which is a new record. Those in attendance listened to Michelle Shinn, an elementary principal from Lake Forest, IL discuss the implementation of Response to Intervention (RTI) in the building in which she works. She shared her expertise from the general education perspective and offered advice to those who are pursuing this RTI model. The afternoon was structured differently

than previous institutes. Small groups were given reading assignments followed by answering discussion questions and then reporting back to the large group. The Institute concluded on Friday morning with a panel of legal experts offering their perspectives on various trends in special education and representatives from MDE discussing the news from the Department. Thanks to Linda Forsberg and her committee members for organizing this opportunity.

Gaynard Brown, Special Education Director from Brainerd and I will be co-chairing the Professional Development Committee for the upcoming year. We will be asking for your guidance as we structure activities for the year. Soon you will receive an e-mail survey asking what topics you would like the Professional

Development Committee to address. One item that has already been brought to our attention is "how to speak, strategize, plan and inform state legislators about special education." After the survey is completed, Gaynard and I will be contacting MASE members across the state asking for assistance with planning professional development activities based on the survey results. If you would like to serve on this committee please contact either Gaynard or me.

We look forward to seeing all of you at the Fall Leadership Conference in Alexandria on October 11th through October 13th. The conference is shaping up to be invigorating, informational, educational and fun! •

Professional Development Committee Members

Professional Development Committee:

Gaynard Brown and Marlene Grindland, '06-'07 Co-Chairs

- develops and provides high quality professional development opportunities to MASE members and to other current and future special education leaders
- coordinates fund raising activities with the Benson/Stenswick Scholarship Program and Minnesota Special Education Leaders Foundation (MN SELF)
- acts as liaison between the Board and MN SELF, and
- performs other similar duties at the direction of the President and/or Board of Directors.

The Professional Development Committee of 2006-07 is as follows:

Ingrid Aasan-Reed
Metro ECSU

Darlene Bell
Edina Schools

Duane Borgeson
Benton-Stearns Education District

Caroline Carritt-Latterner
St. Anthony-New Brighton Schools

Lisa Kraft
Hutchinson Schools

Bruce Lund
Freshwater Education District

Betty McAllister
Worthington Schools

Eric Melbye
Carver-Scott Educational Cooperative

Daniel Naidicz
Stillwater Area Schools

Lori Olson
Anoka-Hennepin Schools

Nan Records
Sherburne-North Wright Cooperative

Kim Marie Riesgraf
Osseo Area Schools

Josh Robinson
Grand Rapids Schools

Melissa Schaller
Austin Schools

Bob Vaadeland
Bemidji Area Schools

"Snapshots" of the 2006 MASE Summer Institute



Members listening at the MASE Summer Institute.



Barbara Troolin presenting.



Kim Gibbons welcoming participants.



Denny Ulmer playing his tuba at the MASE Summer Institute.



Peter Martin on the legal panel.



Tim Palmatier on the legal panel.

Michelle Shinn presenting at the MASE Summer Institute.



Paul Ratwik presenting.



Nancy Larson presenting.



Participants enjoying themselves at the MASE Summer Institute.



Sue Torgerson and Laura Tubbs Booth on the legal panel.



**Council of Administrators
of Special Education (CASE)
presents the 17th Annual Fall Conference**

Collaborative Leadership: Impacting Achievement for ALL Students

November 10-11, 2006
Savannah, Georgia

Registration materials are available on the
MASE and CASE web sites:
<http://www.mnase.org> • <http://www.casecec.org>

Friday Keynote Speaker ...

Dr. Sharon Vaughn

Professor, University of Texas

Dr. Vaughn has published more than ten books, including *The Researched-Based Methods of Reading Instruction, Grades K-3* and over one hundred research articles. She has led several major initiatives including the Three-Tier Reading Research Project; a bilingual-biliteracy intervention research study and the creation of on-line professional development in reading for teachers. Dr. Vaughn is the Past President of the Division of Learning Disabilities with the Council for Exceptional Children.

Saturday Keynote Speaker ...

Julie Weatherly, Esq.

Owner, Resolutions in Special Education, Inc. (Mobile, AL) and Attorney, The Weatherly Law Firm, LLP (Atlanta GA)

Julie Weatherly will provide us with the most up to date insight into the Final Regulations of IDEA.

Concurrent Sessions ...

Friday Concurrent Sessions Include:

Disappearing Special Education Leadership: Contributing Factors, Implications, and Responses

IDEA, Section 504 and NCLB: Resources for Students with Disabilities

The Inclusion Process: Initiating the Change

Rtl to Reduce Disproportionate Identification

Using Data to Guide Instructional Decisions in A Problem Solving Model

Embracing a Vision of Ongoing Professional Development through Collaborative Partnerships

Collaboration, Cooperation, Teaming:
Key for Educators and Paraeducators

Supporting Schools and Student Assessment: A Collaborative Response to Achieving AYP

Saturday Concurrent Sessions Include:

Positive Behavior Support: Problem Solving Through Collaboration

Special Education-What a Regular Education Teacher Needs to Know

Creating the Systems which Support Multi-Disciplinary Collaboration for All Students

Achieve AYP through Collaboration Between Special and General Education Administrators

Nine Strategies for Succeeding in the Transition Process

Urban-University Partnership: Implementing an Integrated System for At-Risk Learners

Developing a Collaborative Plan, at the Local, Regional, and State Levels, for Effective Implementation of RtI

Working Together CAN Work!
An Approach at the Elementary Level where Data Drives a RtI Model

Special Education Administrators: Avoiding Job-Related Stress

Blessed are the Peacemakers: Creating Collaborative Schools

Implementing RtI to Provide a Multi-Tiered Approach to Positive Behavior Supports

Staff Focus: Service, Integrity, Collaboration, Development

by **Mia Urick**,
Director of Communications
and
Professional Development

It's late August and curiously quiet within the MASE offices. There is some suspicion that the atmosphere is relative to the chaos going on across the street. It is, after all, State Fair time. But those of us who have been in the school biz for awhile know that the stillness is mostly due to the fact that it is crunch time for our members. Like coaches prepping athletes right before the big competition, school administrators all over Minnesota are running plays, solving problems, advising, cajoling, and boosting spirits.

At MASE, we are also preparing for the new school year. We are fine tuning our fall professional development, planning our legislative initiatives, reviewing member services, and preparing communications. As part of our commitment to bringing you excellent member services, our staff has also taken some time for professional development and team planning.

I am truly proud of our staff, and I feel privileged to work with a team so committed to the goals of our association. I often hear complimentary comments about our ability to "do a lot well" for our members, especially since our staff is small. Of course, we love to hear that, but we don't take that for granted. We can accomplish our objectives because our staff is skilled, committed, and experienced, and because we all feel that it is an honor to support the work of Minnesota's educational leaders.

Last school year, our staff went

through a process to identify areas of focus for us as a team. They are: service, integrity, collaboration, and development. We committed to those qualities in all of our work, and as we begin a new year, we renew our promise to continue to offer our best to you.

We have a few new members this year, and we thought that it might be good to take a little newsletter real estate and introduce your MASE staff:

Stephanie Kastanos

(schaefe@mnasa.org) is our Associate for Accounting and Events. Steph manages the Association's accounting processes, facilitates the exhibit fairs at conferences, and supports member recognition programs. We also count on Steph for fashion advice, low calorie recipes, restaurant reviews, and really good baby stories (well, most of them are courtesy of her daughter Tia).

Mary Law (mrlaw@mnasa.org) is MASE's Associate for Leadership Support. She provides administrative assistance for the MASE Board and MASE's Committees. Mary also coordinates MASE's group e-communications and publishes the MASE newsletter. In addition, she knows current sports stats, has an amazing knowledge of Minnesota geography, and spiffs up the office with a very fine collection of artwork by her daughter Maggie.

Jeanna Quinn, Associate for Office and Data Management, (members@mnasa.org) provides MASE's version of "Data Central," and is responsible for managing membership and conference registration. She also



*Some members of the MASE team:
Stephanie Kastanos (seated), Mia
Urick, Jeanna Quinn, and Mary Law*

provides administrative support for conferences and workshops. Jeanna is also our in-house interior designer and super-shopper. Conference decor is often supported by her knowledge of dollar-store inventory and quality garage sale locations.

MASE's Office Assistant **Shannon Kallas** works part time to provide support that keeps us functioning smoothly. She is a talented professional, is an expert at deciphering any handwriting, and is a wicked crock-pot chef.

My name is **Mia Urick**, and I am MASE's Director of Communications and Professional Development (urickm@mnasa.org). I plan and direct our communication projects, conferences/workshops, and other member service initiatives. It is my privilege to provide operational leadership for our outstanding team.

All of us at MASE wish you an excellent school year. Contact us any time if we can assist you to make that happen. Or, if you are in the neighborhood before Labor Day, stop by for a pronto-pup! •



the 2006 MASE
Fall Leadership Conference

**Lead ~ Mission, Commitment,
a New IDEA**

October 11-13, 2006
Arrowwood Conference Center

Conference Highlights

Join your colleagues this fall to explore current issues in special education leadership. The new IDEA regs, legal issues, best practices ... we will examine how the focus of mission, not mandate, and commitment, not compliance, drive excellent leadership in Minnesota's schools.

on wednesday ...

MASE Legislative Initiatives for 2007 (3:30 - 5)

Kick off a successful conference by attending an open meeting of the MASE Legislative Committee. Committee Co-chairs Darren Kermes and Linda Wintz will host a discussion intended to get '07 Session planning underway early and increase the opportunity for members from all areas of Minnesota to share ideas and offer feedback. And there will be a door prize, too (must be present to win)!

**A Vision for Special Education in Minnesota ... and ...
Meet Our New Directors (6:30 - 8)**

Welcome to the 2006 MASE Fall Leadership Conference. At our kick off session, we will hear from State Policy Director Barbara Troolin and meet our newest colleagues.

**Wine Tasting Benefits the Minnesota Special
Education Leaders Foundation (MNSELF) (8 - 10)**

Network with your colleagues while sampling from a wonderful array of beverages, and support MNSELF, too!

on thursday ...

Silent Auction Supports MNSELF

Shop 'til you drop! A variety of wonderful auction items will be available. Do your holiday shopping early!

Morning Keynote Nancy Reder (8:30 - 10:15)

Nancy Reder is the deputy executive director and director of government relations for the National Association of State Directors of Special Education. She will share her wisdom and perspective from the federal front.

Morning Breakout Sessions (10:30 - 11:45)

- ✓ The Minnesota Disability Law Center: A Beginning Dialogue
- ✓ Organizing the Transition Process
- ✓ Reaching High Standards: An Intentional Focus on Social-Emotional Development
- ✓ Between A Rock & A Hard Place - How to Respond to Your Next IEE Request
- ✓ Customer Service in Special Education - A Source of Conflict
- ✓ The Care and Feeding of Building Administrators, or, Building Positive Working Relationships

Attend the MASE Annual Meeting (12:30 - 1:30)

The MASE Annual Business Meeting will feature leadership recognition, the Legacy Award presentation, and introductions of this year's scholarship recipients.

Afternoon Breakout Sessions I (1:45 - 3)

- ✓ Transition-Career Experience-NCLB
- ✓ Preparing the "Path to Graduation"
- ✓ Identifying Students With Hidden Disabilities
- ✓ Data Driven IEP's and How to Use Data To the Student's and the District's Advantage
- ✓ Facilities that Fit All Students
- ✓ Communication Strategies for Special Education Leaders

Afternoon Breakout Sessions II (3:15 - 4:30)

- ✓ Highly Qualified Special Education Teacher Requirements
- ✓ RTI
- ✓ Special Education Tuition Billing
- ✓ Special Education Program Application Process, Maintenance of Effort and EDRS Reporting for FY 2007
- ✓ Review of Recent Complaint, Hearing and Court Decisions
- ✓ IEP Managers: Assuring Statewide Excellence

Social (6 - 7)

Enjoy a beverage and the good company of friends.

Dinner and Live Auction (7 - 9)

A highlight of the conference, the auctions this year benefit MNSELF.

on friday ...

Legal Session I (8:30 - 9:30)

- ✓ Anatomy of a Manifestation Determination - How Does the New Standard Work?
- ✓ Accommodations v. Modifications: What is the Difference and When are They Required to be Included in an IEP
- ✓ When and How to Effectively Utilize Outside Consultants in Special Education

Legal Session II (9:45 - 10:45)

- ✓ Disciplining an Employee Who is Disabled Under the Americans with Disabilities Act
- ✓ Interagency Implementation, Issues and Problems-IIIP's
- ✓ "Knowing When to Hold Them and When to Fold Them" - A Critical Approach to Special Education Conflict

MN Department of Education News (11 - 12:30)

MDE staff will be with us to discuss the latest news and information from the state department.

Box Lunches—at the resort or "to go" (12:30)

Registration materials have been emailed.

Also find them on the MASE web site

(www.mnase.org), or call us at 651- 645-6272. See you at Arrowwood!

Help Support the Minnesota Special Education Leaders Foundation (MNSELF)



MNSELF

The Minnesota Special Education Leaders Foundation (MNSELF) is a non-profit, 501(c)(3) tax-exempt charitable corporation created for the purpose of raising funds in order to sponsor:

- Workshops to encourage and help individuals determine if they wish to pursue a career as special education administrators;
- Training and mentorship for new special education administrators;
- Training and support activities for veteran special education administrators; and
- Training and support for others who provide leadership in educating Minnesota's children and youth with disabilities.

Financial support for MNSELF is generated by various fundraising activities, many of which are held in conjunction with MASE events.

**Thank you
for your
generous
support!**

at the 2006 MASE Fall Leadership Conference

Each year at our fall conference, we hold several fundraising events to benefit leadership development in special education. In this, our sixteenth fundraising year, we will dedicate our efforts to supporting the Minnesota Special Education Leaders Foundation (MNSELF), our own-grown non-profit foundation that supports professional development for aspiring, emerging, and experienced special education leaders.

Don't be concerned that the Stenswick-Benson Scholarship Fund will be without support. Due to the generosity of its benefactors, the scholarship fund has grown to a point of self-sustenance that allows scholarships to be awarded every year while annual fall fundraising is dedicated in alternate years to MNSELF (even years) and the Stenswick-Benson Scholarship Fund (odd years).

Minnesota's special education leadership community is strongly and uniquely committed to supporting and nurturing excellent leadership. MASE has been recognized nationally for its support of aspiring leaders and ongoing professional development. The success of our fundraising initiatives is testimony to the importance that we place on the existence of a strong and growing community of skilled special education leaders.

This fall, we again invite you to participate in three fun fundraising events:

The Wine Tasting (Wednesday evening, 8-10 pm)

The Silent Auction (Thursday, bidding open all day through dinner)

The Live Auction (Thursday after dinner)

How You Can Help ...

Here is your chance to contribute to the ongoing success of excellent special education leaders. **We need:**

- **Wine for the wine tasting**
Please bring your donation to the registration desk on Wednesday.
- **Items for the silent and live auctions**
Please bring your auction items to the registration desk Wednesday or Thursday. Auction items will be on display throughout the day. Be imaginative and donate items you think your colleagues will value. In past years, popular items have included consulting time, books, gift certificates, tickets, home-cooked meals, gift baskets and more.
- **Your participation in these events!**
Come and have fun—and support this important endeavor. Sample a new wine ...start your holiday shopping now ... an auction item might make a great staff recognition ... isn't it about time you treated yourself?

MASE Calendar

Friday, September 22
Alliance Summit
 Minneapolis Convention Center

Sunday - Tuesday, October 1 - 3
MASA Fall Conference
 Madden's, Brainerd

Wednesday, October 11
MASE Board of Directors Meeting
 Arrowwood, Alexandria
 10 am - 2 pm

Wednesday - Friday, October 11 - 13
MASE Fall Directors Conference
 Arrowwood, Alexandria

Monday, October 30
MASE Rural Issues Meeting
 Benton-Stearns Education District
 Offices, Sartell

Sunday - Tuesday, November 12-14
NASDSE Conference
 Williamsburg, Virginia

Wednesday, November 15
Newsletter Submissions Due

Friday - Saturday, November 10 - 11
17th Annual CASE Conference
 Savannah Marriott Riverfront
 Savannah, Georgia

Thursday - Friday, November 23 - 24
Thanksgiving Holiday

Thursday, December 14
MASE Board of Directors Meeting
 MASE Office, St. Paul
 10 am - 2 pm

Monday - Tuesday, December 25 - 26
 and Monday, January 1
Winter Holidays

Wednesday - Friday, January 17 - 19
CASE Winter Institute
 Sheraton Sand Key, Clearwater
 Beach, FL

Thursday, January 25
MASE Rural Issues Meeting
 Benton-Stearns Education District
 Offices, Sartell

Wednesday - Friday, February 21 - 23
MNCEC/CCBD Spring Conference
 Sheraton Bloomington Hotel

Friday, March 9
Newsletter Submissions Due

Wednesday, March 14
MASE Board of Directors Meeting
 Sheraton Bloomington Hotel
 11 am - 3 pm

Thursday - Friday, March 15-16
MASE/MASA Spring Conference
 Sheraton Bloomington Hotel

Thursday, March 22
MASE Rural Issues Meeting
 Benton-Stearns Education District
 Offices, Sartell

Friday, April 6
Spring Holiday

Wednesday - Saturday, April 18-21
CEC Annual Convention
 Louisville, KY

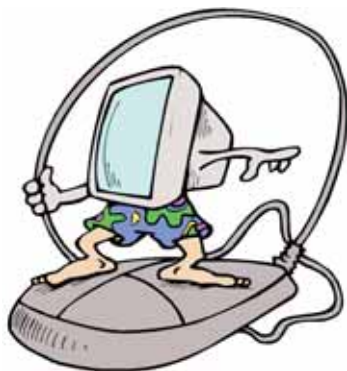
Wednesday - Friday, May 9 - 11
TENTATIVE
MASE Best Practices Conference
 Madden's Resort, Brainerd (TBD)
 (Wednesday dinner - Friday lunch)

Tuesday, May 15
Newsletter Submissions Due

Monday, May 28
Memorial Day Holiday
 MASE Offices Closed

Thursday - Friday, June 7 - 8
MASE Board of Directors Retreat
 Madden's, Brainerd
 Thursday: 12 noon (lunch) and 1 - 4 pm mtg.
 Friday: 9 am - 12 noon and 12 noon (lunch)

Have you visited the
MASE Web Site Lately?



Go to
www.mhase.org today!

BEHAVIOR LABELING

If an adult is reinforced for behaving appropriately we call it **RECOGNITION**.
 If a child is reinforced for behaving appropriately we call it **BRIBERY**.

If an adult laughs loudly we call it **SOCIALIZING**.
 If a child laughs loudly we call it **MISBEHAVING**.

If an adult writes in a book we call it **DOODLING**.
 If a child writes in a book we call it **DESTROYING PROPERTY**.

If an adult sticks to something we call it **PERSEVERANCE**.
 If a child sticks to something we call it **STUBBORNESS**.

If an adult seeks help we call it **CONSULTING**.
 If a child seeks help we call it **WHINING**.

If an adult is not paying attention we call it **PREOCCUPATION**.
 If a child is not paying attention we call it **IGNORING**.

If an adult forgets something we call it **ABSENTMINDEDNESS**.
 If a child forgets something we call it **RETARDATION**.

If an adult tells his side of a story we call it **CLARIFICATION**.
 If a child tells his side of a story we call it **TALKING BACK**.

If an adult raises her voice in anger we call it **MAINTAINING CONTROL**.
 If a child raises her voice in anger we call it a **TEMPER TANTRUM**.

If an adult hits a child we call it **DISCIPLINE**.
 If a child hits a child we call it **FIGHTING**.

If an adult behaves in an unusual way we call them **UNIQUE**.
 If a child behaves in an unusual way we refer them for **PSYCHOLOGICAL EVALUATION!**

Adapted from a poem by Dixie Fletcher