



# IMPACT

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Winter, 2007-08

## Special Education Leadership: How Are We Doing?

by Daryl Miller,  
2007-08 MASE President  
Academic Support Program Director,  
Robbinsdale Area Schools

This fall I asked the question, "Are we ready?" I went on to share with you what it takes to be ready and to continue to respond to the challenge of leadership. Now it's time to check on our progress.

We are well into the school year and have experienced changes in the seasons, changes in the weather, and changes in our professional and personal lives. How are we doing? How are we responding to all that is happening around us? What are the challenges that we are responding to at this moment? How are we responding to those challenges individually and as a professional organization?

In our roles as educational leaders we have been challenged to:

- Understand change and to implement or respond to change with integrity
- Be mentally tough and emotionally steady, creative, and innovative
- Develop coherent plans and to communicate with credibility
- Move from the past to new realities.

There are a number of professional issues that we must address at this moment that will determine what life will look like in the future. We are continually challenged by issues of funding, regulation, student achievement, staff morale, parent satisfaction, and public perception. These issues are part of each day at the local level, state level, and national level. We must understand and engage in the dialog and ongoing challenge of resolution of these issues at every level.

Once again I want to remind you of the mission of MASE

and the Board goals for 2007- 08 and then ask how are we doing?

The mission of MASE is: MASE supports members' leadership by shaping policies and practices that impact the quality of education for children and youth who have disabilities. The MASE Board Goals for 2007-2008 are:



Daryl Miller

**Member Leadership:** Increase member participation.

**Members' Services:** Meet the needs of members through the provision of guidance regarding best practices.

**Advocacy:** Increase MASE influence by increasing the capacity of our membership to advocate at the local, state, and federal level.

As we look at the issues of funding, regulation, student achievement, staff morale, parent satisfaction, and public perception, are we increasing member participation and engagement? Are we establishing best practices and guidance through that participation? Through member **Special Education Leadership ... Continued on Page 5**

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## 2008 MASE Legislative Platform

### Special Education Funding

*MASE supports adequate and predictable funding for Minnesota's public schools that includes a cost-based, fully funded revenue system for special education.*

- MASE believes paying for federal and state mandates to provide free and appropriate services for students receiving special education is a complex and expensive undertaking that requires significant state support. MASE supports adoption of the funding framework proposed by P.S. Minnesota, as it reflects a comprehensive formula for adequately funding Minnesota schools.
- MASE believes that access to timely, accurate data is necessary in order to make strategic decisions regarding allocation of resources. MASE supports the development and implementation of a modern, integrated database to replace the fragmented and outdated data systems employed by MDE (i.e., MARSS, UFARS, EDRS, STARS, EMAP) and the various student, financial and other data management systems utilized by districts.
  - MASE believes a single, integrated database would increase the efficiency and accuracy of data available to legislators, MDE and district staff.
  - MASE believes a single, integrated database would greatly expand data manipulation and analysis options available to legislators, MDE and district staff.
  - MASE believes an integrated database would greatly reduce or eliminate duplication of data entry by districts, saving countless hours of district staff time.
  - MASE believes that adopting a single, state-wide integrated database would result in significant long-term financial savings as districts would no longer need to purchase separate student, financial and other data management systems that do not communicate directly to MDE databases.
  - MASE believes that adopting a single, statewide integrated database would facilitate the efficient, electronic exchange of data between schools as students move from one district to another.
- MASE believes providing dedicated categorical aid

for early identification and intervention programs for at-risk students will help reduce the need for and the cost of long-term special education services.

- MASE believes adequate funding for special education preserves the integrity of general education funding.
- MASE believes requirements that exceed federal mandates increase costs to local districts.

### Coordinated Services

*MASE supports a thorough review of the roles and responsibilities of all public departments which provide services to children with disabilities.*

- MASE believes that schools improve educational outcomes for students with disabilities, and when other public agencies fulfill their statutory roles and responsibility for this population positive outcomes are enhanced.
- MASE believes that school district responsibilities for the provision of transition services should be limited to the attainment of educational outcomes that lead to a diploma.
  - MASE supports the clarification of educational standards and expectations that lead to a diploma.
  - MASE supports legislation that clarifies when and how graduation expectations can be reasonably modified for students with disabilities.
- MASE believes that non-education agencies can play a larger role in ensuring self-sufficiency of individuals with disabilities by providing adequate funding and non-school supports outside of the school day.
  - MASE supports the creation of standards under which county representatives would be empowered to authorize the expenditure of funds to serve students at the time of the IEP meeting or other school based meeting.
- MASE believes that due process procedural requirements should be the responsibility of the Minnesota State Academies as the serving district.
- MASE believes mental health services for children are neither adequately funded nor consistently

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## IMPACT

Winter, 2007-08

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Director of Communications, MASE

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## Thank you to our 2007 Fall Leadership Conference Sponsors

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

— Mission approved by the MASE Board of Directors, May 29, 2003



*All of us here at MASE  
would like to wish you and your family a  
Happy New Year!*

IMPACT is your newsletter and we encourage your input! If you have ideas or an article to share, please contact us at the MASE offices—651/645-6272 or email us at [members@mnasa.org](mailto:members@mnasa.org).

## Time For A Change In Special Education Licensure

by Scott Hare  
Director of Special Services  
Belle Plaine, Jordan, Montgomery-Lonsdale  
Schools

and

by Cory McIntyre  
Director of Special Education  
Rochester Schools

Over the past year, there has been a small group of directors working on addressing the special education licensure areas currently in place. One area of the MASE legislative platform is that ***MASE supports efforts to increase the recruitment and retention of licensed special educators and other support staff.*** Specifically, MASE believes in providing more flexibility to focus on student needs rather than disability labels by creating a multi-disability special education license; and MASE does not support any additional disability specific license.

As we know, our students don't always fit in the silos that our current licensure system creates. Even within our current system, students that fall within a specific category or label have a wide spectrum of needs and services. Schools need flexibility to work with students based on the needs of the student rather than the eligibility category without dealing with excessive paperwork. Many of our students in special education served in federal settings one and two share many common needs that can be addressed through a multi-disability or multi-categorical license. Many of these students struggle in reading, writing, math, or need organizational and social skills. Specialized instruction for students with learning disabilities can be just as effective for students with other disabilities if the needs are similar. How many of our staff travel from one building to the next to make sure that we meet the licensing requirements for all of the students, whether it is splitting their time between buildings or making it to IEP meetings to have someone with the appropriate license present? With continued limited resources, is this the best utilization of our special education staff?

Many districts, rural and urban, face a shortage in finding special education teachers to fill their open positions. Because of this, a number of special education teachers are on a variance or community expert status to fill these positions. This situation only

becomes greater if additional licenses are added to our current set of special education licenses. This fall, through the Board of Teaching, a stakeholders group was pulled together to look at either adding an autism license or endorsement. MASE does not support an additional license or endorsement. Rather, MASE supports looking at the current system and incorporating a more in depth look into autism through a multi-disability license. Teachers of special education need to have a common core of knowledge in all disability areas to address the needs of the students they work with across settings.

There are several states that have gone to a more multi-disability or multi-categorical license. Iowa, Illinois, Colorado, California, Washington, and Wisconsin are some of the states in which this group has taken a more in depth view. Each of these states continues to have specific licenses for low-incidence areas, such as D/HH. If you were a special education teacher in Illinois, you would have a special education license, not a specific one, such as LD or EBD. Students in your program will come from a variety of special education disabilities based on the needs of those students more than on the label. The above mentioned states still must have a continuum of placements available based on the needs of the students, not the eligibility category. This allows for greater flexibility for programming based on needs of students and not licensing.

This past year, several directors have been meeting with several stakeholder groups to address the licensure area of the platform gave a presentation at the Fall Directors Conference and collected stakeholder information from fellow directors and others who attended the presentation. In talking with other directors who have gone through this in other states, a collaborative effort with those stakeholder groups is crucial. Members of this group have met with the Department of Education, Education Minnesota, the Standard and Rules Committee for the Board of Teaching, and the Board of Teaching. Currently, the issue is being addressed at the Standard and Rules Committee for the Board of Teaching. •

# Stenswick-Benson Scholarship Award Program

by **Candy Malm**  
**Director of Special Education**  
**PAWN Spec Education Cooperative**

The Stenswick-Benson Scholarship Award Program began in February of 1991 through MASE, Minnesota Administrators for Special Education. Its purpose is to recognize the legacy of the many leaders within special education as represented by Ellsworth Stenswick from Bloomington and Loren Benson from Hopkins, though a scholarship award to an individual completing exemplary graduate study in the field of special education. Both individuals were considered "pioneers" in the field of special education. These fine colleagues and their families wanted to make a lasting contribution to our field. This scholarship fund started with a \$4500 contribution from family and friends of Ellsworth and Loren and an additional contribution from the Huestad Foundation.

Every other year (in odd-numbered years), the Stenswick-Benson Scholarship Auction at the Fall Leadership Conference raises money to help graduate students aspiring to the field of special education leadership, and scholarships are awarded annually. October, 2007 was the seventeenth fundraising year,

and again in three fund raising events we raised over \$10,000.

The success of the fund raising was because of the generosity of the members attending the conference. The wine tasting event generated over \$2000 dollars and gave participants some good networking time. Under the antics and jokes of auctioneer, John Messelt, the live auction generated over \$4000 dollars for consulting services (Ratwik, Torgerson, Kermes, Gibbons, Mercer) baskets, concert tickets, SPED forms services, Cragun's package, etc. Passing the basket and a special challenge from the floor for Karaoke raised additional funds as well as entertainment later in the evening.

Mary Maher and Sharon Cox again organized the silent auction and proceeds from the silent auction were about \$3000. Thanks to all of the Regions that put together the beautiful baskets for the auction. The proceeds will be dispersed later this year to the scholarship recipients. The application for the 2008 Stenswick-Benson Scholarship was sent to Directors in early January. In 2007, nine (\$2000) scholarships were awarded. •

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## Special Education Leadership ... Continued from Page 1

participation are we increasing the influence of MASE in local, state, and federal advocacy?

It may be too early to answer these questions completely, but I am seeing MASE members are engaged more and more in a number of initiatives that demonstrate member involvement, expertise in best practice, and advocacy. These initiatives include:

- **MN Promise** – focused on educational excellence
- **PS Minnesota** – focused on funding adequacy and equity
- **RTI, PBIS** – focused on supporting initiatives for at-risk learners
- **Licensure** – focused on preparing special educators for today's and tomorrow's challenges
- **MN Special Education Statutes and Rules** – focused on alignment and confinement of regulations
- **MASE Professional Development** – focused on aspiring, new, continuing leaders.

In our work, as in our personal lives, we must strive

for balance and alignment to be healthy. MASE as an organization is engaged in efforts to establish balance and alignment in the systems that operate within public education. It will be essential that our members continue to work collaboratively within the organization as well as with others outside the organization to create balance and alignment to resolve current and future challenges.

The MASE Board members encourage you again to step up, get involved, take a risk, ask yourself the hard questions, get and give support, be authentic. •

## Busy & Exciting Work for MASE's Professional Development Committee

by Lisa Kraft  
Professional Development Committee Chair  
Director of Special Services  
Hutchinson Schools

It is exciting to begin my work as the new Professional Development Committee Chairperson. I am fortunate to be working closely with many of you as subcommittee chairs in the development of our professional development activities for the 07-08 school year. Thank you to those individuals willing to take on these leadership roles! If you are interested in participating in this committee, and have not yet signed up, please send me an email at [lisak@hutch.k12.mn.us](mailto:lisak@hutch.k12.mn.us) and we can discuss your involvement.

The New Director Training Series has begun and there are 14 new or newer Directors attending various professional development workshops. Thank you to Renae Ouillette and Bob Vaadeland for heading up this initiative and developing a program that is so beneficial for our new directors. We plan on an earlier start for this training series next year, beginning during the summer months. Plans are also underway for our first annual "Leaping into Leadership" conference scheduled for February 28th-29th, 2008.

This conference will focus on the needs of special education coordinators, special education lead teachers, and others who serve in special education leadership roles.

MASE has just conducted a Professional Development Survey to determine the professional development needs of our membership. Thank you to the 40 individuals that completed the survey. The top areas of interest to our members are legal issues, budget and finance issues, communication skills for leaders, communicating financial information to the public, TSES manuals, response to intervention/pre-referral interventions, and due process procedures. Other areas to note in the survey include an interest in on-line trainings, round table discussions at workshops, and SELF group involvement. The MASE Professional Development Committee will utilize this information in the development of future training opportunities.

If you have ideas or concerns about the professional development activities or would like to be part of the planning process please feel free to contact me at 320-234-2618. I look forward to a great year with MASE! •



Plan to attend the  
**2008 Best Practices Conference**  
May 7 - 9, 2008 at  
Madden's Lodge, Brainerd

ATTENTION MEMBERS!

Mark your calendar for the  
**2008 MASE/MASA Spring Conference**

Thursday-Friday,  
**April 3 - 4**  
at the  
**Sheraton Bloomington Hotel**

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

Information will be mailed—and will also be available at [www.mnase.org](http://www.mnase.org). See you there!

# WELCOME NEW MEMBERS

**Dr. Kimberly Adams**  
District Program Facilitator  
Minneapolis Schools

**Ms. Lora Arnott**  
Special Education Case Facilitator  
Waseca Schools

**Mrs. Margy Bailey**  
Benton Stearns Education District

**Mrs. Judy Beaton**  
Student  
Carver-Scott Educational  
Cooperative

**Dr. Daniel Bittman**  
Director of Elementary & Secondary  
Schools  
Centennial Schools

**Mrs. Michelle Breitsprecher**  
Director of Special Education  
Fillmore Central Schools

**Ms. Kim Buechel Mesun**  
Manager  
Minneapolis Schools

**Mr. Tony Buthe**  
Special Services Coordinator  
New Prague Area Schools

**Ms. Joy Carlson**  
Special Education Building  
Coordinator  
Osseo Area Schools

**Mrs. Kimberly Chalmers**  
Special Education Coordinator  
Red Wing Schools

**Mr. Brian Clarke**  
Superintendent  
Fertile-Beltrami Schools

**Ms. Keri Collins**  
Principal  
St. Francis Schools

**Mrs. Kandi Danielson**  
Spring Lake Park Schools

**Ms. Angela Doll**  
Special Education Teacher  
Area Special Education Cooperative

**Mrs. Michelle Dunaski**  
Special Education Coordinator  
St. Anthony-New Brighton Schools

**Mr. Charles Ehler**  
Superintendent  
Rushford-Peterson Schools

**Ms. Nancy Elsmore**  
Director of Teaching & Learning  
Elk River Area Schools

**Ms. Reggie Engebritson**  
Director  
Northland Special Education  
Cooperative

**Mrs. Caryl Gordy**  
Assistant Director of Special  
Education  
Red Wing Schools

**Dr. Patty Heminover**  
Superintendent  
South St. Paul Schools

**Ms. June Henning**  
Carver-Scott Educational  
Cooperative

**Mr. Joseph Hill**  
Assistant Superintendent  
Duluth Schools

**Mrs. Jeanne Johnson**  
Student

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Executive Director  
Minnesota North Star Academy

**Mrs. Barb Kavan**  
Special Education Coordinator  
New Prague Area Schools

**Ms. Debbie Kelly**  
Special Education Coordinator  
Rosemount-Apple Valley-Eagan  
Schools

**Ms. Shannon Lawler**  
Special Services Coordinator  
New Prague Area Schools

**Ms. Elizabeth Lee**  
Administrative Intern  
Crosby-Ironton Schools

**Ms. Rosalie Mattson**  
Specialized Services Coordinator  
Chaska Area Schools

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Special Education Teacher  
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**Ms. Sarah Pratt**  
Student  
Northfield Schools

**Ms. Cynthia Raynor**  
Special Education Supervisor  
Richfield Schools

**Ms. Mary Ellen Ryan**  
Special Education Supervisor  
NE Metro 916 Intermediate District

**Ms. Teresa Saum**  
St. Peter Schools

**Mrs. Marilyn Smith**  
Student  
East Metro Integration District 6067

**Mr. Chris Sonju**  
Superintendent  
Glencoe-Silver Lake Schools

**Mrs. Sandy Strand**  
Special Education Project  
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**Mrs. Lucy Svee**  
Supervisor of Special Education  
South Washington County Schools

**Ms. Laura Tubbs Booth**  
Attorney  
Booth Law Office, LLC

**Mr. Craig Vana**  
Associate Superintendent  
Minneapolis Schools

**Mr. Jim Voight**  
Director of Schools  
Elk River Area Schools

**Mr. Kevin Witherspoon**  
Special Education Coordinator  
Lakeville Area Schools

## Taking Exception to the Rule-Making

by Brad Lundell  
MASE Legislative Consultant

*Editor's note: This is an opinion piece written by MASE's legislative consultant and we are aware it might not represent the feelings of all MASE members but is offered for your consideration.*

One of the on-going tensions that exists between the Minnesota Department of Education (MDE) and the service providers in the special education community over the years has been the Department's seeming disconnect with the opinions of those who administer and deliver special education programs to the thousands of students with disabilities in Minnesota's public schools.

Sadly, that pattern has continued in the past few months, despite the Legislature's attempts to get a better handle on where Minnesota rules and statutes exceed the federal requirements.

This saga began in 2005/2006, when the MDE was required by the feds to update its rules to come into compliance with federal guidelines and the state's Annual Performance Report. A group of stakeholders was convened in 2006 to develop rules to meet these requirements.

While that task force was meeting and developing its report, the 2007 Legislature passed legislation that required a different set of stakeholders to be brought together to see which Minnesota's statutes and rules exceed those of the federal government.

Taken at face value, one can easily agree with MDE's suggestion that the rules process was required by the federal government, however, given the Task Force legislation passed in 2007, one would assume the bill passed last takes precedence over previously-passed legislation or directives. Because many of the rules proposed by the first set of stakeholders clearly goes beyond federal law, a strong argument can be made that there should be a moratorium on all new rule-making, especially when those rules exceed federal law. All rules and statutes currently not in place should also be subject to the review requested by the Legislature. In other words, MDE may be following the letter of the law, but I would suggest that they are

violating the spirit of the law.

MSBA, MASA, MASE sent a request to Chas Anderson requesting a moratorium on any new rule making. Unfortunately, that request was denied. On December 3, Administrative Law Judge Barbara Neilson took comments from interested parties on the proposed rules. It was a long day of testimony and many members of MASE took time to testify. Further, a number of MASE members and special education teachers who could not attend the December 3 hearing supplied Judge Neilson with written testimony.

This testimony may be helpful in blunting the full effect of many of the proposed rules, but I believe a larger problem remains. The fact that MDE proceeded with rule-making after the 2007 Legislature made it fairly clear that something had to be done to slow down MDE's consistent decision to go beyond federal law.

So, what's ahead (as Axel would say, it's the thing on your shoulders, but that's just a bad joke from my long-ago childhood)? The Legislature will be convening on February 12. The new rules should not be in effect by that time, so it is incumbent on special educators to contact their legislators throughout January and strongly express their opinions regarding the need for a moratorium on all new rule making. It is the Legislature—not MDE—that should set the policy direction on state special education issues. The rule process should be more about "how" to meet policy guidelines as opposed to "what" those policy guidelines should entail. It is the job of those practitioners in the field to help empower the Legislature to tackle these issues with confidence. MASE will be getting information out to you on the points you need to make, so look forward to that and then act.

Thanks again for all of your hard work! •

# 2008 Legislative Platform ... Continued from Page 3

supported by the counties and state.

## Licensure and Teacher Retention

*MASE supports efforts to increase the number and retention of licensed special educators.*

- MASE believes due process requirements that exceed federal mandates add stress to special education teachers and place Minnesota districts at the breaking point in terms of recruiting and retaining quality special education staff.
- MASE believes in the expansion of special education training programs and alternative educational paths to special education licensure to address the current and future demands of districts for qualified, licensed special education teachers.
- MASE believes in the portability of retirement credits from other states to encourage special education teachers to transfer to Minnesota and fill district vacancies.
- MASE believes that the continuation of community expert status, limited licenses, and variances for those who meet the qualifications to fill the numerous vacancies in special education when a qualified license applicant is not available is important for providing service to students with disabilities due to the shortage of licensed special education teachers.
- MASE believes retention of existing teachers is critical and supports the findings in the Workload Considerations for Effective Special Education to provide a supportive environment and increase the retention of special education staff.
- MASE believes it is not necessary to go forward with paraprofessional credentialing because it does not add value to the system and will increase the difficulty districts currently have in filling paraprofessional positions.
  - MASE believes credentialing initiatives currently proposed will add significant costs for districts.
  - MASE believes No Child Left Behind and IDEA already set high standards for paraprofessionals.
  - MASE believes a strong focus on training at the local district level is the key to successful paraprofessional support for students with disabilities.

*MASE supports expansion of special education training programs and the development of alternative educational pathways to special education licensure.*

- MASE believes in providing more flexibility to focus on student needs rather than disability labels by creating a multi-disability special education license.
  - MASE believes that the creation of a multi-disability license covering teachers serving students with disabilities will provide the flexibility to focus on student needs rather than disability labels.
  - MASE believes that there should not be any additional disability specific licenses and focus be placed on appropriate training and professional development.

## Alignment with Federal IDEA Regulations

*MASE supports the need to regularly review all Minnesota rules and statutes pertaining to the provision of special education and related services for students with disabilities to determine areas where adjustments are required to align Minnesota requirements with federal regulations.*

- MASE believes the comprehensive annual review should be completed by a joint work group that includes special education stakeholders comparing Minnesota Special Education Rules and Statutes to federal requirements and standards.
- MASE believes that special education is a complex area and efforts to align Minnesota requirements with federal regulations will reduce conflict and provide clarity to the field.
- MASE believes that the specific areas where Minnesota Statutes and Rules exceed federal requirements are of concern because the increased requirements affect how teachers spend their time in delivery of special education services. MASE supports review of Minnesota Statutes and Rules in the priority areas listed below.
  - Transition: Minnesota should begin the process at age 16 as per federal standards and limit areas of need to those outlined in federal standards.
  - LRE (Least Restrictive Environment): Minnesota should implement the federal definition.
  - Behavior Intervention Rule: Minnesota standard should be aligned with federal expectations.
  - Exit Procedures: Minnesota should limit requirements to those outlined in federal standards only.

**2008 Platform Continued ... Page 10**

# MASE Calendar

## Wednesday – Friday, January 16 - 19

CASE Winter Institute  
Miami Beach

## Friday, January 18 TO BE RESCHEDULED

New & Newer Directors' Training  
MASE Offices  
9 am – 3 pm

## Wednesday, January 30

New & Newer Directors' Training  
MASE Offices  
9 am – 3 pm

## Thursday, January 31

MASE Legislative Committee Mtg  
MASE Office, St. Paul  
9 – 10 am

## Thursday, January 31

MASE Board of Directors Meeting  
MASE Office, St. Paul  
10 am – 2 pm

## Wednesday – Friday, February 6 - 8

MN CEC Conference  
Duluth

## Friday, February 15

Newsletter Submissions Due

## Friday, February 15

New & Newer Directors' Training  
MASE Offices  
9 am – 3 pm

## Thursday-Friday, February 28-29

“Leap Into Leadership”  
Conference for Coordinators,  
Supervisors, and Other “Non-  
director” Leaders  
Radisson Hotel, Plymouth

## Friday, March 21

Spring Holiday

## Wednesday, April 2

MASE Board of Directors Meeting  
Sheraton Bloomington Hotel  
11 am – 3 pm

## Thursday - Friday, April 3 - 4

MASE/MASA Spring Conference  
Sheraton Bloomington Hotel

## Wednesday - Saturday, April 2 - 5

CEC Annual Convention  
Boston

## Friday, April 18

New & Newer Directors' Training  
MASE Offices  
9 am – 3 pm

## Wednesday, May 7

New & Newer Directors' Training  
Madden's Lodge, Brainerd  
9 am – 3 pm

## Wednesday - Friday, May 7 - 9

MASE Best Practices Conference  
Madden's  
(Wednesday dinner - Friday lunch)

## Thursday, May 15

Newsletter Submissions Due

## Monday, May 26

Memorial Day Holiday

## Thursday - Friday, June 12 - 13

MASE Board of Directors Retreat  
Madden's  
Thursday: 12 noon (lunch) and 1 –  
4 pm mtg.  
Friday: 9 am – 12 noon and 12  
noon (lunch)

## Wednesday - Friday, July 30 - August 1

MASE Summer Institute  
Ruttger's, Grand Rapids  
(Wednesday evening - Friday noon)

## Wednesday - Friday, October 22 – 24

MASE Fall Leadership Conference  
Cragun's

## 2008 Legislative Platform ... Continued from Page 9

- Private School: Minnesota should limit placement rights to those in federal standards.
- Evaluation: Minnesota should address re-evaluation standards and parental rejection of evaluation plans that exceed federal standards.
- Parent Advisory Committee: Minnesota should not require Districts to have special education parent advisory committees because this exceeds and expands federal expectations.
- Procedural Safeguards: Minnesota should implement the federal procedural safeguards and not expand beyond federal standards.
- Burden of Proof: Minnesota should implement the standard set forth by the U.S. Supreme Court under which the party requesting a due process hearing has the burden of proof at hearing.
- Extra Curricular: MASE supports student access to extra curricular activities as outlined in federal law.
- MASE believes the MDE must seek explicit legislative authority to promulgate future rule packages.
  - MASE encourages MDE to effectively utilize the collective wisdom of parents and special education professionals and follow a consensus driven decision making model in future rule making initiatives.
- MASE believes the MDE complaint investigation process and procedures should be outlined in statute.
- MASE believes MDE should change special education policy through legislation and rule making, not via the issuance of policy memos and/or complaint decisions.