

# MASE builds strong leaders who work on behalf of students with disabilities.

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# Minnesota Administrators for Special Education



# 2010 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.
- 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 MASE supports the development and implementation of a modern, integrated database to replace the fragmented and outdated data systems employed by MDE (i.e., MARSS, UFARS, EDRS, STARS, EMAP) and the various student, financial and other data management systems utilized by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.
- there has been significant shifting of responsibilities and costs for providing services to children and youth with disabilities and their families from state, county and local agencies onto school districts. These shifts have occurred slowly, over time for a variety of reasons, and have included mental health, medical, family support and other services that historically have been the responsibility of other agencies. MASE requests the Legislative Auditor be authorized to conduct a study of the impact of these shifts.
- 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.
- adequate funding for special education preserves the integrity of general education funding.
- changes regarding a resident district's obligation to transport individual students must be enacted to reduce the rising costs of providing special transportation.
- 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 agencies involved in the provision of services to children with disabilities and their families.

### MASE believes

- that collaborative support from agencies fulfilling their statutory responsibilities greatly assist public schools in the improvement of educational outcomes for students with disabilities.
- that school district responsibilities for the provision of transition services should be limited to the attainment of educational outcomes that lead to a diploma and that transition requirements in Minnesota align with Federal requirements.
- 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.
- Minnesota State Academies should be recognized as the "serving district" for the purpose of procedural due process requirements and safeguards.
- MASE believes increased funding for children's mental health services is essential.

MASE supports the on-going work of the NAMI group in the development of Care and Treatment education legislation with the goal of increasing collaborative efforts among multi-agencies in the provision of services to children and youth who are in need of such services.

### MASE believes

- such legislation must define District and Agency responsibilities in the placement of youth for care and treatment including tuition costs and transportation responsibilities.

## 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.
- 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.



- 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.



- 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.
- 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 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.

## Alignment with Federal IDEA Regulations

In the provision of special education and related services, MASE supports the alignment to the maximum extent possible of Minnesota standards with federal requirements.

### MASE believes

- regular, comprehensive review should be completed by special education stakeholders comparing Minnesota Special Education Rules and Statutes to federal requirements and standards.
- the expansion of Minnesota rules and regulations beyond federal standards often translates into increased procedural requirements including paperwork. These added burdens directly impact the amount of instructional time for staff working with students with disabilities and their families.
- effectively utilizing the collective wisdom of parents and special education professionals and following a consensus driven decision making model in future rule making initiatives is essential.
- the MDE complaint investigation process and procedures should be conducted with due regard to Minnesota Statute section 125A.091.

**For more detailed information...**

Please visit the MASE web site at:  
[www.mnase.org](http://www.mnase.org)

# Minnesota Administrators for Special Education

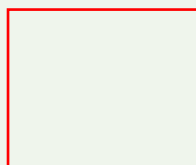


Welcome to the MASE Website

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**MISSION:** *MASE builds strong leaders who work on behalf of students with disabilities.*



**MASE** is organized to promote professional leadership, provide the opportunity for study of problems common to its members, and to communicate, through discussion and publications, information that will develop improved services for exceptional children. Further, its purpose is to foster high quality programs of professional development for members, to make studies of selected programs that relate to services to children with disabilities, improving the leadership of administrators for special education and to be active in the legislative process.

- Affiliated with the Minnesota Association of School Administrators
- Recipient of the Council of Administrators of Special Education Exemplary Unit Award 2002 and 2004 and
- Outstanding Achievement in the Area of Awards 2003, 2004, and 2005
- An Equal Opportunity Association

## NEWS...

- 2010 Benson/Stenswick Scholarship Award [Click Here](#)
- CASE Winter Institute January 27-29, 2010 [Register Now](#)
- 2009 MASE Winter Newsletter [Click Here](#)

### Join Us on MASE Legislative Advocacy:

Here is the Ning Network I set up for MASE Legislative Advocacy. You can blog, chat, post photos, videos, etc. Check it out and let me know what you think. MASE members: join the MASE Legislative Advocacy Network! Here is the place to share your news, ideas, questions, and comments. [Click Here to Join](#)

- Timelines for ADM Estimates and Selected Aid Entitlements for Calendar Year 2010 [Click Here](#)

<http://see-notes.blogspot.com/>

Questions or Comments on our Website are Welcome!  
[Quinn@mnasa.org](mailto:Quinn@mnasa.org)

## Plan to attend the 2010 MASA/MASE Spring Conference!

Thursday - Friday, March 18-19 at the Northland Inn, Brooklyn Park, MN

Mark your calendar and plan to attend the Spring Conference!

This year's conference will feature leaders linking current research and best practices. Join us and learn from our speakers and one another as we explore how leadership makes a world of difference! Our presenters include...

**Tony Wagner** has worked for more than thirty-five years in the field of school improvement, and he is a frequent keynote speaker and widely published author on education and society. Prior to assuming his current position at Harvard, Tony was a high school teacher for twelve years; a school principal; a university professor in teacher education; co-founder and first executive director of Educators for Social Responsibility; project director for the Public Agenda Foundation in New York; and President and CEO of the Institute for Responsive Education. He earned his a Masters of Arts in Teaching and Doctorate in Education at Harvard University. Tony's latest book, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need - and What We Can do About It* has just been published by Basic Books.

**William Damon** is Director of the Stanford Center on Adolescence and Professor of Education at Stanford University. Damon's current research explores how young people develop purpose in their work, family, and community relationships. He examines how people can learn to approach their careers with a focus on purpose, imagination, and high standards of excellence. Damon also has written widely about how to educate for moral and ethical understanding. Damon's work is being used in professional training programs in the fields of journalism, law, and business, as well as in character education programs at the pre-collegiate level. Damon's most recent book is *The Path to Purpose: Helping Our Children Find Their Calling in Life* (2008).

Reality check! How does what we are learning at this conference translate into "real life" back at he district? How can we bridge research to practice given the climate in which we currently work? Join Greg Vandal as he sets the stage for our afternoon discussion groups.

How does Public Participation contribute to innovative practice in our schools? What is the difference between Public Participation and Community Relations? How are leaders using processes of Public Participation to bolster student success? Our Public Participation Guide will be Deb Gurke, Governance Consultant for the Wisconsin Association of School Boards. Deb has has over 15 years of experience in public education in Minnesota, Ohio, and Wisconsin including service on the Stillwater, MN board of education. She has a Ph.D. In Educational Policy Studies from the University of Wisconsin- Madison where she studied school organizations, specifically the role the community plays in policy decisions.

Each year, Time Magazine names the "50 Best Inventions" of the year. In 2009, for the first time, Time honored a public school initiative with this distinction. Join us and hear about how New York City's School of One is teaching in a way that no traditional classroom can, because it tailors each lesson to a student's strengths, challenges, interests, and progress, using technology and a unique and flexible learning environment.

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