

MASE Strategic Plan

In the previous newsletter, I wrote about the development of MASE's Strategic Plan (MSP). Since then a lot has happened to make the strategic plan alive and understood by our members. At the annual membership meeting that took place during our fall conference, MASE board area representatives facilitated an activity with their area members present. The objectives of the activity for the participants were to:

- have fun, engaging, creative, innovative and relevant table talks to create meaning of the MSP,
- listen and embrace all voices to bridge ideas from the MSP to individual MASE areas,
- understand the MSP and identify ways in which to generate action and commitment to support collective progress, and
- identify and document symbols on a flag that demonstrate understanding and commitment to the MSP.

Thank you to everyone who attended and participated! All nine of MASE's areas were well represented at the annual meeting, ranging from 8 members to more

than 20 members. Area teams discussed things they were already doing in their area that supported and contributed to the MSP's progress and then identified ideas to expand on or enhance their work. After naming things their area could commit to do to support progress on the MSP, members tapped into their creative side and identified symbols that represented their area's commitment to the MSP.

The symbols generated consisted of words, values, action statements, pictures, and/or images of things that represented connections to the MSP.

Teams from each area (A, B, C, D, E, F-1, F2, G, and H) designed and decorated a flag with their symbols – see pictures from the activity on page 5. At the end of their activity, one representative from each area raised their flag and shared the meaning behind their symbols and art work. Teams were incredibly creative and used things such as icons, words, colors, and pictures. The symbols on the flags represented a variety of thoughts but there were also some common themes present. Words that described area member's strengths, support of others, and collaboration were top on the commonality list. Other words represented inclusiveness, creativity, focus, and innovation. Dollar signs represented the focus of special education funding, importance of understanding funding formulas and the impact of cross subsidies. Flags also included the outline of director hands, fighter jets, open books, diplomas, governmental buildings, paperwork, and people recruiting others to join our profession.



Laura Pingry-Kile

MASE President
Director of Special Services
Eastern Carver County Schools

Inside this issue

| | |
|----------------------------------|----|
| 2018-19 Business Partners | 2 |
| Executive Notes | 3 |
| Fall Conference Thank Yous | 6 |
| Legislative Update | 7 |
| Welcome New Members | 8 |
| Award Nominations | 9 |
| Leadership Nominations | 10 |
| Federal Advocacy | 11 |
| CASE Update | 12 |
| Research to Practice | 14 |
| Legal Notes | 15 |
| MASE Legacy: Dinosaurs | 17 |
| MASE Calendar | 18 |

MASE Strategic Plan continued on page 5.

Special thanks to our 2018-19 MASE Business Partners!

The MASE Business Partnerships program strengthens the ties between MASE members and their collaborative partners in the public, private and non-profit sectors. Our goal is to advance the field of special education and improve student outcomes with an emphasis on proven, evidence-based practices.

Tier 3

Edgenuity, Inc.
Grand Canyon University
Kennedy & Graven, Chartered
Kraus-Anderson Construction Company
Strategic Staffing Solutions

Tier 2

Indigo Education
Knutson, Flynn & Deans, P.A.
Ratwik, Roszak, & Maloney, P.A.
Rupp, Anderson, Squires & Waldspurger, P.A.
SpEd Forms

Tier 1

CAREI
Pemberton Law
Public Consulting Group
Speech Partners
Transition Assessments and Curriculum
TSP Architects & Engineers
UCP/Infinitec
University of St. Thomas, Department of Special & Gifted Education

Continue Rolling in 2019!

2018 is almost over and among other things we are seeing our relationships with other school advocacy groups being enhanced, including MASBO, MSBA, AMSD, MREA and MASA. This doesn't occur as if by magic. Rather, it is through hard work and relationship building on both sides. Specifically, our organization's leadership in testifying at the Senate Education Policy Committees' hearings that took place this summer and early fall. Since that time, MSBA has reached out to us asking for input as they guide their member school districts interested in pursuing special education legislation directed towards the inequities of the current finance structure. MASBO has requested representatives from MASE to present on special education finance at their annual conference, as well as at a follow-up training later in the year. Earlier this fall MASE was well represented at the MASA Fall Conference where our members delivered an overview of special education finance. We continue meeting with a special education finance work group made up of representatives from all the organizations and from across the state.

I'll defer to our lobbyist, Brad Lundell, when it comes to creating an anticipatory set for the next legislative session. Aren't you impressed that I was able to use "anticipatory set?" Not bad for a former school psychologist. Both Brad and I have reached out to the governor's staff offering to assist in any way that they may deem helpful. Our first of the Finance Bootcamps took place in Bemidji with a full house. The presenters did a remarkable job of coaching the folks in attendance. We are giving consideration to a session specifically for business directors and managers... more, should that become a reality.

I had the opportunity to visit with Assistant Commissioner Daron Korte earlier this fall. It was a valuable conversation where we were able to address concerns and misperceptions shared by both the department and our organization. I was impressed with his candor and willingness to work collegially to address some of our concerns. That is not to say that there won't continue to be challenging issues and areas of disagreement. Of particular value was our conversation surrounding the approval process for the use of funds for out of state travel. Going forward, should you believe that you made a valid case for the use of the funds and nonetheless the request was denied, you may request that the various special education divisions come together to reconsider the request. I would suggest the same

process for other denied requests, although I'd ask you to please be judicious.

A special shout out to the Professional Development Committee and the MASE office staff for a truly remarkable 2018 MASE Annual Conference. It may well have been our best attended conference, ever. I still think about what was shared by the keynote speakers, both serious and humorous. A sincere thank you to those of you who were willing to stand before your peers and present on various topics. And what about the tap-dancing directors?



John Klaber
MASE Executive Director

Finally, I had an early holiday gift that I would like to share with you. A woman that I truly did not recognize approached me recently asking if I was John Klaber, the former special education director in Mankato. She went on to thank me for our district's willingness to support her son's out-of-district residential placement. Her son now lives in the community, works in a sheltered employment setting and is a happy and well-adjusted individual. As she spoke, I recalled her son as a student with significant behavioral and emotional challenges who very easily could have been a candidate for institutional services throughout his life. I'd like to believe that our early support for those significant and expensive services made for a truly positive outcome for this student, his family and the community.

It is hard to believe that we are fast approaching the midway point of yet another school year...continue to do the good work that you do and take care of yourselves (and others)! ●

Save the Date!



MASE
Best Practices
May 15-17, 2019
Madden's Resort, Brainerd

MASE IMPACT
Winter 2018

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:

Dave Christians

Associate for Leadership Support and Communications
1884 Como Avenue • St. Paul, Minnesota 55108
(651) 789-4061 • dchristians@mnasa.org

2018-19 BOARD OF DIRECTORS

President

Laura Pingry-Kile

Director of Special Services, Eastern Carver County Schools

President Elect

Cheryl Hall

Director of Special Services, Northfield Public Schools

Past President

Diane McCarron

Director of Special Education, SWWC Service Cooperative

Secretary (16-20)

Erin Toninato

Director-Region 9, SC Service Cooperative

Interim Treasurer (18-19)

Todd Travis

Director of Special Education, Midwest Special Education Cooperative

Area A (18-20)

Judd Fredstrom

Assistant Director of Special Education, Area Special Education Cooperative

Area B (17-19)

Dena Hagen

Director of Special Education, Northern Lights Special Education Cooperative

Area C (16-20)

Shannon Erickson

Director of Special Education, Fergus Falls Area Special Education Cooperative

Area D (17-19)

Jamie Nord

Executive Director, St. Croix River Education District

Area E (18-20)

Mindy Christopher

Special Education Coordinator, SWWC Service Cooperative

Area F-1 (17-19)

Sarah Mittelstadt

Director of Special Services, Southern Plains Education Coop.

Area F-2 (16-20)

Robert Dehnert

Director of Special Services, Faribault Public Schools

Area G (17-19)

Kim Chalmers

Director of Special Services, Farmington Area Public Schools

Area H (18-20)

Deb Anderson

Director of Special Education, Prior Lake-Savage Area Schools

MASA Component Group Representatives:

Janell Bullard (18-19)

Director of Special Education, MAWSECO

Renae Ouillette (2017-20)

Exec. Director of Student Services, Lakeville Area Public Schools

Retiree Representative (17-19)

Nan Records

National CASE Liaison (18-20)

Cheryl Johnson

Executive Director, Goodhue County Education District

MNCEC Liaison (13-19)

Marcy Doud

Assistant Superintendent, West. St. Paul-Mendota Heights-Eagan Area Schools

Executive Director

John Klaber

2019 MASE Leadership Issues
(Formerly "Rural Issues")

January 24, 2019

April 25, 2019

Benton Stearns Education District

Sartell, MN

10 am - 2 pm

Agenda:

10 am - Build Agenda

10:15 am - Discussion

12 noon - Lunch

2 pm - Adjourn

Join your colleagues from across the state for
good company and great discussion about current
topics in special education leadership!



User Friendly: easy to learn and use.

MN Specific: continuously updated to
remain compliant with MN standards.

Student Transfers: electronic exchange of
the entire special education record.

Responsive Support: Although problems
are rare, should one arise, it is typically
resolved within 10 minutes or less.

Special Education Finance Bootcamp

Register at gced.k12.mn.us

Five regional dates

Topics Covered:

Overview of Special Ed. Funding

Understanding your district's SpEd Comprehensive Aid Report

Maximizing your Revenue

Time & Effort Reports

Cross Subsidy Calculation

Tuition Billing

Q&A Session and much more!

IMPACT is your newsletter and we encourage your input!

If you have ideas or an article to share, please contact us at
(651) 789-4061 or send an email to dchristians@mnasa.org.

MASE Strategic Plan from page 1.

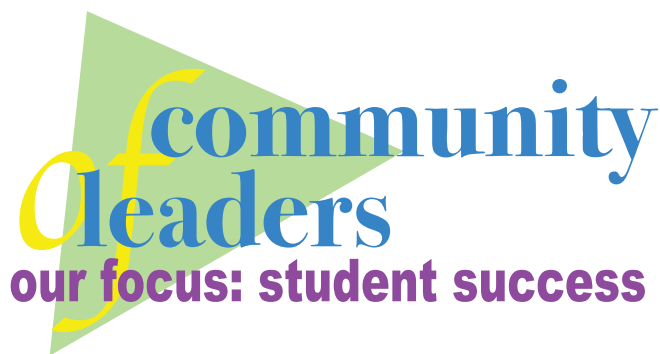
There was a general sense that by working together, we CAN make a difference and support continued progress on the goals in the MASE Strategic Plan. Through collective and creative capabilities of diverse teams, unique ideas to solve complex challenges were shared. The activity brought MASE members from different parts of the organization together and honored different knowledge, expertise and input.

Symbols are powerful and communicate messages. I encourage each area to keep their flag raised and alive. Together, we can accomplish our strategic plan. ●

Have You Moved?

Help us keep track of you (and keep your MASE benefits and services coming to you). Please give Deb a call at (651) 645-6272 or (866) 444-5251 or email members@mnasa.org. Deb will update your records. If you have new colleagues in your area who are not MASE members, please let us know and we will send membership information to them.





SAVE THE DATE!
2019 MASE Fall Leadership Conference
 Wednesday-Friday
 October 23-25, 2019
 Cragun's Conference Center, Brainerd

Thanks to everyone who made our 2018 MASE Fall Leadership Conference a great success! We had three wonderful days of learning, networking, and fun.

Congratulations to Area D, who tap danced their way to winning the coveted Wine Tasting Trophy!

Congrats to Gary Lewis, 2018 Legacy Award recipient. You can read the full news release about Gary Lewis at www.mnase.org.

Thanks to all who participated in the fundraising events — because of your generosity, **we raised \$6,575 for MNSELF.**

And thanks to our business partners and exhibitors for their valued support!

CEUs were emailed to conference participants on October 30 from members@mnasa.org.

Conferences presentations and handouts can be found on the MASE website at www.mnase.org/fall-conference-handouts.

2019 MASE Legislative Platform Online!

The 2019 Minnesota Legislative Session begins on Tuesday, January 8 and MASE will be at the Capitol to support the Association's legislative priorities. Thank you to all of you who participated in the development of MASE's 2019 platform, especially the Legislative Committee Members, Area Representatives, and members who offered input and feedback. We will also provide the services and support you need to actively advocate for your own students, staff and community.

Please contact your senator(s) and representative(s) personally to briefly introduce yourself and tell them that they will soon receive a copy of the MASE legislative platform for this year. This is a great way to reconnect if you already have a relationship with the person or to introduce yourself as a resource for them in the area of special education if you have not talked with them in the past.

The 2019 **MASE Legislative Platform** document and the expanded platform is available at www.mnase.org/legislative.

This document will also be sent to the Governor and all legislators, education lobbyists, other education associations, and MDE leaders. The platform features four key areas of focus:

- Improve Student Outcomes through Emphasis of Evidence-Based Practices
- Increase Educational Efficiency
- Increase Qualified Special Education Candidates
- Support a Single Special Education Funding Formula that is Stable, Equitable Across Districts, and Simplified to be Predictable and Consistent

MASE has a wealth of information on our web site that may come in handy during the session. See our legislative page, www.mnase.org/legislative for info and resources.

Your leadership is crucial to insure that policymakers have the information they need to make sound decisions that support all students. Thank you for all you do to lead on behalf of MASE's mission: MASE builds strong leaders who work on behalf of students with disabilities!



LEGISLATIVE *update*

The 2019 Legislative Session is just around the corner and there will be some big changes as a result of the 2018 general election. The DFL caucus is now in control of the Minnesota House of Representatives with a 75-59 majority. The change in leadership of the House means that there will be new committee chairs. Representative Jim Davnie (DFL-Minneapolis) will be the chair of the House Education Funding Committee. Representative Davnie was first elected to the Legislature in 2000 and has been a member of an education-related committee throughout his entire legislative service in addition to being a teacher earlier in his career, so he brings a wealth of education knowledge and experience to the table. The new House Education Policy chair is Representative Cheryl Youakim (DFL-Hopkins), who was first elected to the House of Representatives in 2014. Representative Youakim is a relative newcomer to the education-related legislative committees, but she has a strong background in education with experience as a special education paraprofessional and service on several committees for the Hopkins school district.

The State Senate remains under Republican control with a 34-33 majority, but there has been some change in the committee structure. With the departure of Senator Michelle Fishbach, who served as President of the Senate, Senator Jeremy Miller (R-Winona) has taken her place in that role and surrendered his chairmanship of the Jobs and Economic Growth Policy and Finance Committee in the process. Chairmanship of that committee was moved to Senator Eric Pratt (R-Prior Lake), who was chair of the Education Policy Committee. With Senator Pratt's move, Senate leadership decided to combine the Education Funding and Education Policy committees into one committee that will be chaired by current Education Funding chair Senator Carla Nelson (R-Rochester).

On top of these changes was the election of a new Governor with former Congressman Tim Walz defeating Hennepin County Commissioner Jeff Johnson by ten percentage points. Governor-elect Walz has a long history in education as a former teacher and coach and throughout his campaign he talked about the importance of funding schools adequately and equitably. With the election of a new Governor, it makes changes in the leadership at the Minnesota Department of Education likely, but not certain. In the event current Commissioner Brenda Cassellius and her team move on, it is incumbent upon the education community to show their appreciation for the tireless leadership provided by Commissioner

Cassellius during her time in that important role. Her openness and willingness to tackle difficult topics is to be lauded.

The other big news that has recently transpired is the announcement that the state budget forecast came in showing \$1.5 billion in revenue above the projected expenditures. It's always important to remind people of the word "projected" when discussing budget surpluses and shortfalls. At this point in time, economic performance is humming along with low unemployment and increases in wage growth. This means the state is collecting revenue above what was projected at the end of the last biennium. That doesn't mean that there won't be a hiccup in economic performance that could lower the projected surplus. In the event of a major downturn in the economy, that surplus could conceivably turn into a deficit. That is not likely in the short term, but the Governor and Legislature will likely take a cautious approach to spending and tax reform in 2019.

What does this mean for special education? The growing level of school district funding moving from districts' general funds to pay for special education costs has certainly caused a number of education organizations to put increased special education funding on their 2019 legislative wish list. While the amount of special education funding is obviously important, the current formula also has a number of issues that need to be ironed out in order to make funding more equitable and predictable. MASE, along with an interested group of business officials, has been working over the interim to hone a message that will attempt to accomplish these goals.

As your lobbyist, I am always seeking input from the field as to how to address these issues and I can be contacted at 612-220-7459 (cell) or lundelllegislative31@gmail.com if you have thoughts about how MASE should proceed. I also plan on providing a weekly report on legislative matters to MASE members throughout the session.

2019 may be a year when big things in education can happen. MASE members need to be prepared to act energetically to this opportunity and I am honored to help membership with this effort. ●



Brad Lundell
MASE Lobbyist

WELCOME

new members

Anne Bolstad, Special Education Coordinator, South Washington County Schools

Fhonda Contreras, Director of Special Services, Hopkins Public Schools

Amber Dahlstrom, Special Education Coordinator, Eagle Ridge Academy

Ken Decoster, Assistant Principal of Special Services, Grand Rapids School District

Jessica Emerson, Director of Student Support Services, Belle Plaine Public Schools

Shannon Flegel, Special Education Coordinator, Cannon Valley Special Education Cooperative

Lisa Froehlich, Special Education Supervisor, Robbinsdale Area Schools

Joni Irvin, Horizon Setting III Coordinator, Austin Public Schools

Ivy Jorgenson, Special Education Coordinator, Lake Agassiz Special Education Cooperative

Mandy Kasowicz, Student Services Support Supervisor, Minnetonka Public Schools

Katie Katzner, Administrative Intern, Minnetonka Public Schools

Brennan Kent, Assistant Director of Special Education, SWWC Service Cooperative

Melissa Knettel, Assistant Director of Student Support Services, Prior Lake-Savage Area Schools

Sarah Knudsen, Director of Special Education, Winona Area Schools

Michele Kvikstad, Special Education Supervisor, Bloomington Public Schools

Kristen Laffe-Thao, Assistant Director of Special Education, Prior Lake-Savage Area Schools

Amy Larkin, Manager of Special Services, St. Michael-Albertville Schools

Kristin Laughlin, Student Services Support Supervisor, Minnetonka Public Schools

Krista McElligott, Special Education Teacher, South Washington County Schools

Charles Norton, Assistant Director of Special Education, Hiawatha Valley Education District

Theresa O'Donnell, Special Education Coordinator, Lionsgate Academy

Tiffany Palmer, Student, Bemidji Area Schools

Emily Peterson, Special Education Coordinator, Spring Lake Park Schools

Bailey Rettmann, Regional Director of ELC's, SWWC Service Cooperative

Christi Sickel, Special Education Supervisor, Northland Learning Center

Jackie Skelly, Director of Special Education, Itasca Area Schools Collaborative

Rebecca Sonnek, School Psychologist, Waconia Public Schools

Theresa Starkman, Assistant Director of Special Education, South St. Paul Public Schools

David Thompson, Student Services Support Supervisor, Burnsville-Eagan-Savage School District

Allana Walsh, Special Education Supervisor, Anoka-Hennepin School District

Eric Weber, Director of Programs & Evaluation, Freshwater Education District

Alexis Wilde, Director of Special Education, Bemidji Area Schools

Janet Williamson, Special Education Teacher, Eastern Carver County Schools

Award Nominations Are Open Until January 7, 2019

Each year, MASE provides an opportunity to recognize outstanding members who are dedicated leaders and advocates for children and Minnesota education. We encourage you to consider nominating yourself or a colleague for recognition. Nominate someone who you feel reflects the qualities of a leader who is committed to education and who is an exemplary representative of MASE. Please remember that anyone can nominate for MASE awards. Please feel free to share award nomination information with your staff and community.

All the award applications can be found on the MASE homepage or at www.mnase.org/awards - look in the right hand column.

All nomination materials are due to dchristians@mnasa.org by the end of the day **January 7, 2019**.

2019 MASE Distinguished Service Award

Nomination form and info: www.mnase.org/mase-distinguished-service-award.html

MASE has periodically selected recipients to receive the MASE Distinguished Service Award. The award is presented at the MASE/MASA Spring Conference. The award is not necessarily given on a yearly basis, but is presented when a recipient of particular merit is identified.

2019 Special Education Administrator of the Year Award

Nomination form and info: www.mnase.org/mase-special-education-administrator-of-the-year

The MASE Board of Directors established this award for members in the spring of 1991, and the first awards were presented at the 1992 Spring Conference. The purpose of the award is to honor one or more administrators from throughout Minnesota for excellence in special education leadership.

2019 MASE Legacy Award

Nomination form and info: www.mnase.org/mase-legacy-award

An important focus of the work of MASE is the support of emerging educational leaders. The MASE Legacy Award recognizes a member for their commitment to encouraging, developing, and mentoring leaders who reflect MASE's mission.

2019 MASE New Special Education Leader Award

Nomination form and info: www.mnase.org/mase-new-special-education-leader

This award is given annually to a new leader who exhibits the leadership excellence required to be effective in challenging times. These skills include: a willingness to risk, an ability to collaborate, skills in listening and communicating, and a broad understanding of the educational system. Further, this award is given to a new leader who has demonstrated passion and commitment to the MASE mission of shaping policies and practices which impact the quality of education for students with disabilities.

MASE Nomination FAQ's

Who can nominate?

MASE voting members may nominate officer candidates. Anyone may nominate award recipient candidates.

How do you submit a nomination?

Complete the nomination form(s) and submit to the MASE office by January 7, 2019.

Where do I get the nomination forms?

Forms are sent to all members via email and are available on the MASE web site (www.mnase.org).

Is it required that you nominate through your region?

No.

Why does the committee need all the information for the award nominations?

To make a well considered and deliberate selection.

Leadership Nominations Are Open Until January 7, 2019

Nominate someone who you feel reflects the qualities of a leader who is committed to education and who is an exemplary representative of MASE!

Nominations for MASE Leadership Positions

MASE officers must be:

- *Active Members in good standing in MASE.
- *Members of CASE while serving their terms of office.

Nominations are open until **January 7, 2019** for the MASE offices of: **President-Elect** and **Treasurer**.

Fill out the online nomination forms at: <https://www.surveymonkey.com/r/PXG6X78>

MASE President-Elect (2019-20)

The President-Elect serves one year, followed by one year as President and one year as Past President.

Duties as President-Elect:

The President-Elect shall serve in the event of resignation or absence of the President. S/he shall serve as Co-chair of the Strategic Planning and Federal Advocacy Committees, appoint a Chair/Co-chair-Elect to each Standing Committee, and have such other responsibilities as necessary in regard to matters as delegated by the President and/or Board of Directors.

The President-Elect travels to Washington, D.C. for CASE summer legislative and CASE fall Board meeting.

Duties as President - 2020-21:

The President shall preside at the annual business meeting of MASE and at the meetings of the Board of Directors. S/he shall appoint ad hoc committee chairpersons subject to the approval of the officers. This officer shall act for MASE between annual meetings, clearing, by mail, telephone, e-mail or other forms of electronic communication whenever necessary, important actions with the officers. The President, or such alternate as s/he may designate, shall represent MASE at meetings of other groups where MASE representation is desired or required. The President may appoint a parliamentarian to serve at all business meetings of MASE. The President shall serve as a standing member of the Business Partnership Committee.

MASE Treasurer (2019-21)

The Treasurer serves a two year term.

Duties as Treasurer:

The Treasurer shall oversee the receipt and disbursement, upon proper authorization, all funds of MASE. S/he shall keep an accurate record of receipts and expenditures, and present a report at each annual meeting. The Treasurer shall draw up a proposed budget for the forthcoming year and submit it at the annual business meeting. S/he shall carry on financial and other responsibilities as necessary in regard to matters as delegated by the President and/or Board of Directors.

The Treasurer chairs the Business Partnership Committee.

The Business Partnership Committee:

1. Recruits MASE business partner members;
2. Monitors business partner member relationships;
3. Reviews and makes recommendations to the MASE Board of Directors regarding business partner membership benefits; and
4. Performs other similar duties at the direction of the President and/or Board of Directors.

We encourage you to nominate yourself or a colleague who you feel would be a strong leader for MASE. If you nominate a colleague, please contact your nominee to ask them whether or not they are interested in running for the position-and so that they know you have nominated them!

The MASE Directory can be found online at www.mnase.org/member-directory — password: MASE2018

Fill out the online nomination forms at www.surveymonkey.com/r/PXG6X78

Nominations are open until January 7, 2019.

Storming the Hill - Putting our MASE Strategic Plan in Action

In early July, 266 Special Education advocates arrived in Washington D.C. and prepared to "Storm the Hill" during the 2018 CEC Special Education Legislative Summit, July 8-11. John Klaber, MASE Executive Director; Cherie Johnson, MNCASE Representative and I attended the legislative Summit to prepare for our visits with members of Congress from Minnesota. We also participated in a rally at the Capitol to support the STRIVE Act (Supporting the Teaching Profession Through Revitalizing Investments in Valuable Educators). The bill was introduced and Co-sponsored by Senator Cory Booker (D- NJ) which addresses the teacher shortage through investing in teacher preparation programs and financial assistance to encourage diversity in the teaching profession.

Over two days of the summit we prepared for our visits, heard from experts on the issues briefs and participated in roundtable discussions to develop our "stories" for conveying the four key messages to our elected representatives and their staffers.

Our delegations shared four critical issues:

1. Appropriations: Fully fund IDEA Part B and Part C in FY 19: we shared the impact the Cross Subsidy has in our districts. Fully Funding special education helps all children.
2. Keep Public Funds in Public Education
3. Special Education Teacher and Early Intervention Provider Shortages: Continue to support scholarships, TEACH Grant Program, Teacher Loan Forgiveness Programs
4. Social Emotional Learning, Positive Climate, and Mental Health Supports.

Early in October the U.S. House and Senate, for the first time in nearly 10 years, were able to finish conferencing and pass the Labor, Health and Human Services (LHHS) appropriation bill for FY19. The LHHS bill funds education and other areas. A couple of items related to our platform were addressed in the final bill:

- The bill rejects the Trump administration's proposals to fund vouchers and privatization priorities, as well as proposed program eliminations and the proposal to consolidate USED within the Department of Labor.
- IDEA received a slight increase, \$87m ●



Cheryl Hall

Director of Special Services
Northfield Public Schools
MASE Federal Advocacy
Co-Chair
2018-19 MASE President-Elect

2019 MASE Day at the Capitol Tuesday, March 21, 2019

Time: Meeting will begin at 8 am
Location: Best Western Capitol Ridge
Room: Capitol Hall 2

The day will begin with a hot breakfast and legislative meeting starting at 8 am at the Best Western Capitol Ridge and the group will then head to the Capitol to meet with various legislators. The group will then reconvene back at the hotel at around 2:30 pm.

All MASE members are welcome to attend!

If you need lodging, please call the Best Western Capitol Ridge at 651-227-8711 to request a room in the MASE room block.

MASE Legislative Resources

Be sure to check out MASE Lobbyist Brad Lundell's blog (see-notes.blogspot.com) for his ongoing updates and commentary. You can reach Brad at 612-220-7459 (cell) or lundelllegislative31@gmail.com.

Members will receive legislative email updates during the session too!

If you are not receiving the session updates please contact: members@mnasa.org

www.mnase.org/legislative has all of MASE's legislative resources including:

MASE Legislative Platform
Directories for the MN House and Senate

CASE Winter Hybrid Conference Will Be Ready

Cheryl Johnson, Executive Director, Goodhue County Education District, CASE Liaison

The Council for Administrators of Special Education (CASE) is holding a conference March 7-8, 2019 on Data Driving Accountability: Actualizing the Promise through Practice. For many of us, it's hard to get away for several days to an out of state conference! However, the Winter Conference is a HYBRID conference, enabling people to still attend via a virtual link to the conference. And, to make the conference even more accessible, if you can't attend a hybrid conference on March 7-8, you can purchase a CD-ROM and experience the conference at a later time and as many times with different groups as you want! The speakers leading the conference will be Julie Weatherly, Esq. and various team members from the National Association of School Psychologists. Consider holding a hybrid conference in your district or region! The price is per site, enabling you to invite as many others to join you as you wish with no additional cost. If you purchase the CD-ROM you can use it as often as you wish. You may want to share the cost of the hybrid conference within your region. You can even offer it at a different time so that you can have discussions around the topics and information shared by Julie Weatherly, Esq. and the others. There are many ideas and flexible ways to get this important and practical information and resources out to people and to build it into staff development over time. Go to the CASE website www.casecec.org for registration and conference information. Team with people in your district or region! Remember, one price and you can have as many people in your group as you wish and have Julie Weatherly, Esq. and NASP team members provide you with practical information and resources!

Input on Legislative Issues at CASE Board Meeting

Just as MASE provides leadership and support to our members in Minnesota, CASE does the same at the national level in order to shape policies and practices that impact the quality of education for students. CASE brings together representatives from the state chapters (in Minnesota, our MASE organization) to provide input and guidance to the work that needs to be done. In November, Cheryl Hall and I attended the CASE Board with representatives from nearly all states and territories. During the board meeting, one of the areas discussed was the CASE Legislative Platform. Even though IDEA may not be on the table right now

to reauthorize, CASE has worked with the Council for Exceptional Children (CEC) to bring together other partners (such as AASA and NASP) to coalesce around important recommendations. When Congress begins this critical work, a set of recommendations from a comprehensive set of partners will be ready.

The key issues that remain a part of the Legislative Platform for CASE are:

- Ensuring IDEA protections for students yet acknowledging that paperwork reduction and a decreased focus on compliance are essential as we still work to be accountable under the law.
- Funding of IDEA, beginning with restoring funding to the levels states and districts received under the American Recovery and Reinvestment Act.
- Changing maintenance of effort (MOE) requirements focused on ensuring appropriate services are provided, rather than on the specific amount expended, as well as recommending additional exceptions than currently allowed under MOE.
- Accessing increased Medicaid funds to offset high costs incurred.
- Supporting access to mental health services that are coordinated with community providers.
- Supporting early childhood education with increased funding for comprehensive and coordinated system with inclusive programming for all children with disabilities.
- Preventing bullying and harassment by funding additional research on programs targeted to reduce levels of bullying and harassment in order to know which school based interventions are appropriate.
- Reforming dispute resolution procedures by emphasizing positive aspects of resolving concerns of both parents and schools.
- Supporting development of seclusion and restraint regulations and providing additional funding to assist states in efforts to train all staff.
- Opposing publicly funded subsidies of private education since public education is essential to providing equitable opportunities and outcomes for

CASE Update continued on page 13.

CASE Update from page 12.

all students.

- Supporting high quality preparation for all educators, including addressing chronic shortages in special education.
- Addressing disproportionality but allowing greater flexibility with Coordinated Early Intervening Services, including greater flexibility in how districts with disproportionality can use the set aside dollars.

As you can see, the platform is long, but includes issues that impact the work that we do every day in Minnesota. If you would like more information about the issues and recommendations, please let Cheryl Hall or me know. The work involves all of us across education and it's positive to know that CASE has been active in pulling together so many different partners to support the work we all do for the benefit of all students.

CASE has many committees that work hard on the national level to support our work at the state and local level. Two areas of focus for these committees are involvement in an Early Career Work Group and on the NCLD SLD Definition Work Group. At the request of CEC, the Interdivisional Caucus (IDC) will be working toward recommendations for divisions and units around activities to support those in the early parts of their career and for students who are planning to enter as professionals into the field of special education. This work compliments our state focus on recruitment and retention. This subcommittee of IDC, of which CASE is a member, will submit recommendation back the CEC board upon completion. I will keep MASE members up to date as this work progresses. The second focus area mentioned above is work on a new definition of SLD. CASE is an active participant in a collaborative work group led by NCLD to consider a new definition and new criteria for special education evaluation specific to SLD in preparation for the reauthorization of IDEA whenever that may come to pass. The work is complex given the variety of perspectives at the table but the discussion is rich and I have confidence that the work will results in forward movement and improvement on the topic. As new information is available, we will share that with you.

Finally, please remember that CASE has a rigorous product review committee. A current list of CASE Endorsed Products can be found here. Nearly all of the endorsed products provide a benefit to CASE members. I encourage you to review this list periodically and avail yourself of this CASE membership benefit.

Lastly, please do not hesitate to reach out to me, as your CASE Representative with questions or concerns.

Call to Action from the CASE Research Committee

From time to time, CASE will have requests from researchers and if the CASE Research committee feels the results would be of significant benefit to our members they agree to facilitate the collection of data. They do try to keep these requests to a minimum!

Following are two survey requests. Many of you may already have responded to these surveys. If you haven't, please help out by doing so now.

The first survey is an IRB approved research study examining special education academic assessment practices in the United States of America. Your participation is requested because you are a special education administrator and your input is vital to this study.

The information gathered in this study is intended to help provide data regarding who administers the tests of academic achievement used for special education eligibility, and what training these professionals have in this area. As there is currently limited information on this topic, this information is important for determining the assessment training needs of educators.

Participants who complete the survey will be eligible to participate in two drawings for Amazon gift cards worth \$150 each.

Please complete the survey at: <http://bit.ly/2zN3mPu>

The second survey was sent out by the Institute of Education Science (IES) and the Jefferson Education Exchange (JEX). You can take the survey online: <http://bit.ly/2PpcVJq>

On November 27th CASE participated in Conversations to Elevate Educator Voice in the National Research Agenda, a convening hosted by the JEX in partnership with the U.S. Department of Education's IES. This convening was an opportunity for CASE and 50+ other educator associations to learn more about IES and its resources and reflect upon our capacities and role in bridging the gap between IES research/ resources and our members. We need to hear from you! As one of our members, your voice is critical, and we want to know what you need.

At the end of the survey, you will have the opportunity to enter your name into a drawing for one of three iPads!

Thank you for participating in one or both of these surveys, sharing your voice and becoming a part of informing our practice! ●

RESEARCH TO *practice*

When Evidence-Based Practices do not produce desired effects: Should we throw the baby out with the bathwater?

This month, Education Week re-ran an article that was originally published on November 6th, 2015 titled “Rtl Practice Falls Short of Promise.” I responded to this article in the December 2015 MASA and MASE newsletters. Since Education Week chose to re-run the article, I think it is worth reviewing my previous newsletter article. In addition, there have been several rebuttals published. Links to these articles are included at the end of the article.

Nowadays, many administrators embrace the notion of using research to inform policies and practices in schools. But, what happens when policies, practices, and frameworks that are empirically supported through rigorous research do not produce the desired results when implemented in school settings? Should we abandon those practices and start over? Unfortunately, this scenario happens more often than not. In fact, the Institute of Education Sciences (IES) recently released the results of a research study evaluating Response to Intervention (Rtl) practices for elementary school reading on November 6th, 2015. Response to Intervention (Rtl) is an empirically validated framework shown to produce positive outcomes for students when implemented with fidelity. Many districts around the country are in the process of implementing this framework, and Rtl is supported in ESEA and IDEA legislation. The IES study compared a reference sample of elementary schools in 13 states to an impact sample of 146 elementary schools with three or more years of implementing the Rtl framework in the area of reading. This study did not focus on the overall effectiveness of Rtl, rather, it focused on comparing students who scored just above the district identified proficiency target to students who scored just below. One of the findings that is generating a great deal of interest is that for students who score just below the school-determined eligibility cut point in Grade 1, assignment to receive reading interventions did not improve reading outcomes and, in fact, produced negative impacts. After the findings of this study were released, my e-mail account was flooded with reactions and questions regarding the study. The most common response was “panic” and whether this study meant that districts should stop implementing

an Rtl framework. The short answer is no.

Before I expand on my response, I think it is helpful to briefly review the key research behind effective use of Rtl known as implementation science. Implementation science is the study of methods that influence the integration of evidence-based interventions into practice settings. Implementation science helps answer the following questions: Why do established programs lose effectiveness over days, weeks, or months? Why do tested programs sometimes exhibit unintended effects when transferred to a new setting? The real message around implementation science is that effective intervention practices or models coupled with ineffective or inefficient implementation will result in ineffective, unsustainable program and outcomes! Implementation science focuses on stages of implementation over time and implementation “drivers” that provide the infrastructure needed for effective implementation that support high fidelity, effective, and sustainable programs.

Circling back to the recent Rtl study, were the results surprising? Not really. As a field, we recognize the difficulty around scaling up evidence-based practices. The results of the Rtl study confirmed that it really was a study about “scaling” and not about the effects of the framework on student outcomes. It confirmed that it is difficult to implement educational initiatives on a large scale. While an in-depth analysis of the study is outside the scope of this article (the report was over 300 pages long), there are some important “takeaways” from the study. First, effective universal instruction (Tier 1) is critical and needs to be the priority. All too often, I have observed districts with large numbers of students below proficiency standards who devote most of their time, energy, and resources to developing Tier 2 and 3 interventions



Kim Gibbons, Ph.D.
Director
Center for Applied Research
and Educational Improvement
(CAREI)

Research to Practice continued on page 16.

Setting the Record Straight on Animals in Schools:

Addressing Requests to Allow Animals in Schools in School District Policy, IEPs and Section 504 Plans

These days, it seems that fielding a request for an animal to accompany a student to school is less a question of "if" and more a question of "when." It is important that school districts have policies and procedures in place for dealing with these requests. Because school districts have specific legal obligations with respect to service animals, school districts should verify that any policies and procedures are in compliance with the Americans with Disabilities Act ("ADA").

With respect to service animals, school districts have specific obligation under the ADA. Specifically, school districts are obligated to modify their policies, practices, or procedures to permit the use of a service animal by an individual with a disability including parents, students, staff, and visitors. School districts must allow an individual with a disability to be accompanied by a service animal in all areas of a school district's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go.

Under the ADA, the term "service animal" is narrowly defined as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability." If an animal does not meet the requirements of this definition, it is not a service animal. The ADA has similar provisions for allowing miniature horses to be recognized as service animals. However, no other animals are recognized as service animals under the ADA.

As a notable aside, as of August 1, 2018, it is illegal in the State of Minnesota for someone to intentionally misrepresent an animal as a service animal. See *Minn. Stat. § 609.833*. Under the new law, a person may not, directly or indirectly through statements or conduct, intentionally misrepresent an animal in that person's possession as a service animal in any place of public accommodation to obtain any rights or privileges available to a person who qualifies for a service animal under state or federal law knowing that the person is not entitled to those rights or privileges.

Because there are a number of potential missteps that could expose a school district to legal claims

and possible liability, staying up-to-date on this area of law is essential. School district policy should therefore reflect that requests to have service animals on school premises will be handled in accordance with the ADA. Policies should be reviewed on a regular basis to incorporate any changes to this evolving area of law and should be enforced consistently.

In order to ensure compliance with the ADA, school districts must take into account several legal provisions. For one, when a student or other individual requests to have a service animal at school, the school district may only inquire as to whether the animal is required because of a disability and what work or task the animal has been trained to do. However, if it is readily apparent that an animal is trained to do work or perform tasks for the individual, the school district should avoid making these inquiries altogether. In addition to only being able to seek a limited amount of information, school districts are also not allowed to require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

Additionally, the ADA's implementing regulations also preclude a school district from asking or requiring an individual with a disability to pay a surcharge or to comply with other requirements generally not applicable to people without pets. In 2015, a federal court determined that asking the family of a student with a disability to (1) obtain additional immunizations for the student's service dog, above and beyond what was required by state law; and (2) carry liability insurance for the service dog would "constitute an impermissible discriminatory practice." *Alboniga v. School Board of Broward County, Fla.*, 87 F. Supp. 3d



Christian R. Shafer
Attorney
Ratwik, Roszak & Maloney, P.A.



Elizabeth M. Meske
Attorney
Ratwik, Roszak & Maloney, P.A.

Legal Issues continued on page 16.

Legal Issues from page 15.

1319, 1339 (S.D. Fla. 2015).

It is also important for school districts to clarify the role of a service animal in the student's Individualized Education Plan ("IEP") or Section 504 Plan. If the use of a service animal is noted in the IEP or Section 504 Plan, the school district should specifically clarify how it is addressing the student's needs to ensure the student is receiving a Free Appropriate Public Education ("FAPE"). The IEP should first consider whether the service animal is required to provide a FAPE. If the service animal is **not** required for the student to receive a FAPE, the IEP or Section 504 Plan should clearly state as much. For example, the plan could include language to the effect of: "Student A does not need a service animal to receive a FAPE. However, we recognize the student's right to have a service animal accompany him or her to school pursuant to the ADA."

School districts are not generally responsible for the care or supervision of the service animal. That being said, there may be instances where school district staff may need to assist the student with the care of his or her service animal if doing so is a reasonable accommodation. This is true regardless of whether the service animal is necessary for the provision of a FAPE. See, e.g., *Alboniga*, 87 F. Supp. 3d 1319.

Unlike service animals, school districts do not have a specific obligation to permit individuals to bring therapy animals or emotional support animals to school. Such requests are generally subject to the ADA's "reasonable accommodation" standard. In the case of students with disabilities, however, requests to be accompanied by an emotional support animal or therapy animal must be considered by the student's IEP team. Notably, the term "consider" is not synonymous with "accept," "agree," or "incorporate." *K.E. v. Independent School District No. 15*, 647 F.3d 795, 805-06 (8th Cir. 2011). An IEP team "considers" parental input when it discusses it at a team meeting. *Id.* Accordingly, requests for therapy animals or emotional support animals may be denied so long as the IEP team considered the request and determined that the accommodation was not necessary to provide the student a FAPE. For a student who is not eligible under the IDEA but is receiving services under Section 504 of the Rehabilitation Act, the student's 504 team would be required to engage in a similar process to determine whether the therapy animal or emotional support animal is a necessary accommodation. ●

Research to Practice from page 14.

for all students below target. Unfortunately, most districts do not have the resources to provide supplemental and intensive interventions to all students below target. More energy and resources need to be directed at improving universal instruction to prevent large numbers of students from needing supplemental and intensive support. Second, districts need to identify effective interventions that match students' needs. While many of the buildings in the "impact study" reported using Tier 2 interventions, we do not know whether interventions were research-based or matched to student need. Many schools in the study focused their interventions in the area of fluency, vocabulary, and comprehension, but even if the study demonstrated that the right students were selected and received intervention (which was not the case), the quality of what students received at Tier 2 appears to have been inconsistently implemented and not matched to the needs of the students. Would we expect students to benefit from an intervention that did not target their skill deficit? Finally, collecting data on the fidelity of implementation of interventions is extremely important so that decisions about effectiveness of interventions are based on interventions that were actually implemented correctly and with adequate time and frequency. While participants in the Rtl study were asked about fidelity, it was not directly assessed. So, at the end of the day, it is hard to know what actually occurred during the Tier 2 interventions.

In summary, why do established programs lose effectiveness over days, weeks, or months? Why do tested programs sometimes exhibit unintended effects when transferred to a new setting? My message is that it is all about implementation. Districts must use implementation science to bring evidence-based practices to scale, AND they must collect objective data on the fidelity of implementation. Let's not throw the baby out with the bathwater when we find unexpected outcomes. Rather, let's continue focusing on the research and providing assistance to districts around "implementation drivers" and fidelity of implementation. CAREI is here to help! ●

Links to other responses:

Shinn, M. R., & Brown, R. (2016). Much ado about little: The dangers of disseminating the RTI outcome study without careful analysis: <http://bit.ly/2S7Vuil>

Wisconsin School Psychologist Association: <http://bit.ly/2S6nKCz>

Dinosaurs

Gary Lewis' acceptance speech for the 2018 MASE Legacy Award at the MASE Fall Leadership Conference

Dinosaurs are a metaphor for those of us who worked in schools before passage of Public Law 94-142. There are only a few of us dinosaurs left – and we are rapidly becoming extinct.

We dinosaurs had an incredible advantage over those who entered the profession later. We saw what existed before federal law mandated that all children with disabilities receive a free appropriate public education. Those memories empowered us to keep moving forward even when our energy reserves ran low – or as Don Krukow¹ used to say, it "put a fire in our bellies."

Allow me to share my dinosaur story.

During my training as a school psychologist, I had practicum experiences both in Eau Claire Public Schools and at the Northern Wisconsin Colony and Training School. Northern Colony was a residential facility for individuals with developmental disabilities. While it included a school and an operational farm where higher functioning residents did menial work, many residents were simply warehoused in huge, understaffed dormitories.

One of my practicum assignments was to evaluate a man in his 40s who had resided at Northern Colony since early childhood – placed there by his parents during the Great Depression. He wore only a hospital gown, which was often untied and hanging open in the back, and occasionally underwear. He spent most of his time wandering around the huge secured unit he lived on, seeking the attention of staff and searching for food. When bored or to get the attention of any new person who appeared on the unit, he would pull-up his gown and begin masturbating – which did tend to get the attention of anyone unfamiliar with his behavior.

I spent several days observing him and began reinforcing him with raisins for following verbal prompts. Within a few weeks he would sit at a table with me, put together simple 3 and 4-piece wooden puzzles and copy simple designs I had drawn on paper. Finally, giving him a raisin each time he attempted a task, I was able to administer the Stanford-Binet Intelligence Scale.

Later that same week, I assessed a beautiful young girl who was receiving special education services at an elementary school in Eau Claire. She was happy, outgoing, lived at home with her family, rode the bus to and from school, traveled independently throughout the school building and had Down Syndrome.

Her score on the Stanford-Binet was 2 points lower than the man I had tested earlier that week at Northern Colony.

Although these two individuals had virtually identical IQs, the quality of their lives couldn't have been more different. That's the difference special education makes!

This is the type of memory that keeps the fire burning in the bellies of we dinosaurs. I challenge you to ponder this question: "When your energy levels run low, what will keep the fire burning in your belly?" ●

1. Don Krukow was a mentor, colleague and friend. Through his creation and facilitation of Project LEAD, Don helped bring new directors into the profession and helped re-energize many of us who were experiencing mid-career burnout. Don's vision and life's work were a blessing to all of us.



Gary Lewis
Retired Director of Student
Services
Northfield Public Schools
CEO
SpEd Forms, Inc.

MASE CALENDAR

2019

January 7

MASE Officer and Award Nominations Due

January 11

MASE New Leaders Cohort - Director's Only #2

MASE Offices, St. Paul

January 16

Special Education Finance Bootcamp

ISD 287, District Conf. Rm 318

Register at gced.k12.mn.us

January 24

MASE Leadership Issues

10 am–2 pm

Benton Sterns Education District

January 25

Special Education Advisory Panel (SEAP) Meeting

MDE in Conference Center A, Room CC-13

January 29-February 2

2019 CEC Convention

Indianapolis, IN

February 13

Special Education Finance Bootcamp

Sourcewell, Conf. Rooms 5 & 6

Register at gced.k12.mn.us

March 6

MASE Board of Directors Meeting

MASE New Leaders Cohort - All Leaders #3

Minneapolis Marriott NW, Brooklyn Park

March 7-8

MASA/MASE Spring Conference

Minneapolis Marriott NW, Brooklyn Park

March 21

MASE Day at the Capitol

Best Western Plus Capitol Ridge Hotel, St. Paul

March 22

Directors' Forum

MDE in Conference Center B

April 10

Special Education Finance Bootcamp

South Central Services Coop., Mankato

Register at gced.k12.mn.us

April 25

MASE Leadership Issues

10 am–2 pm

Benton Sterns Education District

April 26

Special Education Advisory Panel (SEAP) Meeting

MDE in Conference Center A, Room CC-13

May 3

Directors' Forum

MDE in Conference Center B

May 15

Special Education Finance Bootcamp

Madden's on Gull Lake, Brainerd

Register at gced.k12.mn.us

May 15-17

MASE Best Practices

Madden's on Gull Lake, Brainerd

June 20-21

MASA & MASE Board of Directors Retreats

Minneapolis Marriott NW, Brooklyn Park

July 1

Membership Renewal

July 7-10

Annual CASE/CEC Legislative Summit

Westin Alexandria, Washington D.C.

October 23

MASE Board of Directors Meeting

MASE New Leaders Training

Cragun's Conference Center, Brainerd

October 23-25

MASE Fall Leadership Conference

Cragun's Conference Center, Brainerd

October 26-27

CASE Board of Directors Meeting

Louisville, KY Galt House

October 27-29

Joint CASE/NASDSE

Louisville, KY Galt House

2020

February 5-8

2020 CEC Convention

Portland, OR

March 11

MASE Board of Directors Meeting

Minneapolis Marriott NW, Brooklyn Park

March 12-13

MASA/MASE Spring Conference

Minneapolis Marriott NW, Brooklyn Park

May 13-15

MASE Best Practices

Madden's on Gull Lake, Brainerd

July 1

Membership Renewal