



# IMPACT

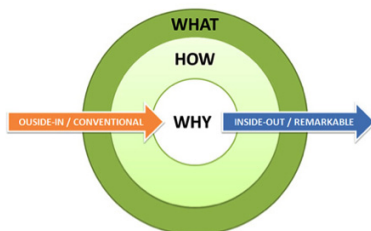
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Summer, 2012

## The Golden Circle

by **Melissa Schaller**  
**2011-12 MASE President and**  
**Director of Special Education**  
**Intermediate School District 917**

This winter a friend told me about the Ted Talks presentation by Simon Sinek ([http://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action.html](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html)). I put a note in my iPhone and many weeks later, I took time to watch. I was hooked. I ordered Simon Sinek's book, *Start with Why*, and I read it over the course of one weekend. I consumed the information on his website -[www.startwithwhy.com](http://www.startwithwhy.com). Then I began to share with others.



Mr. Sinek reviews a simple concept called The Golden Circle. Typically organizations start with what – the products

or services an organization offers. Some organizations can identify how they do what they do – the motivating factors in their decisions. Finally, a few organizations can identify their purpose, cause or belief. That is, why they exist. Mr. Sinek contends that an organization must first start with why they exist. Then how they do what they do or the motivating factors in their decisions. Finally, the organization should identify what they do.

The Minnesota Administrators for Special Education took an important step this year in starting with why, when our legislative platform was developed. Our why is: Improving Educational Outcomes for Children and Youth

with Disabilities. It is this focus that has driven our work. Simon Sinek articulates the power of why, “The more you talk about why you do what you do, those who work with you, those who work for you, those who work around you all know what you need and what the right decisions are, not because they’re trusting your gut, and not because you laid out some set of criteria. It’s because they know why you do what you do, and there are some decisions that are just obvious. They either make sense, or they don’t.”



Melissa Schaller

We have accomplished a great deal over the course of this school year while focusing on

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## 2012 Legislative Wrap-up

*by Brad Lundell*  
*MASE Lobbyist*

The curtain has fallen on the 2012 legislative session and it certainly was an interesting three months. Although nothing monumental occurred (unless you are a Viking fan), there was more than enough in terms of rhetorical flourishes and political intrigue to fill up the time.

Seeing it was a non-budget year, most of the discussion centered on policy issues and a number of the issues receiving attention will have an effect on special education. Most notable among these policies is the decision to extend the use of prone restraint for another year. As most of you know, the Minnesota Department of Education (MDE) ruled in 2011 that prone restraint could not be employed in the control of students. This bill passed the Legislature by an overwhelming vote, leading me to believe that some type of on-going compromise that will allow the continued use of prone restraint indefinitely into the future as opposed to forcing the provider community to come back to the Legislature year after year seeking one-year extensions can be reached. This is certainly something that can (and will) be worked on with the advocacy community over the interim.

Another item that received a considerable amount of attention this year was that of administrative rule-making. Even when the control of the Legislature and the Governor's mansion belongs to the same political party, there is always tension between the legislative and executive branch of government on the development and implementation of state law. Given the fact that control of the Minnesota Legislature is in the hands of the Republican Party and the Governor is a DFLer, the tension rose to an even greater degree over the past couple of years. There were several bills passed by the Legislature—including SF 2183 (authored in the Senate by Senator Dave Thompson and in the House by Representative Connie Doepke)—that would have curbed state agencies' ability to make rules.

SF 2183 would have rendered decisions made by the Minnesota Department of Education outside the authorized rule-making process as not having the power of law. As special education practitioners know, MDE, in its role as an arm of the Federal Government in the enforcement of provisions of IDEA, makes a considerable number of rulings each and every year that have the power of law without asking the Legislature for the authority to make rules. In some instances, this can be justified, but it always has to be remembered that when MDE makes an interpretation, whether that be of a statute, during a compliance visit, or in the complaint process, that interpretation has the rule of law, which has an effect not only on the district providing the service of the parent seeking relief, but the entire state of Minnesota. Further, these decisions are sometimes made unilaterally without the benefit of input from the field.

MDE is in a difficult position (and recent actions taken by MDE make it look like an honest effort is being made to improve the relationship between MDE and special education providers) in its enforcement role, but I believe the passage of SF 2183 (although it was vetoed by the Governor) made a statement that stronger communication between MDE and special education providers is something the Legislature wants to see done. Special education costs continue to rise faster than inflation. There are a number of reasons for that and whether or not it is valid, a number of observers believe that special education services are more expensive than they need to be and that failure to have a consolidated method of dealing with policy changes contributes to that dynamic. This will be another area where discussions will take place over the interim.

Lastly, I wanted to mention that the Office of the Legislative Auditor will be performing a study on special education over the summer. This

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**Jeff Jorgensen (2011-12)**

Director of Special Services, South Washington County Schools

## Golden Circle ... Continued from Page 1

our why. We have taken a position on the licensure of teachers, we have worked with advocacy organizations to reduce mandates in special education, we have advocated with the legislature, we have worked to enhance our relationship with the Minnesota Department of Education and we have developed a regional network of organizations supporting special education leadership. We have addressed some of the needs of our membership through streamlining our membership categories as well as our agreements with MASA, through the pursuit of non-dues revenue and through our strong support of professional development. However, our work is not finished. It is with a clear focus that we will be able to continue to accomplish a great deal for the children and youth we serve. It has been an honor to serve the membership this year in the role of President for MASE. Like many of you, I am looking forward to rejuvenating in preparation for another year working to improve educational outcomes for children and youth with disabilities.

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## Wrap-up ... Continued from Page 2

speaks to the importance that the Legislature is placing on special education with a desire to gain a greater understanding of the issue in hopes of bringing costs under control without jeopardizing the quality of services provided to students throughout Minnesota. MASE leadership has already met with staff from the Office of the Legislative Auditor, but I am certain that viewpoints beyond those provided by MASE leadership will be welcomed.

I want to thank all of you in the field of special education for supporting me in my work as your lobbyist. Whenever I had a question, it was quickly answered and I never lacked for input on matters facing the Legislature. I appreciate all the help that you give me and only hope that my efforts can mirror your dedication as educators.

**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 [aranallo@mnasa.org](mailto:aranallo@mnasa.org).

## MASE Welcomes New Leader: Jan Ormasa

MASE is pleased to welcome their new Executive Director, Ms. Jan Ormasa. As Executive Director, Ms. Ormasa will:

- provide policy consultation as the MASE spokesperson at the state legislature
- act as the MASE liaison to the MN Department of Education and other education organizations
- communicate with the media as the MASE spokesperson
- develop and maintain strong collaborations between MASE and its business partners.

Ms. Ormasa brings 40 years of professional experience in the field of education to her new position. She has had extensive experience in administration and supervision of special education programs, from a special education teacher to the director of special services. Serving on a variety of statewide and local committees and panels has granted Ms. Ormasa a unique understanding of navigating and influencing policymaking and legislative activity. In all of these roles, Ms. Ormasa has always been inspired by the stories of students with disabilities and their families.

"I have built strong leadership skills that focus on learning about creating systemic change and about designing strategic initiatives that would create and embed the systemic changes," explained Ms. Ormasa. "I believe strongly in MASE as a leadership organization that strives to implement strategic policy on behalf of students with disabilities and their families. I will strive to represent the MASE mission every day."

After retiring as the Director of Special Services for the Hopkins Schools in Minnesota, in 2011, she continued to work in the field of special education as a consultant. Ms. Ormasa is currently participating in the Institute of Educational Leadership's 2012 Education Policy Fellow Program, which focuses on Minnesota State and federal education policy, history, identification of problems, solutions

and understanding the policymaking processes and protocols at both levels. Ms. Ormasa's peers consider her a thoughtful and reflective administrator with a wealth of knowledge about teaching students with special needs.

Ms. Ormasa holds a specialist degree in education administration with licensure as a superintendent, principal and director of special education from the University of Minnesota. She also holds a master's degree in educational psychology with licensure in emotional/behavioral disorders and elementary education from the University of Minnesota. Ms. Ormasa's bachelor's degree was earned at Syracuse University in New York in psychology and sociology with elementary education and special education for emotionally disturbed.

### Stenswick-Benson Scholarship Recipients Announced

Each year at our Fall Leadership Conference, we hold several fundraising events to benefit leadership development in special education. The Stenswick-Benson Scholarship Fund provides scholarships for aspiring special education leaders and is awarded annually.

In the 2011-12 school year, many applications for the Stenswick-Benson scholarship were received and considered, resulting in four awards. Congratulations to this year's recipients:

- **Sarah Brown**, St. Cloud State University
- **Jacke Budden**, St. Cloud State University
- **Christine Tangen**, Hamline University
- **Wendy Tuominen**, University of St. Thomas

Contact Candy Malm for more information on the Stenswick/Benson Scholarship at (218) 237-6540. •



# Forming a Federal Advocacy Committee

by **Jill Skarvold**

**2011-12 MASE President-Elect and  
Director of Learner Support Services  
Moorhead Area Public Schools**

Every day MASE works to improve policy affecting children and youth with disabilities. Just as in past years, the Legislative Committee, co-chaired by Darren Kermes and Scott Hare, worked with members to develop a 2012 Legislative Platform that identified core areas of focus. This year, those areas were tied to improving student outcomes, increasing educational efficiencies, and emphasizing evidence based practices. The MASE platform focused on how MASE responded to proposed legislation during the Minnesota legislative session. While most of our work is focused at the state level, federal policy and issues also influences the work we do here in the state.

Given that federal policy and legislation in special education influences what happens here in Minnesota, the MASE Board of Directors directed the Executive Board to consider another standing committee—one focused on Federal Advocacy. Whereas, we all just want to work with our staff, administrators, and school boards to provide excellent special education services to our students, it is clear that in order to do so, MASE must step out further into the arena of federal policy. There are so many initiatives (e.g., restraint and seclusion, teacher evaluation, assessment, Race to the Top, finance—and, currently sequestration) that impact the work we do everyday. If we don't have a voice in that work at the federal level, we've lost a critical opportunity to impact policy and legislation in special education. In many ways, that leaves us at the point of having to respond to issues that have already been decided for us.

States around us have seen how important it is to maintain that focus on federal issues. Therefore, states, such as Illinois, have split their Legislative Committee into two:

1. Legislative Committee focused on state policies, and
2. Federal Advocacy Committee focused on the special education issues and federal policies that

impact children and youth with disabilities. Responding to legislative issues requires significant attention to the legislative work within the state, not only during the legislative session, but also throughout the year as stakeholder groups, legislators, the Minnesota Department of Education, and others work on policies and issues. For this reason, MASE may need to set up a structure that enables other members to focus attention on the federal issues and developments.



Jill Skarvold

At the June board retreat, the MASE Board will discuss whether to bring forth an amendment to the MASE By-laws to add a Federal Advocacy Committee to the Article on Committees. Inherent in that discussion is whether we have a responsibility to develop appropriate input and responses to issues at the federal level where work trickles down to us in Minnesota. As an organization, can we improve the work we do here in Minnesota on behalf of students with disabilities if we maintain attention to federal issues? The work we do as members of MASE does matter, both at the state and federal levels.

## Have you renewed your membership?

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

Quality Conferences  
Network of Your Colleagues  
Skill Development Workshops  
Publications  
State and National Legislative Advocacy  
and Much More!

# The Results Are In! 2012-13 Elections...

Congratulations to the following candidates who have been elected to MASE leadership positions. MASE appreciates these leaders for their commitment to MASE and Minnesota education and offers them thanks and best wishes as they begin their terms of service.

**President-Elect: Kim Gibbons**, Executive Director, St. Croix River Education District

**Secretary: Julie Ladwig**, Director of Special Education, Waseca Public Schools

## **Board Members**

**Area A (Region 8): Joni Burris**, Director of Special Services, Crookston Public Schools

**Area C (Regions 4): Todd Travis**, Director of Special Education, Midwest Special Education Cooperative

**Area E (Regions 3): Tammy Stahl**, Director of Special Education, SW/WC Service Cooperative

**Area F-2 (Regions 1): Cheryl Johnson**, Executive Director, Goodhue County Education District

## **Other Representatives**

**MNCEC Liaison: Jeff Jorgensen**, Director of Special Services, South Washington County Schools

**CASE Liaison: Scott Hare**, Director, Belle Plaine Public Schools

## **Committee Chairs**

### **Nominations:**

**Melissa Schaller**, Director of Special Education, Intermediate School District 917

### **Legislative:**

**Melissa Schaller**, Director of Special Education, Intermediate School District 917 and

**Darren Kermes**, Executive Director, MN River Valley/Carver Scott Education Cooperative

### **Professional Development:**

**Carla Nohr Schulz**, Director of Special Services, Farmington Area Public Schools

### **Membership:**

**Cheryl Johnson**, Executive Director, Goodhue County Education District

### **Strategic Planning:**

**Kim Gibbons**, Executive Director, St. Croix River Education District and

**Teresa Ostlie**, Director of Special Education, SW/WC Service Cooperative

# TRANSITIONS

## On the Move: Retirees & District Changes

### **Congratulations....**

#### **...to MASE members who are retiring this year**

**Colleen Goltz**, Assistant Director of Special Education, Area Special Education Cooperative

**Lynn Searcy**, Chief Academic Officer, Eastern Carver County Schools

**Laura Keller**, Executive Director/Special Education & Student Support Services, Intermediate School District 287

**Linda Mitchell**, Executive Director, MN State Academics

**Kathy Accurso**, Student Support Service Supervisor, Rochester Public Schools

**Kathy McKay**, Director of Special Services, Shakopee Public Schools

#### **...to MASE members who are moving into new positions**

**Scott Hare**, Director of Special Services, Shakopee Public Schools

**Dolly Lastine**, Executive Director/Special Education & Student Support Services, Intermediate School District 287

## Those Are My Records! The Role of Health Professionals as School District Employees

by **Nancy E. Blumstein**,  
*Attorney and*  
**Erin E. Ische**, *Attorney*  
**Ratwik, Roszak & Maloney, P.A.**

The following scenarios may seem familiar to you:

- A school district is in the middle of preparing for a special education due process hearing. The school district's attorney is confused by the complete lack of notes/documentation from the school district's social worker who worked with the student (the subject of the hearing) on a weekly basis for multiple years. The social worker has now left the school district and moved to a different state. However, a search of her former office turns up nothing regarding this student or any other student. Getting desperate for answers, the district's special education director decides to call the former social worker. In response to the director's questions, the social worker states that she boxed up all of her student files and took them with her when she left her employment with the school district. The social worker is shocked when the director states that the files belong to the school district and are not her property. She is directed to immediately return them to the school district.
- In the course of preparing for a due process hearing, a school psychologist refuses to meet with a school district's attorney on the basis that disclosure of information regarding discussions the school psychologist had with the student, as well as her notes from those discussions, are subject to a psychologist-patient privilege.
- A school nurse refuses to provide special education staff members with copies of the psychological evaluations she received from the student's outside psychologist, and asserts that a medical privilege exists, which prohibits the disclosure of this information.

The above scenarios are examples of situations that have actually occurred in school districts. They reflect a common misperception among health professionals who are employed by school districts and who hold outside licensure in the medical and mental health fields. That is, psychologists, social workers, school nurses, and other health professionals employed by school districts often view themselves as distinct and independent from other district employees, believing that they are held to a different standard regarding what information they may or may not share with their district supervisors

or with the school district's legal counsel. This confusion can lead to unnecessary confusion for school districts to contend with when planning a student's program of education or preparing for a special education due process hearing. More importantly, this misperception and the failure to share pertinent information regarding a student can cause a school district to violate the student's rights under IDEA or Section 504. Accordingly, it is important for school districts to take measures to clarify the law regarding student records with these school employees.

The Minnesota Government Data Practices Act ("MGDPA") defines the term "educational data" as "data on individuals maintained by a public educational agency or institution or by a person acting for the agency or institution which relates to a student." Minn. Stat. § 13.32, subd. 1(a) (emphasis added). At the federal level, the Family Educational Rights and Privacy Act ("FERPA") contains a similar broad definition of "education



Nancy Blumstein



Erin Ische

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records.” See 20 U.S.C. § 1232g. Because FERPA broadly defines “education records” to mean all records that are directly related to a student and are maintained by an educational agency or institution, any health information that a school district maintains on a student falls within the definition of an “education record.” The MGDPA also clearly states that “[h]ealth data concerning students, including but not limited to, data concerning immunizations, notations of special physical or mental problems and records of school nurses are educational data.” Minn. Stat. § 13.32, subd. 2(a) (emphasis added).

Based on the above language, it is clear that the records of health professionals employed by a school district are just as much educational records as records created by teachers and other school district employees. In other words, if a school psychologist, counselor, or social worker creates and stores data relating to a student, that data constitutes educational data maintained by the school district. As such, the records must be shared with all individuals who have a legitimate educational interest to have that information. 34 C.F.R. § 99.31. That necessarily includes the student’s case manager and IEP team who are responsible for developing an individualized education program for the student. In the case of a student who has not yet been identified as IDEA eligible, it includes the student’s teachers and administrators who are responsible for child find under IDEA and Section 504.

Minnesota Rule 1205.0500, subpart 4, sets forth certain types of records that do not constitute educational records. While this rule may lead some school psychologists, social workers or nurses to argue that they need not disclose certain data to others in the school district, a review of the express language of the rule clarifies that this rule is inapplicable to data created and maintained by school district health professionals in the course of educating a student, rather than treating him/her.

To be specific, the exceptions set forth in Rule 1205.0500 include records relating to a student which are “(i) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional

acting in his or her professional or paraprofessional capacity, or assisting in that capacity; (ii) created, maintained, or used only in connection with the provision of treatment to the student; and (iii) not disclosed to anyone other than individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student’s choice.” Minn. R. 1205.0500, subp. 4. Rule 1205.0500 goes on to state that “[f]or the purpose of this definition, ‘treatment’ does not include remedial educational activities or activities which are part of the program of instruction at the educational agency or institution.” (Emphasis added.)

Thus, because the term “treatment,” under Rule 1205.0500, does not include any activities that are part of a program of instruction, records created by health professionals employed by a school district do not fall within this exception to the definition of what constitutes an “education record.” See Minn. R. 1205.0500, subp. 4. The services school health professionals provide to special education students, whether occupational therapy or school psychology, are all part of the student’s program of instruction. Moreover, school nurses are in the school environment to facilitate a student’s education, not solely for treatment. Accordingly, the exception contained in Rule 1205.0500, subpart 4, does not apply, and data maintained by these school health professionals constitutes educational data.

Similarly, records created by health professionals employed by a school district also do not fall within what is commonly referred to as the “desk drawer exception” to the MGDPA. Specifically, Minnesota Statutes section 13.32, subdivision 1(a), provides that “[r]ecords of instructional personnel which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute teacher, and are destroyed at the end of the school year, shall not be deemed to be government data.” Minn. Stat. § 13.32, subd. 1(a) (emphasis added). School nurses, psychologists, social workers and other health professionals employed by a school district are not instructional

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personnel. Regardless of whether these employees keep records in their sole possession and do not reveal the records to anyone else, such records constitute educational records and do not fall within the desk drawer exception. Destruction of such records at the end of the school year does not bring the records within the desk drawer exception, and instead violates the Minnesota Record Retention Act.

Regardless of educational background and licensure, all school district employees, including health professionals, are school district employees for purposes of the MGDPA. The records these employees create, and the corresponding information these employees have in their possession, cannot be withheld by the employees in the event of a due process hearing or for other school district use where other district employees have a legitimate educational interest in the information. See 34 C.F.R. § 99.31(a)(1)(i) (A). Moreover, as indicated above, these records are also subject to the Minnesota Records Retention Act, which governs the retention and destruction of government records, including those maintained by school districts. See Minn. Stat. § 138.17.

Another misconception regarding records of school district health professionals is that they are distinct from other school district records when transferring records to another school or school district. This simply is not true. FERPA states that an educational agency or institution may disclose personally identifiable information from a student's education records without parental consent if the disclosure is to officials of another school or school system where the student intends to enroll, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. See 34 C.F.R. § 99.31(a)(2).

In addition, Minnesota law requires the former school district to transmit all education records on the student, including records containing medical or mental health data, to the new school district, charter school, or nonpublic school that the student is or will be attending. See Minn. Stat. § 120A.22, subd. 7. As educational records, the records of school nurses and other health

professionals may be passed along just as any other educational records would be in the event a student transfers school districts. This is not limited to only those records actually generated by the school district. To the contrary, school districts are free to pass along records that the school district received from a parent that were created by a student's outside medical provider or evaluator. Once these documents are received and maintained by the school district, they constitute educational records. Consequently, they must be treated as such by a school district.

To guard against student health records being destroyed or failing to be disclosed to those individuals within the school district who have a legitimate educational need for the information, school districts should direct all health professionals to transfer copies of the information they receive about or generate on students to each student's educational file on a regular basis. At minimum, this should occur on an annual basis. Because of the sensitivity of medical and mental health data, school officials should take reasonable precautions to maintain such data in a way that prevents inadvertent or intentional disclosure to, or access by, unauthorized individuals, including teachers and support staff who do not have a legitimate educational interest in the data. We recommend that you keep this type of information in a sealed envelope in the student's educational file. School health professionals must also be directed to notify a student's case manager or Section 504 coordinator whenever new information regarding a student's health status is received that might have any educational ramifications. This should become an expectation upon which the health professionals' performance will be judged.

It is also important for school districts to educate these employees about the fact that parents view them as part of the school district, not separate from it. Accordingly, if a parent provides a school nurse medical information that indicates that a student has a medical condition that may warrant educational accommodations, the parent may assume that this information is being passed on to others in the school district who

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## Infinitec: Unique Professional Development Opportunity for Minnesota Educators

*by Carla Nohr Schulz*  
*Director of Special Services*  
*Farmington Area Public Schools*  
*and*  
*Mary Bettlach*  
*AT Specialist, OTR/L*  
*Infinitec*

You are probably wondering why there have been so many emails in the past few months encouraging you to take a look at the website called Infinitec. In my opinion, it is because this is a website that is extremely responsive to current topics for professional development and the information on the site is of high quality and professionally presented.

Infinitec, which stands for Infinite Potential through Technology, is the technology program of United Cerebral Palsy of Greater Chicago. Infinitec is a member-based organization which originated in Illinois to meet the needs of special education directors in the early days of assistive technology awareness. Following a pilot grant between the Ronald McDonald House Charities and the Minnesota Department of Education, Infinitec is slated for participation by educators representing over 225,000 Minnesota students next school year.

Infinitec provides a password-protected web-based portal ([www.myinfinitec.org](http://www.myinfinitec.org)) with access to a range of curriculum supports and professional learning opportunities 24/7. This staff development at your fingertips opportunity includes over 100 video presentations from experts in the field. Directors are especially pleased with the responsiveness of the organization, with the online availability and access to modules targeting paraprofessional training and the strategies for implementing technology with at-risk and special education students. Online quizzes for professional development credit, resource and research links, pre-made differentiated lesson plans,

summarized instruction sheets on how to use common assistive technology devices and alternative activities are organized by subject. A digital text database, InfiniTEXT is available for students with print disabilities.

Infinitec is based on a coalition model. Members not only have access to resources, but are contributors to the wealth of resources readily available. Districts are urged to share presentations repeated yearly that can be transformed into a narrated video, policies or forms that other districts might find useful or web resources that could be included on the website.

Two new Infinitec projects have emerged. Coalition members expressed frustration with the time-consuming and potentially expensive process of finding useful apps for iDevices. Infinitec has created a searchable app database and characterized each app with tags such as Bloom, UDL, Cost, Common Core Standards, and other features to enable educators to better match the app with their students.

MASA and Infinitec have teamed up to film 10 presentations this summer. Topics will support professional development for school leaders. These will be available to MASA members and will target superintendents, central office administrators and school leaders generally. If you would like to learn more about Infinitec from a MN administrator, contact Carla Nohr Schulz at [cschulz@farmington.k12.mn.us](mailto:cschulz@farmington.k12.mn.us). To speak directly with an Infinitec representative, contact Mary Bettlach at [mbettlach@ucpnet.org](mailto:mbettlach@ucpnet.org).

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

**— Mission approved by the MASE  
Board of Directors, June 2008**

# Mark Your Calendar for the Second Annual Legends Conference!

*From the creators of Ruth's Table ...  
Minnesota Association of School Administrators and  
Minnesota State University  
Mankato, Department of  
Educational Leadership  
in partnership with  
Minnesota Administrators for  
Special Education*



Stories of women in education and their legacy of leadership, a retreat for women leaders, an opportunity for learning, sharing, and reflection.

Stories are data with soul. (Brene Brown)

This summer, join us for our second annual Legends conference. Our theme this year is "Risky Business: Women in Leadership," and our sessions will invite participants to reflect on why we take the risks inherent in leadership roles, how we manage "taking the leadership chance," and what we need for leadership today and into the future. Once again we will tell the stories, learn from our speakers and one another, build our network, and emerge with new perspective.

Our keynote speaker will be Dorothy McIntyre, co-author (with Marian Johnson) of *Daughters*

of the Game, the account of "The First Era of Minnesota Girls High School Basketball 1891-1942." Dorothy will share the stories of the women who took risks to establish girls' sports programs. It was a long journey from the invention of basketball in 1892...to

the addition of girls' sports to the Minnesota High School League's competitive activities in 1969...to the first Minnesota State High School Girls Basketball Tournament in March, 1976. Dorothy will share the stories of the women who led the way and gave us all the gift of women's competitive sports. Conference participants will receive a copy of her book.

Conference sessions will explore women's roles in leadership through the decades and what transformative behavior created the changes that were hallmarks of each of those times. We hope to convene a rich, diverse group of participants to enhance our conversation. What are you putting on the line in order to lead? What skills do we need to take those chances? **Don't miss this important event, July 25-27 at Sugar Lake Lodge in Grand Rapids!**

## My Records... Continued from Page 9

are responsible for developing and providing the student those accommodations. The school nurse's failure to share such information, therefore, can have serious negative ramifications for both a student and the school district. Once again, the obligation to timely provide educators relevant medical information regarding their students must also become a performance expectation for school health professionals.

By making it clear that school district health professionals do not have a special privilege and, in fact, have an obligation, to share relevant medical information, school districts can hopefully avoid scenarios like those discussed above,

where employees view records and information as personal records that they are free to withhold from school districts or take with them when their employment with a district ends.



### SAVE THE DATE!

**2012 MASE  
Fall Leadership  
Conference**

**October 24 - 26, 2012**  
Cragun's Resort, Brainerd

Mark your calendars today for the  
annual MASE Fall Conference!

## BOSA Fee Change: How Will They Affect You?

**by Stan F. Mack II**  
**Executive Director**  
**Minnesota Board of School Administrators**

The 2012 Minnesota State Legislature has enacted several changes to Minnesota Statutes that relate to the responsibilities of all licensed Minnesota School Administrators, including licensed Superintendents, Principals, Directors of Special Education, and Directors of Community Education.

Since the Board of School Administration (BOSA) was created in 2001 Minnesota Statutes 122A.14 has mandated in, "Subd.9 Annual Fee. Each person licensed by the Board of School Administrations shall pay the board an annual fee of \$75.00. The board may provide a lower fee for persons on retired or inactive status. The executive secretary shall deposit the fees in the state treasury."

During the past eleven years, BOSA has billed all licensed administrators on an annual basis the Annual Fee of \$75.00 and the board established a reduced fee for retired or inactive status administrators of \$32.50. Failure to pay the annual fee, thus violating the state statute, had no statutory-imposed penalty for school administrators. In addition, the Annual Fee (January 1<sup>st</sup> to December 31<sup>st</sup>) led to much confusion since most state and local government operations are accounted for on a Fiscal Year (July 1<sup>st</sup>-June 30<sup>th</sup>) basis.

Over the course of the past 11 years, between 40 - 69% of all licensed administrators complied with the statute and paid the Annual Fee without the existence of statutory imposed penalty. BOSA, noting the lack of voluntary compliance with the original 2001 Statute, developed enforcement language, and a change from annual to fiscal year billing cycles. The proposed changes in statutory language were approved by BOSA, submitted to and approved by the Minnesota Legislature, and signed into law on April 30, 2012 by Governor Dayton.

As a result of this legislative change Minnesota Statutes 122A.14 Subdivision 9 now reads as follows: "Subd.9 Fee. Each person licensed by the Board of School Administrators shall pay the board a fee of \$75.00, collected each fiscal year. When transmitting notice of the license fee, the board must also notify the licensee of the penalty for failing to pay the fee within the time specified by the board. The board may provide a lower fee for persons on retired or inactive status. After receiving notice from the board, any licensed administrator who does not pay the fee in the given fiscal year shall have all administrative licenses held by the person automatically suspended, without the right to a hearing, until the fee has been paid to the board. If the board suspends a licensed school administrator for failing to pay the fee, it must immediately notify the school district currently employing the school administrator of the school administrator's suspension. The executive secretary shall deposit the fees in the state treasury."

### **Change for Fiscal Year 2013 and beyond.**

BOSA approved the following implementation process in response to the change in State Statute. Commencing with an August 2012 billing statement, with a November 1, 2012 due date, the Fees for Fiscal Year 2013 will be per statute.

#### Licensed Administrator

<u>Fee *</u>	<u>Billing Date</u>	<u>Due Date</u>
Active Practicing Minnesota Administrator		
\$75.00	8/15/12	11/15/12
Inactive or Retired Administrator		
\$32.50	8/15/12	11/15/12

*\* Plus a service fee, rate to be determined for on-line payment.*

### **Transition Issues from Annual Fee to Fiscal Year Fee in 2012**

Due to the transition from an Annual Fee to Fiscal Year Fee structure the legislature has also passed the following transitional language in order collect the partial year Annual Fee for the period January 1, 2012 to June 30, 2012.

Section 3 of the legislation gives the following

**BOSA...**

**Continued on Page 13**



# The Passing of a Heroic Leader

by **Barbara Troolin**

**Director of Special Education Policy  
Minnesota Department of Education**

Larger than life in many respects, Dr. Stanley C. Knox passed away on February 29, 2012 in St. Cloud. He was known for many contributions in the field of special education, however, none as significant as being an Assistant Professor of Special Education at St. Cloud State College starting in 1962. He helped to build that department into one of the strongest programs in the country at that time. Dr. Knox retired in 1986 as a full professor of special education, emeritus, influencing many future leaders during his career.

To show the impact of growing new leaders, I recall a Directors Conference at Craguns in the mid 80s. On a crisp day, lugging my suitcase towards the registration entry (no luggage wheels yet), I was startled by a loud, disruptive, lingering honking of Stan, driving up in style in a shiny new Cadillac. Show off. Besides the fancy new car status, he was typically there to mingle with colleagues and the many directors he mentored that went through the St. Cloud program. A few

years after he retired there was a panel of Elders presenting at one of the conferences at Craguns. To introduce the speakers, several who were from St. Cloud State, the moderator started this way. He said, "Anyone who has ever taken a class or received a license or degree from St. Cloud, please stand up." There was an overwhelming rustling of chairs and shifting to a standing position, with over 80% of the attendees standing tall. As one who was standing, the audience cheered the panel in thanks, even before they spoke a word.

Stan was recognized by the Minnesota Council for Exceptional Children in 1979 for "unequaled leadership in program development and training of educational professionals at local, state and national levels. " How well deserved it was. As we think of those that guided and supported us going through graduate school, finding our first administrative positions and looking to make a difference in the world, there are many out there who will think of Dr. Knox and the many department team members he coached over the decades. The ripples of influence live on with such a force as Dr. Stan Knox.

## BOSA...

### Continued from Page 12

direction for the transition: "Notwithstanding Minnesota Statutes, Section 122A.14, subdivision 9 the Board of school Administrators may adjust the amount of the fee collected under Minnesota Statutes, 122A.14, subdivision 9, in 2012 and fiscal year 2013 to facilitate the transition from an annual to fiscal fee structure."

No Annual Fees for calendar year 2012 have yet been billed due to the pending legislation. In order to transition to fiscal year billing, for the period January 1, 2012 through June 30, 2012, BOSA approved the following implementation process in response to the change in State Statute.

#### Licensed Administrator

<u>Fee *</u>	<u>Billing Date</u>	<u>Due Date</u>
Active Practicing Minnesota Administrator		
\$37.50	6/15/12	7/31/12
Inactive or Retired Administrator		
\$16.25	6/15/12	7/31/12

\* Plus a service fee, rate to be determined for on-line payment.

BOSA is seeking the assistance of the State of Minnesota Information Technology Services to make the billing and fee collection more efficient for all Minnesota Licensed Administrators. Specifics on these changes are presently being negotiated with the appropriate officials, and will initially be communicated to all Minnesota Licensed Administrators by way of direct United States Mail sent to the home address of each administrator on file with Minnesota Department of Education-Educator Licensing.

Based on the potential employment and economic penalties that would accompany a suspended professional license, it is believed that full Statutory compliance will be achieved, with the payments to the Board of School Administrators. If you have any questions relating to this issue or other issues concerning the work of the Board of School Administrators please do not hesitate to contact Stan F. Mack II at 651.582.8796 or stan.mack@state.mn.us.

# A Look at Anoka-Hennepin's Parent Child Interaction Therapy

by **Ellen M. Perrault**  
**Communications Specialist**  
**Anoka-Hennepin School District**

A month before Jessica Oberbroeckling began the Anoka-Hennepin School District's Parent Child Interaction Therapy (PCIT) the young mother had a couple appointments with an adoption agency to talk about building an adoption plan for her two-year old son Nolan.

"I was at the point where I thought we couldn't fix our problems," Oberbroeckling said. "Many nights we both cried ourselves to sleep."

Oberbroeckling was having a hard time with her son's difficult behavior. Communicating with Nolan was also difficult because he hadn't started to speak. While Nolan showed symptoms of Asperger's, testing found this wasn't the issue.

Michael and Heather Lott also struggled with their son, Tyler. Heather explained he was a "very frustrated little boy." Tyler went through a series of testing and Autism and Asperger's were ruled out, but it was discovered he had an IQ of almost 130.

"Michael and I could not discipline Tyler," Heather Lott said. "As he turned five and was getting ready to start kindergarten, we had a lot of concerns about him being in a school setting."

Both families were put in touch with Mary Lundeen. An Early Childhood Special Education teacher for Anoka-Hennepin's Early Intervention Program, Lundeen has worked with PCIT for the past three years. It is an intervention for children ages 2 to 7 with behavior problems including aggression, non-compliance, defiance, temper tantrums, oppositional deviant disorder, and attention deficit hyperactivity disorder (ADHD). Twenty people in the state are trained in PCIT; Anoka-Hennepin is the first school district in Minnesota to offer the program.

Upon entering the program, parents and their children have a one-hour session a week with Lundeen, who is a licensed psychologist, for four to five months. Parents are also asked to do five



Mary Lundeen, Early Childhood Special Education Teacher for the Anoka-Hennepin School District, working with students.

minutes of homework per day. Through PCIT, parents work to develop new interactions with their child. Parents do not pay for the service; it is part of their child's individual education plan.

During the sessions and homework, parents are encouraged to practice Child Directed Interaction (CDI) model. The "Do's" include:

- Praise, parents tell their children exactly what they like which will increase the behavior being praised.
- Reflect, repeats or paraphrase what the child is saying to demonstrate understanding and acceptance.
- Imitate, copying what a child is doing shows the child the parent approves of his or her actions.
- Describe, behavior descriptions say what the child is doing and shows an interest in the child.
- Enthusiasm, means a parent can act happy and natural when spending time with his or her child.

The "Don'ts" include:

- Commands, this takes the lead away from the child.
- Questions, calls on a child to give an answer and many times are commands that require an answer.
- Criticism and sarcasm, which express disapproval of the child.

CDI's model includes how to handle problems.

**PCIT...**

**Continued on Page 15**

## PCIT... Continued from Page 14

Parents are instructed to ignore minor misbehavior by looking away or showing no expression to the child. This helps a child to notice the difference between responses to good and bad behavior. According to CDI, although the ignored behavior may get worst at first, consistent ignoring reduces attention-seeking behavior. CDI recommends stopping playtime when there is aggressive or destructive behavior. These behaviors cannot be ignored because they can be dangerous.

During a session, Lundeen used a video system to observe Oberbroeckling and her child at play. She gave Oberbroeckling feedback through an ear piece she was wearing and tracked the number of times the mother followed the skills outlined in the CDI model. The goal is to see one of the skills, such as labeled praise, every 10 seconds. After the observation, Lundeen gave Oberbroeckling her feedback. In addition to working with children and families at a school district facility, Lundeen also goes with the parent and child into a public setting, such as shopping or visits to the child's day care.

Having spent her career as a special education teacher, four years ago Lundeen took a sabbatical to study the new and growing field of infant mental health.

Lundeen explained in addition to helping families, this work with young children will save the school district money in the long run. If mental health and behavior problems can be addressed and special education services avoided, the district can save \$15,000 a year per student in early childhood special education services and \$7,000 a year per student in elementary school special education services.

In the past three years, Lundeen has worked with between 30 and 40 families. When asked what she likes best about her work, Lundeen responds with "what don't I like?"

"This empowers parents to be the best they can be," Lundeen said. "By the end of our work parents feel they can handle their children. The little person has the chance to grow and change that he or she wouldn't have had before. It's a great feeling."

Lundeen credits Superintendent Dennis Carlson, Special Education Director Mary Clarkson, Community Education Director Steve Kerr, and early childhood special education supervisors Jane Roundtree and Pamela Tarasar for their support.

"The more work we do with younger kids, the better chance we have to forever changes things," Lundeen said. "It's nice to be in a district that allows us to do this."

Lundeen's work with the Lotts' and Oberbroecklings' has had a long-term impact on their families.

"I was skeptical of the program because of how severe his behavior was," Michael Lott said. "I didn't think anything would work."

Through PCIT, the parents learned the importance of consistency and defined purpose.

Heather Lott explained. "In the midst of chaos and uncertainty, we found a defined process for dealing with Tyler."

Now the Lotts' son, who once needed more than an hour in a "time out room" because he could not sit in his time out chair without throwing it, is doing well at his elementary school. As a first grader, Tyler is making friends.

"He has friends who want to be his friend; that was not the case in kindergarten," Heather Lott said. "He sits with friends at lunch and can list boys and girls who are his friends. Now we are just waiting for him to be invited to a birthday party."

Oberbroeckling began her work with Lundeen thinking she had "nothing to lose." Within the first two weeks of the program she noticed a "big difference" in Nolan's behavior. Months later the mother and son who "didn't understand each other" are on the right track.

More information about PCIT can be found on the Anoka-Hennepin School's Web site: [www.anoka.k12.mn.us](http://www.anoka.k12.mn.us), and on the Human Development Center's Web site: [www.humandevelopmentcenter.org](http://www.humandevelopmentcenter.org).

## CASE Update: Annual Meeting Notes

by Kim Gibbons  
CASE Liaison,  
2012-13 MASE President-Elect and  
Executive Director  
St. Croix River Education District



Greetings  
from your  
CASE liaison!  
I attended the  
CASE Board  
of Director's  
Annual  
Membership

meeting on April 11<sup>th</sup>, 2012. I would like to take  
this opportunity to give you a few updates from  
the meeting...

- Deb Ziegler provided an update on the Education Priorities of the President and Congress. Of particular interest is the issue of Sequestration. On August 2, 2011, President Obama signed the Budget Control Act, increasing our nation's debt limit and imposing a series of measures to limit spending and decrease the nation's debt. A Supercommittee was formed and charged with identifying \$1.2 trillion more in cuts over the next decade. If the Supercommittee failed to identify savings,

sequestration begins on January 2, 2013 and automatic cuts of approximately 8% happen for all education programs. CEC is lobbying very hard on our behalf on this issue.

- There is much discussion at the national level on teacher and leader effectiveness. There is a shift in emphasis to teacher effectiveness and student growth. Critical questions need to be answered on the types of data used to evaluate teacher performance and whether teacher evaluations should incorporate objective measures of student achievement. There are many unanswered questions about how to evaluate related service professionals based on student achievement.
- The CASE Legislative Leadership Seminar will be held on July 15-18, 2012. This seminar provides strategies to create action steps toward legislative results. Guided practice on maneuvering through the federal maze will be provided, and all participants will visit "The Hill" to meet with legislators. Registration is available on the CASE website at [www.casecec.org](http://www.casecec.org)
- MN has seen a 9.2% increase in CASE membership!

### SAVE THE DATE!

CASE 23rd Annual Conference  
November 1-3, 2012  
Scottsdale, AZ

Action with Authentic Leadership: Let's Do It Together!



Three days of GREAT presentations focusing on innovative ideas, programs, and practices for students with disabilities in the following topic areas: common core standards, refined measures of teacher effectiveness, assistive technology & universal design for learning, standards-based IEPs, improved statewide assessments, Response to Intervention, effective educator positive behavior supports, scientifically - evidence based curriculum supports, and more!

Early Bird Registration is June 1 - July 31, 2012

Register online: [www.casecec.org](http://www.casecec.org)





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 Teachers On Call

*The spring MASA Foundation Silent Auction was a great success! Thanks to all who donated auction items and participated in the bidding! This year's auction made \$2598.00 to support professional development for school leaders.*

## MASE Calendar

### 2012

Thursday-Friday, June 21-22  
 MASE Board of Directors Retreat  
 Madden's, Brainerd

Sunday-Wednesday, July 15-18  
 Annual CASE Education Seminar  
 Washington, DC

Wednesday - Friday, July 25-27  
 Legends  
 Ruttger's, Grand Rapids

Monday, September 3  
 Labor Day Holiday

Sunday - Tuesday, September 30-October 2  
 MASA Fall Conference  
 Madden's Resort & Conference Center, Brainerd

Wednesday, October 24  
 MASE Board of Director Meeting  
 Craguns, Brainerd

Wednesday - Friday, October 24-26  
 MASE Fall Leadership Conference  
 Cragun's, Brainerd

Thursday-Saturday, November 1-3  
 CASE Annual Conference  
 Scottsdale, AZ

Wednesday - Friday, November 14-16  
 CLM Conference  
 Cragun's, Brainerd

Thursday - Friday, November 22-23  
 Thanksgiving Holiday