

**Improving Educational Outcomes for All Children  
MASE Expanded Platform 2018-2019**

**Improve Student Outcomes through Emphasis of Evidence-Based Practices**

- ***MASE supports the intent of the Every Student Succeeds Act (ESSA) to improve instruction and student outcomes in alignment with Special Education*** including:
  - Holding districts accountable for student successes, which are focused on positive student educational outcomes and post-secondary outcomes to prepare students for the world of work.
  - A statewide accountability system that includes ratings based on student growth in each group.
- ***MASE supports the integration of a district-wide, unified Multi-Tiered System of Supports (MTSS) to meet the academic and social emotional needs of all learners and reduce the achievement gap.***
  - MASE supports the implementation of a MTSS framework, that uses evidence-based strategies in the areas of academic and behavioral supports, including school climate and social emotional learning in collaboration with county social services, county public health, and other groups supporting the mental health needs of children and youth.
  - MASE supports the dedication of state funding in districts to provide professional development opportunities, technical assistance, and instructional coaches, peer supports, and training for implementation of the MTSS framework ages birth through 21.
  - MASE supports the review of special education eligibility criteria to align with research and needs-based MTSS framework.
  - MASE supports the dedication of state funding in districts to develop continuums of services that meet the needs of districts of all sizes in reading, math, and behavior.
  - MASE supports funding that is driven by student needs and does not place students into siloed programs. In other words, the restrictions surrounding instructional funding need to be lifted to allow for programming based on student need, not funding source.

**Increase Educational Efficiency**

- ***MASE supports state standards for transportation that reflect the best interest of students, are equitable for families and are fiscally responsible for districts.***
  - MASE supports rules regarding the transportation of students with disabilities that are clear and understandable for parents and district staff and that take into account what is in the best interest of the student, allowing reasonable restrictions to be established through board policy.
  - MASE supports open enrollment transportation standards that apply to all students as all students are general education students.

- MASE supports the removal of special transportation for students with disabilities, homelessness transportation, and care and treatment transportation from the special education funding formula.
- ***MASE supports a district's ability to set criteria to close a program, such as Early Childhood Special Education (ECSE) and Transition (age 18-21 year old) programming, to open enrollment.***

### **Increase Qualified Special Education Candidates**

- ***MASE supports proactively addressing current and future demands of districts for qualified, licensed special education professionals and administrators.*** This includes efforts of the Professional Educator Licensing and Standards Board (PELSB) and the Minnesota Department of Education's (MDE) Special Education Workforce Work Group.
  - MASE supports obligating all areas of disability categories requiring licensure in Minnesota to be represented with a corresponding licensure program in a college or university in Minnesota at the undergraduate level whenever possible.
  - MASE supports the recognition of out-of-state licensure programs by PELSB particularly for unrepresented and under-represented licensure areas in special education. Examples of programs in need of this recognition are Blind-Visually Impaired (BVI) and Deaf and Hard of Hearing (DHH).
  - MASE supports efforts to increase alternative licensure pathways for special education teachers including the expansion of funding for programs for districts to grow their own special educators.
  - MASE supports updating and changing the provisions related to the School Interpreter Law to reflect different criteria for meeting Minnesota interpreter performance standards on the EIPA certification evaluation, i.e. a score of 3.7 or above, which is in alignment with the May 2015 Commissioner of Education's memo allowing Minnesota school interpreters to remain employed with a score of 3.5 or higher on the EIPA. In addition, the application for an extension for MDE provisional interpreter certification should not require a letter from a parent or the Department of Human Services (DHS). It is not within ethical boundaries or practical reality for either DHS or parents to be aware of or in the role of evaluating the performance/skill level of interpreters working in an educational setting. Finally, changing the requirements for weekly, on-site mentoring for provisional interpreters currently in law is needed, as no other educational professional licenses or certifications have prescriptive mentoring requirements. These changes would result in meeting the intent of the School Interpreter Law through the retention of skilled interpreters and unnecessary, irrational termination of proficient, skilled school interpreters.
  - MASE supports the expansion of funding for grow your own grants available for school districts.

**Support a single special education funding formula that is stable, equitable across districts, and simplified to be predictable and consistent.**

- ***MASE supports a single special education formula that:***
  - Is equitable to eliminate the cross subsidy impact,
  - Eliminates growth limits on individual school districts,
  - Removes individual caps and reinstates a proration factor to equally impact districts, and
  - Eliminates the census-based funding formula, as it is not tied to district expenditures.