

Minnesota Administrators for Special Education

Legislative Platform 2020-2021



Mission

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

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

Minnesota Administrators for Special Education

Key Legislative Contacts

PRESIDENT

Dr. Sarah Mittelstadt, Executive Director
Southern Plains Education Coop
507-238-1472 | sarah.mittelstadt@southernplainedcoop.org

PRESIDENT-ELECT

Jamie Nord, Executive Director
St. Croix River Education District
320-358-1214 | jnord@scred.k12.mn.us

MASE EXECUTIVE DIRECTOR

John Klaber
507-469-9096 | jpklaber@gmail.com

SECRETARY

Dena Hagen, Director of Special Education
Northern Lights Special Education Cooperative
218-655-5018 | dhagen@nlsec.org

TREASURER

Scott Masten, Special Education Director
Lake Agassiz Special Education Coop
888-267-5380 | smasten@lagassiz.com

PAST PRESIDENT & LEGISLATIVE COMMITTEE CO-CHAIR

Cheryl Hall, Director of Special Services
Northfield Public Schools
507-645-3410 | chall@northfieldschools.org

LEGISLATIVE COMMITTEE CO-CHAIR(S)

Melissa Hanson
320-905-3581 | melissa.hanson@swwc.org
Jeff Jorgensen
952-848-4960 | jeff.jorgensen@edinaschools.org

MASE LOBBYIST

Brad Lundell
612-220-7459 | brad.lundell@schoolsforequity.org

Please contact the MASE office to request a copy in an accessible format.



1884 Como Avenue
St. Paul, MN 55108
651-645-6272 | www.mnase.org



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CASE | www.casecec.org

Qualified Special Education Workforce

Bill # _____

1. **MASE** supports proactively addressing current and future demands of districts for qualified, licensed special education professionals and administrators. **MASE** supports:

- All special education and related service licensure areas would have a corresponding program within the state or a PELSB-approved out-of-state program, which provides flexibility for working professionals.
- Reciprocity for Tier 2 through 4 licensing among mid-western states.
- Efforts to increase alternative licensure pathways for special education teachers and grow your own special educator programs.
- No change to the current DHH teacher licensure requirements, as increasing/changing the requirements will put additional burden on districts acquiring qualified teachers in a field that is already experiencing significant workforce shortages, nationally.

Notes

Educational Efficiency

Bill # _____

1. **MASE** supports a district's ability to set criteria to close a program, such as Early Childhood Special Education (ECSE) and Secondary Transition (Age 18-21 year old programming), to open enrollment. **MASE** supports: MN Rule 124D.03 Enrollment Options Program, subd. 2. (a) to define 'programs' to include ECSE and Transition.
2. **MASE** supports social workers ability to bill for "skills" training and the ability of school districts to receive MA reimbursement without having to complete Children's Therapeutic Services and Supports (CTSS) requirements in alignment with other billable related services.
3. **MASE** supports local control over due process paperwork forms systems.
4. **MASE** endorses any efforts by the MDE to reduce due process paperwork.

Equitable & Sustainable Funding Systems

Bill # _____

1. **MASE** supports a single special education formula that:
 - Is stable and equitable.
 - Is simplified to be predictable and consistent.
 - Removes special transportation for students with disabilities, homelessness transportation, and care and treatment transportation from the special education funding formula.
 - Increases special education funding to hold the state total cross subsidy per ADM constant.
2. **MASE** supports revamping tuition billing. **MASE** supports:
 - A committee to design an equitable special education formula that includes tuition billing.
 - Establishing rates in a consistent manner between all districts.
 - Increasing special education funding to hold the state total cross subsidy per ADM constant.
3. **MASE** supports public funds remaining in public education. **MASE** supports:
 - Public education being essential to provide equitable opportunities and positive educational outcomes for all students.
 - Federal law that states that students with disabilities do not have equal access to private schools.
 - Not allowing publicly funded subsidies of private education such as private school voucher programs for students with disabilities.
 - We oppose the recent expansion of public school districts' FAPE obligations to private and parochial school students. MN exceeds the rest of the United States in this requirement.

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