

Minnesota Administrators for Special Education

Legislative Platform 2019-2020



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

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Increase Educational Efficiency

1. **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, allowing reasonable restrictions to be established through board policy.
- Open enrollment transportation standards that apply to all students as all students are general education students.
- The removal of special transportation for students with disabilities, homelessness transportation, and care and treatment transportation from the special education funding formula.

2. **MASE** supports a district's ability to set criteria to close a program, to open enrollment. **MASE** supports:

- MN Rule 124D.03 Enrollment Options Program, subd. 2. (a) to define 'programs' to include ECSE and Transition.

3. **MASE** supports students on IEPs to benefit from ADSIS intervention. **MASE** supports:

- Students on IEPs to receive the same access to intervention as their nondisabled peers in areas not addressed on IEPs.

4. **MASE** Supports increased mental health services for students. **MASE** supports:

- "Allowing school districts to seek reimbursement of federal Medicaid funds for social workers without the constraints of CTSS."



Recruit and Retain Qualified Teachers

MASE supports pro-actively 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 MDE's Special Education Workforce Work Group. **MASE** supports:

- Reducing due process paperwork in efforts to recruit and retain teachers while increasing their time spent in explicit instruction.
- Offering undergraduate licensure programs in all disability categories available for candidates in a Minnesota college or university.
- Increasing opportunities for alternative licensure pathways for special education teachers.
- Expanding funding to support grow your own grants available for school districts.
- Partnering with PELSB to recognize out-of-state licensure programs for unrepresented and under-represented licensure areas in special education (examples are BVI and DHH).
- Modifying the provisions in the School Interpreter Law to align with 2015 Commissioner of Education's memo allowing interpreters to remain employed with a score of 3.5 (or higher) on the EIPA certification evaluation.

Equitable and Sustainable Funding Systems

1. **MASE** supports a single special education formula that:

- Is stable and 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.
- Eliminates the census-based funding formula, as it is not tied to district expenditures.

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.

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.

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