

The MASE Year in Review

I had the opportunity to travel to Washington D.C. with our partners from MASA and our Executive Director, John Klaber.

The takeaways from my three federal advocacy trips include:

- Advocacy at the federal level is critical.
- Now that ESEA has been reauthorized IDEA will be next.
- With Congressman John Kline's retirement we lose a terrific advocate for students with disabilities.
- CASE is a strong partner in federal advocacy efforts.
- John Klaber is our consistent voice at the federal level and is rapidly becoming both well-known and well-respected by legislators in Washington and in Minnesota.

Minnesota Legislation:

- John Klaber and Brad Lundell are consistent voices of MASE in the Minnesota legislature.
- Thank you for those of you who participated in the MASE Day at the Capital. It was great that we had a large turnout and a successful day.

- I believe during the next legislative session we have a strong chance of having bills sponsored in both legislative bodies that would remove the second license provision for the current ABS license.

Giving Back:

Giving back is something that has always been important to me. This is one of the reasons I have chosen to be an active member of MASE. Reflecting on my years of service as a MASE board member, committee member and chair, and most recently as MASE President, I realize I took on these challenges in part to give back to the organization that has done so much in helping me develop leadership skills. I also realize that my debt to MASE can never fully be repaid. I came to this realization because the time and effort I have put into the organization does not compare to the amazing opportunities I've had as a result of my affiliation with MASE.

It is easy sit on the sidelines and not be involved. If we are to continue to grow our skills as leaders we will need to continuously put ourselves in new and challenging situations. I would like to encourage all of you to become more involved in the many leadership opportunities that MASE offers. I would especially encourage participation in one of the many MASE committees. Our committee work is critical to MASE in fulfilling its primary mission of delivering the highest quality professional development opportunities to Minnesota's leaders in special education.

If you join a MASE committee I will guarantee you will be working with some of the finest educational leaders within our state.

Thank you for the opportunity to serve as MASE President. It has been an honor and a privilege. ●



Todd Travis
MASE President and Director of
Special Education
Midwest Special Education
Cooperative

Inside this issue

Executive Notes.....	2
Legislative Update.....	4
MASA/MASE Spring Conference Thank-Yous	5
Retiree Perspectives.....	6
MASE Transitions.....	7
Legal Notes	8
Association News.....	9
Business Partners.....	10
MASE Calendar	10-11

Effective Efficient Engaging

The end of the school year is fast approaching and it is an appropriate time for me to provide you with a summation of our organization's activities on your behalf.

I'll begin with my thoughts on the legislative session. Being a short legislative session, the rules and legislative history called for a focus on bonding. Prior to the start of the session there was a great deal of hope that the budget surplus might allow for additional funding being directed towards the public schools. Unfortunately, the fund total was less than anticipated and even the fact that any number of school districts continue down the path of reduction and retrenchment did little to convince legislators that we continue to suffer from the years of underfunding. Much of our efforts were directed towards two areas of concern. The first is the drive to make dyslexia and convergence inconsistency specific disabilities about which school districts must enlighten their staffs, screen and even diagnose. Ostensibly, all of this to take place outside of special education. We chose to not oppose initial legislation in the senate calling for the creation of regional centers modeled after the low incidence model. This was done in no small degree because of the fact that this appeared to be a regular education initiative. Unfortunately it was amended to call for the evaluation and identification of students with dyslexia and convergence inconsistency. We reached out directly to legislators to share our opposition to the amended legislation. We then met with the senate author and members from Dyslexia Minnesota to share perspectives and concerns, especially those related to the identification process. As an outcome of that meeting I'm encouraging you to check out the materials provided by MDE: [Navigating the School System When a Child is Struggling with Reading or Dyslexia \(12/14/15\)](#)^[1]. The materials provide answers to frequently asked questions about providing evidence-based supports for students with dyslexia and those who struggle with reading.

Our other legislative focus was on the staffing challenges experienced across the state. To that end we have taken the position that there are some reasonable actions that can be taken to address those concerns. Those include recognizing that Minnesota has inadvertently created "Orphan Licenses." As I have shared previously, beginning with our testimony to the combined Education Committees of the House of Representatives, we are shedding light on the fact that there are any number of special educator licenses for which Minnesota has no training program (BVI), limited training programs (school psychologists, ECSE) or no undergraduate

programs (LD, EBD, DCD, ASD). Further, we contend that the ABS degree is contributing to the demise of the other undergraduate licensure programs. We have reached out to legislators, the Board of Teaching, MDE, PACER, the Institute of Higher Education and our partners in the Alliance for Student Achievement with the likely goal to move legislation during the 2016 session to address these specific challenges.

The initial focus of our legislation efforts will be on removing the 5-year re-licensure requirements of the ABS degree. Very recently we heard from MDE Teacher Licensure that there is a changing perspective on the settings where the ABS license is appropriate. I have encouraged leadership from Compliance and Assistance to formalize recommendations. It does appear that the legislature may take some action regarding general teacher shortage. While this is good news, unfortunately, it also appears that our specific concerns have been subsumed under the broader challenges of filling open teacher positions.

We continue to share our "3-E" mantra, which appears to be even more on target when considering the teacher shortage: Allow us to focus on delivering effective instruction to students with disabilities. Do not erect new barriers or shore up old barriers to efficient delivery of services to those students. Believe, as we do, that quality education is not about instructional materials or advanced technology but about our ability to attract and retain the most gifted educational professionals. To do so, the career of serving students with disabilities in the public schools must be engaging. It must speak to the passion for educating students with disabilities found in the best and the brightest educational professionals. Here we have expanded our audience beyond state legislators and MDE staff to Senators Klobuchar and Franken, our congressional representatives and staff at OSEP. We will miss Congressman John Kline's leadership and focus on common sense improvements to federal education legislation, especially the issue of maintenance of effort where our combined efforts with MASA resulted in a significant improvement (pending, of course, the outcome of the federal rule-making process).



John Klaber
MASE Executive Director

Effective Efficient Engaging continued on page 5.

MASE IMPACT
Summer 2016

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

2015-2016 BOARD OF DIRECTORS

President

Todd Travis

Director of Special Education, Midwest Special Education Coop

President Elect

Mary Clarkson

Director of Special Programs, Richfield Public Schools

Past President

Cheryl Johnson

Executive Director, Goodhue County Education District

Secretary

Julie Ladwig

Director of Special Education, Waseca Schools

Treasurer

Lori Fildes

Director of Special Services, Wayzata Schools

Area A

Dustin Hincley (2014-16)

Special Education Supervisor, Bemidji Regional Interdistrict Council

Area B

Cathy Tryggstad (2015-17)

Director of Special Education, Northern Lights Special Education Cooperative

Area C

Bardie Skjonsberg (2014-16)

School Psychologist/Director of Special Education, Frazee-Vergas Public Schools

Area D

Lori Murdock (2015-17)

Director of Special Education, Freshwater Education District

Area E

Diane McCarron (2012-16)

Director of Special Education, SW/WC Service Coop

Area F-1

Stephanie White (2015-17)

Director of Special Education, Mankato Area Public Schools

Area F-2

Dan Armagost (2014-16)

Director of Special Education, S MN Sped Cons/Glenville-Emmons Schools

Area G

Mary Kreger (2013-17)

Director of Special Education, Rosemount-Apple Valley-Eagan Public Schools

Area H

Laura Pingry-Kile (2014-16)

Director of Special Services, Eastern Carver County Schools

MASA Component Group Representatives

Darren Kermes (2011-17)

Executive Director, MN River Valley/Carver Scott Education Coop

Reggie Engebretson (2015-18)

Executive Director, Northland Special Education Cooperative

Retiree Representative

Claudine Knoblauch (2015-17)

National CASE Liaison

Jill Skarvold (2015-16)

MNCEC Liaison

Marcy Doud (2013-17)

Director of Special Programs, West. St. Paul-Mendota Heights-Eagan Area Schools

Executive Director

John Klaber



**Building Enduring Relationships
and Strong Communities**

www.krausanderson.com

Select Professionals for Unique Learners

Our Special Education Professionals provide a wide array of support services for schools across Minnesota. From IEP Development, on-site training, to Transition placement at WMLC, we are here to help turn your students' obstacles into opportunity.



Special Education Professionals

wmlc.biz • info@wmlc.biz • (952) 322-7922



**2016 SPECIAL EDUCATION
LEGISLATIVE SUMMIT**
JULY 10-13 | ALEXANDRIA, VIRGINIA

**CEC/CASE Special Education
Legislative Summit**

July 10-13, 2016
Hilton Alexandria Old Town
Alexandria, VA

Register today!
www.specialeducationlegislativesummit.org/

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.

2016 Session Recap

The 2016 session is over (at least for now). I'm sure many of you were following along at home (well, maybe not many of you), but the 2016 session came to a somewhat messy end (imagine a suit-and-tie version of Game of Thrones). As I reported earlier in the session, all of the budget areas were combined into one massive conference committee that produced a 599-page report outlining changes to Minnesota law and increased appropriations. Most of the controversial aspects of the education debate were muted in the final product and there are some very interesting developments in the area of special education.

Here is a link to the omnibus supplemental appropriations bill: [Omnibus Supplemental Appropriations Bill](#).

There are 11 education articles, beginning on page 404. The articles that will likely be of most interest to special educators are Article 24 (Teachers) starting on page 404, Article 25 (Education Excellence) starting on page 443, and Article 29 (Special Education) starting on page 550.

The biggest items that have some bearing on special education are:

- An additional \$2.75 million for PBIS.
- \$12.1 million grant to provide districts incentives to hire guidance counselors, social workers, school psychologists, school nurses, and school chemical dependency counselors.
- A provision directing the department to reduce state-generated paperwork by 25%. No formal task force, but hopefully this can start a conversation about the actual paperwork problem.
- No money for online IEP as requested by Governor. In fact, the initial \$1.6 appropriation that MDE moved to MNIT to hold for the establishment of the online IEP was cancelled back to the general fund.
- MASE will have a representative on the school discipline working group that will be convened during this interim. Report presented to 2017 Legislature.
- \$1.5 million for grants to help paraprofessionals become licensed teachers.
- \$2.8 million for grants for student teachers in shortage areas.

- Establishment of a legislative study group on teacher licensure. Report presented to 2017 Legislature.
- \$4.5 million in staff development grants for intermediate districts and other cooperative units.
- \$200,000 in grants for a vision therapy pilot.
- \$385,000 to Southwest State to support paraprofessionals obtain a special education license.
- Language included that districts must report their efforts to screen and identify students with dyslexia or convergence insufficiency disorder. I was able to get the word "evaluation" changed to "screening," but this is still troublesome language. John Klaber and I met with Senator Chamberlain and a group of parents/lawyer/educators associated with efforts to improve services for dyslexic students and I am sure there will be an on-going conversation with them. They have a wish list that is pretty daunting.
- No money for teacher development and evaluation and no increase in the QComp appropriation to facilitate more districts joining QComp.
- \$24 million for increased pre-K programming. The program is targeted and not universal, but it is close to what was in the Governor's recommendation. This program becomes part of the base.



Brad Lundell
MASE Lobbyist

It has been a hectic session and while it was extremely messy at the end, the fact that we have any money going into education is a good thing. It was a session when there were more grants than at Bud's family reunion and a number of these grants don't appear to have much promise of delivering. But we shall see.

Thanks for all of the input you provided during the session. I'm always happy to hear from the field, as you provide me insight that helps me carry MASE's message more accurately to policy makers. ●

SPRING CONFERENCE

thank-yous

Thank you to everyone who helped make the 2016 MASA/MASE Spring Conference a success!

A special thank you to our premier business partners!



Effective Efficient Engaging continued from page 2.

This past year our CASE Representative, Jill Skarvold, Todd Travis, and I were able to meet face to face with legislators and/or staff in Washington D.C. We had the opportunity to work with CASE and also our partners at MASA and AASA. Our goal was and continues to be relationship building and to move forward our 3-E message. Through the ongoing efforts of our Legislative Committee we had another excellent turnout for our MASE Day at the Capitol with more than 30 participants. We expanded our scope to welcome members from MNCEC. We had especially strong representation from our Greater Minnesota members (special shout-out to members from SE Minnesota). I also want to recognize the ongoing communication to members regarding the goings-on at the legislature provided by our lobbyist, Brad Lundell.

The leadership in the Division of Special Education Programming has changed. We wish Barb Troolin well in her retirement and look forward to a positive relationship with Robyn Widley. The Division of Special Education Compliance and Assistance at MDE has demonstrated that they have heard our concerns and we look forward to a new direction where due process compliance, while necessary, is recognized as being of significantly less important than the quality of the educational outcomes for students with disabilities. I am also pleased that the two divisions have made joint visits to many of our regional meetings to engage in worthwhile conversation regarding our services to students with disabilities and their families. We also look forward to what may come from the work group soon to be convened by the Division of Compliance and Assistance to address our ongoing concerns regarding the FBA process.

Finally, we continue to have great turn-outs at our organization's conferences in the fall, our joint conference with MASA in the spring and at our Best Practices Conference. Renae Ouilette, Mia Urick and the Professional Development Committee have done a remarkable job providing our members with timely and valuable skill and



Save the Date!

2016 MASE Fall Leadership Conference

Wednesday-Friday

October 26-28, 2016

Cragun's Conference Center, Brainerd

*Keep your eyes open for registration,
agenda and lodging details!*

2016-17 MASE New Leaders Cohort

The MASE New Leaders Cohort is a series of professional development workshops that provide opportunities for:

- newly employed Minnesota special education directors to explore the basic information needed for a successful first year
- mid-level leaders to enhance leadership skills either in preparation for advancement in leadership or for general skill development
- "newer" leaders who wish to refresh their training

*Watch your inbox for registration
information soon!*

knowledge development opportunities.

It continues to be my privilege to serve you, the members of MASE. It has been a pleasure working with President Todd Travis and the tireless efforts of the Executive Committee. As we move forward into next year, we are in excellent hands with Mary Clarkson as President and Diane McCarron as President-Elect.

As always, it's all about the 3E's: Effective Efficient Engaging! ●

RETIREE *perspectives*

The Wonders of Retirement

I was very fortunate to retire at a time when I was very happy in my position as special education director for four school districts. The transition was pleasant.

In my early years as a director, I had the opportunity to be a participant in SELF I under the direction of Dr. Don Krukow. The skills learned in that experience made my life as a director more effective, productive and brought an amount of self-understanding that I was very thankful for over the years. I met a group of fellow educators that became an important piece of life and we still remain in touch with each other.

The stages of retirement for me were wondering, wonderment and wonderful. When talking with other peers, the first stage hits. It comes as one makes the decision to retire and you wonder: "What will I do?"

Questions asked are:

- What happens to all of those skills we have honed and worked so hard to achieve?
- Are all those lessons and wisdom we have gained from working with peers, staff and students just being wasted?
- What will we do with all of the specialized skills and knowledge we have gained from our experiences, projects and mistakes?
- Will I feel worthy?

I still get questions and it is fun to answer a question and consult with fellow educators with that knowledge that is still inside. I still remain connected.

Wondering how to fill the time became a defunct issue quickly and wonderment entered. The calendar fills quickly with activities both social and what I call "worthy" activities. The definition of "worthy activities" connects to some sort of productivity during the day. This keeps up the feeling of self worth because it is hard to crash after spending years of being productive. People seem to seek us out to serve on committees and boards—the sweetness of this is one can choose to serve in areas where the interests lie.

The wonderment of retirement is: "Where did I find time to work?" Every day is a pleasant gift of choices and accomplishments. Time to get all of those projects done.

The third stage is wonderful. It is meeting new people, traveling, learning new skills, trying new hobbies, and finishing the projects that have been on the shelf for

years. It is making a list, getting the list completed and crossing off each item and "feeling worthy." It is the ability to say yes to a friend needing a ride to a chemo treatment. It is totally enjoying each wonderful day—and maybe soon the garage will get organized?

Retirement is wondering, wonderment and wonderful.

The best time of the week is Sunday evening—need I say more?

"It's a wonderful life." ●



Candy Malm
MASE Retiree

Have You Renewed Your MASE Membership?

For more information or additional membership materials, contact the MASE office at (651) 645-6272 or members@mnasa.org or visit our website at www.mnase.org.

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

Are You Moving?

Now is the time of year when many of our members are on the move! 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 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.

MASE *transitions*

Retirements

Suzanne Busacker, Mid-State Education District

Bob Gross, Brainerd

Kim Williams, Bemidji Regional Interdistrict Council (BRIC)

Nan Records, Sherburne-N Wright Sp.Ed. Coop

Chris Richardson, Northfield

Mary Ruprecht, Nat'l Joint Powers Alliance

Tammy Nielsen, Northwest Regional Interdistrict, Retiring Oct. 2016

Deb McKittrick, Hutchinson

Julie Ladwig, Waseca Public Schools, Retiring Dec. 2016

Doug Kern, Prior Lake-Savage

Linda Gulbranson, Red Lake School

Thank you for your service to education
and congratulations on your retirement!

District Changes

Deb Anderson, Interim Executive Director of Student Support Services, Minnetonka to Director of Special Education, Prior Lake-Savage

Simoine Bolin, Director of Special Education, Hiawatha Valley Education District to Director of Special Education, Mid-State Education District

Wendy Cirkensa, Assistant Principal to Director of Special Services, Owatonna

Jennifer Grabow, Program Manager-Early Childhood, Moorhead to Special Education Supervisor, BRIC

Dustin Hinckley, Special Education Supervisor, BRIC to Assistant Superintendent of Special Services, Red Lake

Alicia Jepsen, Director of Early Childhood Programs, St. Cloud to Executive Director, Benton-Stearns Education District

Allyson Kuehn, Principal, Annandale to Director of Special Education, Sherburne-N Wright Sp.Ed Coop.

Karen Lerfald, Sp.Ed. Teacher, Westonka to Special Education Coordinator, Hutchinson

Diane Moeller, Interim Executive Director, Benton-Stearns Education District to Executive Director, Ignite Center



The Stenswick Benson Scholarship Award Program began in February of 1991 through MASE (Minnesota Administrators for Special Education). Its purpose is to recognize the legacy of the many leaders within Special Education represented by Ellsworth Stenswick and Loren Benson through a scholarship award to an individual completing exemplary graduate study in the field of special education.

Funds have been raised primarily through an auction now held every other year during the Special Education Directors' Fall Conference. The

fund started with \$4500 in 1991 and this year (2016) the endowment is more than \$225,000. Scholarships are awarded to individuals completing exemplary graduate studies in the field of special education at a Minnesota public college or university.

This year we had 28 applications for 4 scholarships. We are pleased to announce this year's recipients:

- **Melissa Hanson**, Southwest West Central Service Coop., St. Cloud State University - Director of Special Education
- **Dana Maney**, North St. Paul-Maplewood-Oakdale, U of M Twin Cities - Director of Special Education
- **Leslie Sagan**, Nevis, Minnesota State University Moorhead - Director of Special Education
- **Amy Zanotti**, Moorhead, Minnesota State University Moorhead - Director and Principal license, Ed Leadership

Special thanks to Scholarship Committee:

- Shannon Erickson, Fergus Falls Area Special Education Cooperative, Committee Chair
- Keith Erickson, Albert Lea
- Eva Pohl, Park Rapids
- Jill Skarvold, Fergus Falls
- Kori Ryan, Southwest Service Cooperative

Learn more at www.mnase.org/stenswickbenson-scholarship.html

Gender Identity: New Guidance from Agencies and Courts

Access to restrooms, locker rooms, and other facilities for transgender and gender non-conforming individuals is an increasingly contentious social and legal issue. Public polarization on this topic is evidenced by the recent backlash to a North Carolina law requiring people to use public bathrooms that correspond with the sex on their birth certificate, and, on the other side, the reaction to Target's announcement of a policy allowing transgender customers to use the bathrooms that align with their gender identity. The issue is particularly sensitive in school settings, where concerns about bullying, privacy, and social acceptance are often heightened. The law surrounding this topic remains unsettled, but recent guidance from federal agencies and courts indicates that schools could face legal challenges when they prevent transgender students from using facilities aligned to their gender identity.

The bedrock of this discussion at the federal level is Title IX, which provides that "[n]o person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program receiving federal financial assistance." 20 U.S.C. § 1681(a). The U.S. Department of Education's Office for Civil Rights (OCR) has interpreted this sex discrimination prohibition to extend to claims of discrimination based on gender identity. But the Department's regulations contain an exception that permits schools to have "separate toilet, locker room, and shower facilities on the basis of sex," so long as "facilities provided for students of one sex are comparable to such facilities provided for students of the other sex." 34 C.F.R. § 106.33.

The federal regulation is unclear, however, in its application to transgender and gender non-conforming students. But on May 13, 2016, OCR and the Department of Justice (DOJ) issued joint guidance to schools, clarifying that with respect to restrooms and locker rooms, "[a] school may provide separate facilities on the basis of sex, but must allow transgender students access to such facilities consistent with their gender identity" (emphasis added). OCR has consistently taken this position in recent years. Note that under the agency guidelines, private, alternative restrooms may be made available to students who voluntarily seek additional privacy, but schools may not require transgender students to use private facilities when other students are not required to do so.

Additionally, the Fourth Circuit Court of Appeals recently reversed a lower court and held that it would defer to OCR's interpretation. In *G.G. v. Gloucester Cnty. Sch.*, a

sophomore student notified the school that he was a transgender boy. (4th Cir. 2016). School officials were supportive and took steps to ensure that that the student was treated as a boy by teachers and staff, including allowing him to use the boys' restroom. The student used the restroom for several weeks without incident, but, responding in part to community pressure, the school board passed a resolution limiting the use of male and female restroom and locker room facilities to the corresponding biological sexes, with alternative private facilities available for transgender students. The district court dismissed the student's Title IX suit, holding that the regulations allow schools to limit bathroom access on the basis of a student's birth or biological sex. The Fourth Circuit reversed the dismissal, finding the regulation ambiguous and deferring to OCR's guidance requiring schools to treat transgender students consistent with their gender identity.

Some courts have reached similar conclusions to the Fourth Circuit, while others have construed Title IX more narrowly. Compare *Doe v. Reg'l Sch. Unit 26*, 86 A.3d 600 (Me. 2014) with *Johnston v. Univ. of Pittsburgh*, 97 F. Supp. 3d 657 (W.D. Penn. 2015). None of these decisions are binding on Minnesota schools, but the Fourth Circuit decision, combined with the new guidance from OCR and DOJ, reflects the emerging state of the law. While the landscape could shift through further judicial review or the passage of new legislation, for now, school districts should be cognizant of the fact that limiting transgender and gender non-conforming students' use of facilities aligned to their gender identity may open districts to claims of discrimination. ●

This article is intended to provide general information with commentary. It should not be relied upon as legal advice. If required, legal advice regarding this topic should be obtained from district legal counsel.

Adam Wattenbarger is an education law attorney with the law firm of Kennedy & Graven, Chartered. For more information, please contact him at (612) 337-9300 or www.kennedy-graven.com.

© Adam C. Wattenbarger (2016). Used by permission.



Adam C. Wattenbarger
Education Law Attorney
Kennedy & Graven, Chartered

2016-17 MASE Election Results

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.

Diane McCarron, Director of Special Education for the Southwest West Central Service Cooperative, has been elected as the 2016-17 MASE President-Elect. As President-Elect, Diane is enthusiastic to advocate for policies and legislation on behalf of all MASE members, strengthen the organization through collaboration, and work to provide high quality professional development to support new and experienced school leaders.

Diane served as a special education director for six years. She received the MASE New Special Education Leader Award in 2014. In 2012, Diane began serving as the Area E (Region 3) Representative on the MASE Board of Directors.

Erin Toninato, Region 9 Director at the South Central Service Cooperative, has been elected as the 2016-18 Secretary to the MASE Board of Directors. Erin returns to the MASE Board of Directors having previously served as the Area F-1 (Region 2) Representative from 2013-15.

Welcome new MASE Board Members!

President-Elect (16-17):

Diane McCarron, Director of Special Education, SW/WC Service Cooperative

Secretary (16-18):

Erin Toninato, Director-Region 9, SC Service Cooperative

Area B (Region 7) (16-17):

Staci Gilpin, Director of Special Education, Itasca Area Schools Collaborative



Diane McCarron
Director of Special Education
Southwest West Central
Service Cooperative



Erin Toninato
Region 9 Director
South Central Service
Cooperative

Area C (Region 4) (16-18):

Shannon Erickson, Director of Special Education, Fergus Falls Area Special Education Cooperative

Area E (Region 3) (16-18):

Mary Palmer, Director of Special Education, SW/WC Service Cooperative

Area F-2 (Region 1) (16-18):

Robert Dehnert, Director of Special Services, Faribault Public Schools

Area H (Region 9W) (16-18):

Tricia Hughes, Director of Special Education, Robbinsdale Area Schools

Are You Receiving Our Communications?

Let us know if you are not receiving any of our following publications:

- Weekly eUpdates
- General emails
- Quarterly newsletter
- Members Only website passwords

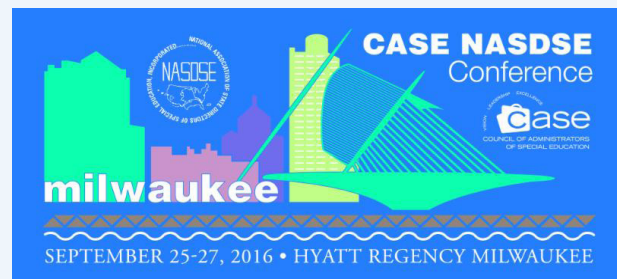
Please contact us at members@mnasa.org.

2016 CASE/NASDSE Conference

September 25-27, 2016

Hyatt Regency - Milwaukee, WI

Registration information at www.casecec.org/



BUSINESS *partners*

Special thanks to our 2015-16 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 1

Behavioral Institute for Children & Adolescents

Bethel University

cmERDC

Eide Bailly LLP

Foster, Jacobs & Johnson, Inc.

Houghton Mifflin Harcourt

Kennedy & Graven, Chartered

Media Line Communications

Robert W. Baird & Co.

Rethink

Rupp, Anderson, Squires & Waldspurger, P.A.

SpEd Forms

Strategic Staffing Solutions

Transition Assessments and Curriculum

UCP/Infinitec

University of St. Thomas, Dept. of

Special & Gifted Education

University of Wisconsin-Stout

Tier 2

Booth Law Group, LLC

Knutson, Flynn & Deans, P.A.

Kraus Anderson Construction Company

Ratwik, Roszak, & Maloney, P.A.

West Metro Learning Connections, Inc.

Tier 3

Achieve3000

Compass Learning

Curriculum Associates

Pemberton Law

Voyager Sopris Learning

MASE CALENDAR

2016

June 16-17

MASE Board of Directors Retreat

Madden's, Brainerd

June 22

MASE New Leaders Cohort VII - Director's Session

MASE Offices, St. Paul

July 10-13

CEC/CASE Special Education Legislative Summit

Hilton Alexandria Old Town, Alexandria, VA

September 9

Special Education Directors' Forum

9 am, Conference Center B, Rooms 15 and 16

Minnesota Department of Education, St. Paul

September 16

Special Education Advisory Panel,

9 am, Conference Center A, Room 13

Minnesota Department of Education, St. Paul

September 25-27

2016 CASE/NASDSE Conference

Hyatt Regency, Milwaukee, WI

October 26-28

MASE Fall Leadership Conference

Cragun's, Brainerd

November 16-18

Curriculum Leaders of MN (CLM) Conference

Cragun's Conference Center, Brainerd

November 18

Special Education Advisory Panel

9 am, Conference Center A, Room 13

Minnesota Department of Education, St. Paul

December 9

Special Education Directors' Forum

9 am, Conference Center B, Rooms 15 and 16

Minnesota Department of Education, St. Paul

MASE CALENDAR

2017

January 20

Special Education Directors' Forum
9 am, Conference Center B, Rooms 15 and 16
Minnesota Department of Education, St. Paul

March 3

Special Education Directors' Forum
9 am, Conference Center B, Rooms 15 and 16
Minnesota Department of Education, St. Paul

March 9-10

MASA/MASE Spring Conference
Marriott NW, Brooklyn Park

March 24

Special Education Directors' Forum
9 am, Conference Center B, Rooms 15 and 16
Minnesota Department of Education, St. Paul

May 3-5

MASE Best Practices
Madden's, Brainerd

September 8 (9 am)

Special Education Directors' Forum
Conference Center B, Rooms 15 and 16
Minnesota Department of Education, St. Paul

October 25-27

MASE Fall Leadership Conference
Cragun's, Brainerd

December 8

Special Education Directors' Forum
9 am, Conference Center B, Rooms 15 and 16
Minnesota Department of Education, St. Paul