

Professional Standards Meeting Agenda

Date: Sept 13, 2022 Time: 3:30

Location: [Click here for the Zoom Link](#)

Committee Meeting Procedures

ROLES: Facilitator: Lisa Backman **Notetaker:** **Additional Members:** Jess Greenberg, Nancy Smith, Sam Blair, Ruth Crowell **Guests:**

Agenda Topic:	Time:	Agenda Category:	Determinations/Notes:	Person(s) Responsible:
Welcome/Check-in Assign roles	3:30		Welcome and check-ins	
Updates	3:40		<p>MASP Update: Summer Retreat occurred in June to begin updating our strategic plan. Celeste Malone for November conference/annual meeting - November 18, 2022 Peer consultation group (Member Services) met last school year and there is interest in continuing this year.</p> <p>MADSEC Update (Lisa): MASP is co-sponsoring two workshops on the WIAT-4 and WJ-IV in September and October. They have a 2-day conference in which they have accepted proposals for presentations. Ruth will be doing an SEL/MTSS workshop with the MADSEC conference. Directors shared that there is a trend for physicians to have parents request evaluation through the school. Some directors have shared information with their local physicians about special education regulations.</p> <p>Advisory Update (Danielle): 1) The new diversity/multicultural ed requirement for initial certification. We learned that the DOE is giving us flexibility, so that means we'll be able to be somewhat flexible ourselves around what that looks like. One piece that is not flexible, though, is that it can only be met through a three-credit course -- not embedded in other coursework, and not through CEUs/workshops. It does not necessarily have to be a <i>graduate</i> level course, but it does need to be a minimum of three credits. Jamie indicated that the USM program will welcome folks needing a course to take the Diversity class that they offer through their program, but she also confirmed it is currently only offered</p>	

			<p>every other spring. It is possible that folks who are only missing this one requirement may be granted a waiver until they can take a course.</p> <p>2) The new pathway for recertification. We are working on exactly what the wording will be that will be going out to folks. It's going to be closely modeled on what NASP requires, but not precisely. Once the wording is all set (some folks are working on that between now and the next meeting), we will send that out via MASP and MePA so people know what to expect.</p> <p>USM Update: 25 Field Supervisors this school year. 10 new masters/psyD students for this fall.</p> <p>Nancy Shared: Drafting a proposal of legislation for developing mechanisms for investigating professional complaints regarding administration/school boards beyond the school district systems.</p> <p>NASP Resource: NASP SLD Position Paper NASP's position statements, such as Promoting Just Special Education Identification and School Discipline Practices</p>	
<p>Old Business:</p>			<p>Finalize Strategic Goals for the PS Committee Focus Areas: Fostering Mental Health/SEL/Inclusion & Equity: Discussed future focus and work that will be related to the first MASP goal. Assist with DEI resources and support necessary for the DOE certification and keep engaged with the advisory board with requirements and access. Some ideas included identifying how school psychologists will meet the requirements or complete a historical research on previous courses in the SP program.</p> <p>Other ideas: Explore Multilingual Learner Assessment Advocacy- school psych profession can lead the awareness while also partnering with relevant groups to support newcomers to Maine. Opening opportunities for exposure, stories about cultural differences Build on flexibility, meaningful work, recognition to shift traditional school structures.</p> <p>Enhancing the association and role of school psychologists: Continue collaboration and information sharing with MADSEC and DOE. Build continued connections with USM school psychology students regarding MASP membership. Explore building relationships with other education associations (school guidance, principals, etc.)</p> <p>Addressing Psych Shortages: NASP Interstate Compact Grant: Remain up-to-date with grand and attend</p>	

			available meetings with eventual shared work with the GPR committee.	
New Business:			Discuss Benefits of having Work Groups Some focus areas <u>MUSER</u> : Consider suggested revisions related to the school psychology practices (Lisa) Professional Shortages: USM: Sam Blair SEL/Equity, Inclusion, Diversity: Nancy Advisory Committee: Danielle MADSEC: Lisa	
Additional Information Committee Adjourned	4:30			
LOOKING AHEAD...				
Upcoming Meetings:			November	
Upcoming Agenda Items			Share timeline for spring planning for interns	
Other Helpful Reminders			May Notes: Building on social justice work specific to the profession Promoting Equity and Diversity through increased resources, public policy, ethics, peer discussions, etc. Equitable evaluations Developing a systems structure with formal mechanisms for professional, safe networking and advocacy Recognize school psychologists expertise and knowledge to support our districts and community Position Statements for MASP (use of NASP resources): Professional Standards work in regard to workloads (go beyond the 1:500 ratio), how to support retention of school psychs in the districts and in Maine, identify ways to work smarter rather than harder (i.e., mainstream reports that are legally defensible reports), highlight the comprehensive service delivery model Diagnoses identified by school psychologists	

			<p>Extending professional collaborations with other groups (i.e., SEL, social workers): Discussed how this may support students who need threat or mental health evaluations.</p> <p>Committee Structure: Open to having more members join next year and sharing the leadership opportunities.</p> <p>Recommended changes in MUSER SLD and form (i.e., 'Emotional Disturbance' label name change): Ongoing information gathering</p>	
Parking Lot			<p>Further review of MASP survey data: DSM-5 diagnosis: Differences between private evaluations and educational evaluations (i.e., autism). New DSM-5 text revision coming out.</p>	