

			<p>contacts</p> <ul style="list-style-type: none"> ● Meeting this Friday to go over President Biden's plan - feedback about consultation ● Making Connections - NASP resource shared Creating Connections Quick Resource Access Guide.pdf ● Shared some updates from different states ● RLM - information RLM 2021 ● Webinar - that Delaware did was mentioned 	
<p>Update Resources on the website</p>		<p>5 minutes</p>	<ul style="list-style-type: none"> ○ Ask Danielle and Kim to make website "under construction" and add documents that we agreed to last week ○ SB made motion to post the ATS share on the websites if applicable - voted down Ruth suggested putting it into the Monthly Blast -- <i>unanimous vote to put in monthly blast</i> 	<p>Kathy</p>

<p>Create a structure for advocacy action items.</p>			<ul style="list-style-type: none"> ○ Advocacy (30 minutes) <ul style="list-style-type: none"> ■ Email bill PDF or Word to GPR members of alerts (5 minutes) ■ Bills of interest outside of alerts, how do we add them to our list and address them (5 minutes) ■ Do we need to develop a template for letters (5 minutes) <p>Kathy has a template that she reviewed -Suzanne B suggested using the NASP template.</p> <ul style="list-style-type: none"> ■ Should GPR develop a list of members and that sequence is followed for letter writing (5 minutes) ■ How should we determine which letters (templates) we want to send out to membership? Should be approved by GPR? (5 minutes) <p>Bill Summaries from late April and May (5 minutes each)</p> <ul style="list-style-type: none"> ○ LD 1712 Children's Health and School Success http://legislature.maine.gov/legis/bills/getPDF.asp?paper=SP0533&item=1&snum=130 ○ LD 1617 Establish and Practice Restorative Justice https://www.mainelegislature.org/legis/bills/getPDF.asp?paper=HP1169&item=1&snum=129 ○ LD 1512 Bias, Discrimination, and Harrassement Create Ombudsman position and create a study http://legislature.maine.gov/legis/bills/getPDF.asp?paper=HP1120&item=1&snum=130 ○ LD 1451 Align Expulsion with School Discipline Policies (updates?) http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=HP1067&item=1&snum=130 <p>OTPhhttp://www.mainelegislature.org/legis/bills/display_p s.asp?</p>	
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		<p>Consistent with NASP: https://www.nasponline.org/research-and-policy/policy-priorities/nasp-policy-platformReject efforts that seek to increase zero tolerance policies and the use of exclusionary discipline (e.g., suspensions and expulsions).</p> <p>Discussion about the Restraint/Seclusion: no decision From NASP: Support efforts to prohibit the use of seclusion, chemical restraints, and mechanical restraints and to restrict the use of physical restraint to instances when there is a threat of imminent danger to students or staff.</p> <p>How do we want to handle the alerts from NASP? We can write testimony as an individual if we feel strongly enough about the issue.</p> <p>Any member of committee can bring something that is interesting/or of interest - share with committee via email</p> <p>Discussion about Ed Techs at Meetings - LD 552 http://www.mainelegislature.org/legis/bills/display_ps.asp?PID=1456&snum=130&paper=HP+397&paperId=l&ld=552</p> <ul style="list-style-type: none">-google form to question members?-what is the time frame for this?-share concise statement to MADSEC-went back to work session on May 5th-it is our role to sift through the responses and offer information to MADSEC <p>Committee decided to see about getting member input and provide that to MADSEC. *(discussed that this process takes a long time to do)</p> <p>Suspension/Expulsion Legislation LD 1373 ? offer information to School Principals & MADSEC</p>	
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		<p>do a google form? 3 questions - make summary available to membership pass it by the EB prior to sharing</p>	
<p>Other:</p>		<p>1 NASP is seeking individuals to work on the Reauthorization of IDEA and looking for members to serve on their committee. I am hopeful Maine can send some applications in for consideration to be on the committee.</p> <p>2. Senator Angus King reintroduced the SELF act and we can discuss how MASP is supporting this https://www.king.senate.gov/newsroom/press-releases/facing-pandemic-effects-on-childrens-mental-health-senators-king-and-blumenthal-reintroduce-bill-to-support-social-emotional-learning</p> <p>MASP - quoted (Ruth Crowell)- as well as other Heather Halsey and Suzanne Botana members</p> <p>3. Review what NASP is suggesting we watch by discussing what is either on the website or coming to members in electronic communication regarding GPR/Advocacy. In this way MASP is acknowledging awareness of NASP initiatives and our committee has the opportunity to inform members - who can then in turn say this is good for Maine people or not, and maybe in time this committee would offer a position statement to the EB of Maine which could be sent to NASP. Ditto for APA.</p> <p>Discussion about items not on the Agenda. This will allow any past topics to be discussed and any new ideas or topics to be introduced. By adding the opportunity to Discuss items not on the Agenda, we can keep to an hour meeting. We also indicate to MASP members that if they wanted to come to a committee meeting they could speak to us or introduce a topic. We could limit their presentation</p>	

			to 3 minutes or Committee could read a three minute comment if it was sent by email or Comment box. This was agreed that this will take place	
Intentionally incorporate social justice themes into all actions taken by the committee.				
Work on developing a relationship with the Maine Principals Association			Can an update and plan of actions be added to our agenda for Work on developing a relationship with the Maine Principals Association? The Committee recognizes that an update and plan of action for accomplishing this goal can be developed and shared in the minutes in the future.	
Next Meeting	June 22, 2021 5:00-6:00 PM			
Adjourn	6:15 PM			
LOOKING AHEAD...				
Upcoming Meetings			Homework - looking at the legislature that we have researched Can we create our own form? for advocacy? Questions for consultation if we needed it.	
Parking Lot				