

GPR Committee Minutes

Tuesday November 23rd @3:15

<https://us02web.zoom.us/j/82204171277>

Group Norms:

- Start and end on time
- Follow agenda
- Respect confidentiality
- Notes should capture highlights not details

GPR Committee Goals:

- Update Resources on the website
- Create a structure for advocacy action items.
 - Solidify paths for legislative and policy information to come to us and be filtered
 - Develop paths for disseminating information and/or tasks through listservs or other means.
- Intentionally incorporate social justice themes into all actions taken by the committee.
- Work on developing a relationship with other stakeholders.
- SPAW advocacy

ROLES:

Facilitator-

Timekeeper-

Notetaker-

In Attendance- Kathy Gillis; Jessica Greenberg; Michael Dixon; Jen McVeigh; Lisa Backman

| Agenda Topic: | Today's Goal | Time: | Determinations/Notes: | Person(s) Responsible: |
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| Welcome | | | | |
| Minutes | Accept Minutes of 10/12/21 | 2 minutes | | Kathy |

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| <p>Important Announcements</p> | <p>DOE web page for restraint and seclusion https://www.maine.gov/doe/schools/safeschools/restraint</p> <p>Public comment: https://forms.office.com/Pages/ResponsePage.aspx?id=q6g_QX0gYku_bzeoajy-GTtSDz8r8NEtMho3pJ-1aqBRUOUIXOVQ5TU1KR1RaSk1ENjgXT044UUFUy4u</p> <p>Restraint and seclusion letter from Eric Herlan 2021-11-19 Ltr to Pender Makin RE Comments on Proposed Amendments to Chapter 33, Rule Governing Physical Restraint and Seclusion.PDF</p> | <p>15 minutes</p> | <p>Kathy reviewed the web page for the DOE</p> <p>Lisa talked about the folder that she shared with the GPR committee which contains information from multiple sources.</p> <p>Lisa shared the draft letter from MASP. Talked about how difficult the changes have been on staff working with students. Staff afraid to put hands on. Kathy suggested providing some examples especially of emotional trauma.</p> <p>Discussion about the documentation of restraint. Preventative measures are now sometimes considered a restraint (deflection)</p> <p>Letter needs to be presented to the EB and then submit it. Committee will just add to the document - and then will go through a final edit. Committee will put any comments/suggestions into document by Sunday. This will allow time to get it to the EB.</p> | |
| <p>Update Resources on the website</p> | <p>Sample Letters, include bill.</p> <p>Okay to include link to bill in the text of sample letters?</p> | <p>5 minutes</p> | <p>Letter will include a link</p> <p>Jenn and Kathy will get together and decide what</p> | <p>Kathy</p> |

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| | <p>Would Jenn like to spearhead work on organizing resources on the website?</p> | | <p>should be on the page and maybe a mockup of what they might want to have on the page and how it looks.</p> | |
| <p>Create a structure for advocacy action items.</p> | <p>Michael shared that Nasp alerts are dated. Should we continue to list at the end of our minutes?</p> <p>Can Michael's LR's be a link, listed where? (end of minutes, website)</p> <p>Template for GPR.docx</p> <p>SP Shortage document</p> | <p>15 minutes</p> | <p>NASP - alerts are outdated when we get them.</p> <p>Michael will look into LRs and how they become LDs</p> <p>Edited to include approximately half of Jamie's suggestions to the document.</p> | |
| <p>Intentionally incorporate social justice themes into all actions taken by the committee.</p> | <p>LD 633 Survey</p> <p><i>Diversity, Equity and Inclusion Training and Other Professional Development for School Staff</i></p> <p>https://mainedoe.co1.qualtrics.com/jfe/form/SV_3r5S5p2y2UGp6aW</p> | | <p>Survey shared from DOE</p> | |

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| <p>Work on developing a relationship with other stakeholders.</p> | <p>Met with Bear Shea On Friday 11/12/21. Highlights of conversation with Lynn Stanley Maine SW Interim Executive Director.docx</p> | <p>5 minutes</p> | <p>Shared information regarding MASP organization and willingness to collaborate on Mental Health Issues in the future. He has weekly meetings on Wednesdays @ 10:00 https://us02web.zoom.us/meeting/register/tZ0od-CvpjlqG9Z-Pe4rZ5JSq97YceG9Q9MP</p> <p>Kathy summarized the meeting and why we met with him.</p> | <p>Kathy</p> |
| <p>New items</p> | <p>Michael is interested in getting all SP's recognized as Mental health providers so we can be eligible for state reimbursement through Mainecare. If interested, what are our next steps?</p> | <p>5 minutes</p> | <p>Michael is concerned about people that do not have a license. NCSP does not qualify. Michael will investigate where do we start. What are our first steps? And how do we do this? Michael will come back to us with the information.</p> | |
| <p>Next Meeting</p> | <p>January 4, 2022 3:15PM</p> | <p>3 minutes</p> | | |
| <p>Adjourn</p> | | | | |

LOOKING AHEAD...

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| Upcoming Meeting | State Leadership Training 1/29/2022 | | | |
| Parking Lot | Update Listserve | | | |

| LD # | Name | Status | Comments |
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| 633 | Resolve, Directing the Department of Education To Review Diversity, Equity and Inclusion Training and Other Professional Development for School Staff | 6/6/2021-Finally Passed Governor's Action: Unsigned 6/26/2021 | No training is required The department shall identify gaps in training, areas of strength and areas needing improvement and shall identify curricula best suited to the needs of the State, its students and school staff As it stands, bill is not requiring this training |
| 552 | Resolve, To Improve the Individualized Education Program Process | Last House Action -6/30/2021 - FINALLY PASSED. Last Senate Action- CARRIED OVER, in the same posture, to any special or regular session of the 130th Legislature, pursuant to Joint Order HP 1302 | 1. CONSENT Required for Material change in services or substantial change in placement 2. Parental consent required any time an SAU proposes a change in services that would result in a placement in a different school or more restrictive setting, abbr. school day or tutorial services to deliver instruction 3. Include clear articulation of methods of acquiring parent consent including options to address a lack of response from a parent or guardian; and 4. Provide that education technicians and other educators with direct regular contact with the student may not be unreasonably denied participation at an individualized education program team meeting if requested by the parent or guardian |
| 1373 | An Act To Keep All Maine Students Safe by Restricting the Use of Seclusion and Restraint in Schools | Enacted, Jul 13, 2021 Governor's Action: Unsigned, Jul 13, 2021 | A covered entity may use physical restraint or seclusion only if: A. The student's behavior poses an imminent danger of serious physical injury to the student or another person; B. Less restrictive interventions would be ineffective in stopping imminent danger of serious physical injury to the student or another person; C. The physical restraint or seclusion ends immediately upon the cessation of imminent danger of serious physical injury to the student or another person; D. The least amount of force necessary is used to protect the student or another person from imminent danger of serious physical injury. |

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| 550 | Resolve, Directing the State Board of Education To Adopt Rules Prohibiting Teachers in Public Schools from Engaging in Political, Ideological or Religious Advocacy in the Classroom | Accepted Majority (ONTP) Report, Jun 8, 2021 | This resolve directs the State Board of Education to adopt major substantive rules prohibiting teachers in public schools from engaging in political, religious or ideological advocacy in the classroom or from introducing any controversial subject matter that is not germane to the topic of the course being taught, with penalties for violations up to and including termination of the teacher. This resolve requires the State Board of Education to provide written notice of the rules to all affected teachers, parents and students and for teachers to receive annually at least 3 hours of continuing teacher education to instruct the teachers on the rules. Finally, this resolve directs the Department of Education to request professional teacher organizations and unions to voluntarily adopt an educator's code of ethics and professional responsibility that incorporates the rules and that specifically prohibits teachers in kindergarten to grade instruction from using the classroom for political indoctrination. |
| 1189 | An Act To Amend the Teacher Certification Statutes | Jun 8, 2021; Ought To Pass As Amended | |

| LD | NAME | STATUS |
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| 380 | Resolve, To Establish the Remote Learning Task Force | Placed on Study Table |
| 452 | An Act To Require Certain Schools To Provide Menstrual Products | Placed on Appropriations Table |
| 680 | Resolve, To Reestablish the Task Force To Study the Creation of a Comprehensive Career and Technical Education System | Carry Over Approved |
| 896 | Resolve, Directing the Department of Education To Study Disciplinary Policies | Placed on Appropriations Table |
| 1206 | An Act Regarding the Terms of Office of the Director of the Maine State Museum Commission, the State Librarian and the Director of the Maine Arts Commission | Carry Over Approved |
| 1207 | n Act To Maintain the Current Level of Education Funding | Carry Over Approved |

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| 1383 | Resolve, Directing the Department of Education To Study the Use of Homework in Public Schools | Placed on Appropriations Table |
| 1391 | Resolve, Directing the Department of Education To Conduct an Analysis of Representation on Educational Boards | Placed on Appropriations Table |
| 1679 | An Act To Address Student Hunger through Expanding Access to Free School Meals | Placed on Appropriations Table |