

Maine Association of School Psychologists

GPR Committee Meeting Minutes

January 12, 2021 6:00-7:00PM

- **Attendees:** Hilarie Kennedy, Co-Chair; Kathy Gillis, Co-Chair; Suzanne Jones, member; Suzanne Botana, member; Ruth Crowell, MASP President; Mary MacLennan, member ●

Welcome

- **Consent Agenda (Action needed)**

- (5 minutes) Minutes from 12/8/2020

Motion: Mary will delete the December minutes - piece about School Psychology Awareness week. Approval will be achieved through email. Item was tabled.

Mary has corrected the minutes and sent out via email for approval and posted.

Seconded:

Vote: Approved via email

- Discussion Items:

- (20 minutes) Tracking bills (e.g., what bills we might want to get behind - how do we do this efficiently, using a whole meeting to make a priority list?) Suzanne J may have some updates/ideas on how to track the bills more efficiently. Can we connect with MADSEC & MePA to share resources? How do we make this work? Should/could we devote 15 min-½ hour each time we meet to going through this as a group? ○

Websites we need to access for this:

- <https://lists.legislature.maine.gov/sympa/lists>
- <https://lists.legislature.maine.gov/sympa>
- [January 2021](#) January resources from MADSEC

Discussion: about the upcoming session and how do we get notices of upcoming bills that may be of interest/concern to us. MADSEC will supply us with lists of bills that are upcoming. Discussion about not hiring a lobbyist - "not a priority" right now was in the minutes - it was explained that it is both fiscal and need based right now. This committee is not at a point right now to really utilize and take advantage of the services of a lobbyist. Need to come up with a plan - look through the bills - pick the ones that we feel need our attention or we see as priorities - and then put those forward to our members. These are all things that are on the legislative website.

How do we want to review the bills that we want to get behind? Do we want to do some homework - and then do a workshop day. Suggestion was made to just look at categories that may help narrow things down. If we narrowed it down to DOE/DHHS and then we combined it with the three from MADSEC, and then check with MEPA about things that they are prioritizing, and then we can come together to look at what we have. Ruth will contact

MEPA, Sue Jones will go through those that are linked to DHHS, Kathy will do MADSEC list.

- (5 Minutes) Regularly scheduled meeting time: second tuesday of each month, 5:30-6:30 pm. Same link.

- (15 Minutes) Collecting resources for the website: mocking up an update. If you find anything or come up with any ideas, please bring it to the group and we can add it ([2021 Website update](#))
 - Resources for Parents
 - Resources for Educators
 - Resources for Administrators

Discussion about a mockup for the website and providing information, advocacy, and links to information on the website. Need to cull resources that are in the folder - will do this individual and bring a product back to the group. There needs to be a page for advocacy and It needs to be organized and easily accessible.

- (8 minutes) School Psychologist Shortage
 - Being part of the teacher's contract but not able to access teacher benefits such as stipends for national board certification (NBC) because we are not teachers, although we are nationally certified and would likely meet the criteria listed in 3 NBC categories (Exceptional Needs Specialist, Generalist, School Counseling).
 - Adhere to 10 practice domains but are typically only hired to perform under one domain (assessment), limiting our breadth and depth of practice significantly and may discourage applicants who want a more diverse role professionally in schools
 - Many school psychologists have training and experience in social/emotional learning and some have conducted individual, small group, or universal services. However, we are often overlooked as providers when it comes to this important and urgently needed service when many of our students are at risk due to the pandemic
 - District contract language that does not account for high level of advanced degree training (72 credits) under an MS (typically 33). It would be beneficial if USM and other institutions of higher education considered offering the MS after 30 hours and the CAS after completion of the degree program
 - Doctoral level training, while I agree there may be a need for SPs at the doctoral level, many SPs at the specialist level conduct very comprehensive evaluations. Schools with limited financial resources may not be able to afford the salaries doctoral level people would expect for their level of expertise. The pool of SPs at the specialists level decreases when universities move to a doctoral level program
 - In addition, finding internship and postgraduate supervision can be challenging

for doctoral students

- SP are not currently reimbursed through Medicare, limiting their ability to practice (breadth & scope of practice)
- The behavioral training of SPs which includes many of the same courses requirements as BCBA training is not well known by stakeholders or credentialed
- Paid internships
- School loan forgiveness - we did not meet the criteria.

Discussion: about why we have shortages? Is this something that this committee would like to take on? - we need more input from members - this plays right into the social justice theme for this year. Economic geographic, and many other factors - this is a state of many different worlds. This is what we need to tackle. We will put together an action plan for this.

Motion made to put together an action plan for how we tackle this.

Seconded: yes

Vote: unanimous

Next Meeting: February 9, 2021 - 5:30PM