



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/12/2016
Time: 02:00 PM
Location: 309
Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 1937, HD1 RELATING TO SCHOOL PSYCHOLOGISTS.

Purpose of Bill: Requires the licensure of school psychologists in both the public and private sectors of employment. (HB1937 HD1)

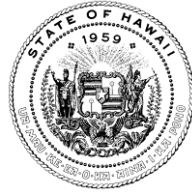
Department's Position:

The Department of Education (Department) supports the intent of HB 1937 HD1 to require the licensure of school psychologists in both the public and private sector of employment.

The Department is willing to meet with stakeholders to discuss how to better align with best practices and attract applicants.

Respectfully, we defer to the Department of Commerce and Consumer Affairs as to the implementation of the licensure.

Thank you for this opportunity to provide testimony.



DAVID Y. IGE
GOVERNOR
SHAN S. TSUTSUI
LT. GOVERNOR

STATE OF HAWAII
OFFICE OF THE DIRECTOR
DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS
335 MERCHANT STREET, ROOM 310
P.O. Box 541
HONOLULU, HAWAII 96809
Phone Number: 586-2850
Fax Number: 586-2856
www.cca.hawaii.gov

CATHERINE P. AWAKUNI COLÓN
DIRECTOR
JO ANN M. UCHIDA TAKEUCHI
DEPUTY DIRECTOR

**PRESENTATION OF THE
PROFESSIONAL AND VOCATIONAL LICENSING DIVISION**

TO THE HOUSE COMMITTEE ON EDUCATION

TWENTY-EIGHTH LEGISLATURE
Regular Session of 2016

Friday, February 12, 2016
2:00 p.m.

**TESTIMONY ON HOUSE BILL NO. 1937, H.D. 1, RELATING TO SCHOOL
PSYCHOLOGISTS.**

TO THE HONORABLE ROY M. TAKUMI, CHAIR,
AND MEMBERS OF THE COMMITTEE:

My name is May Ferrer, Executive Officer for the Board of Psychology, Professional and Vocational Licensing Division, Department of Commerce and Consumer Affairs ("Department"). The Department appreciates the opportunity to submit testimony on House Bill No. 1937, H.D.1, Relating to School Psychologists.

The purpose of House Bill No. 1937, H.D. 1 is to establish a school psychologist licensing program within the Department to be administered by the Director of Commerce and Consumer Affairs.

House Bill No. 1937, H.D. 1 creates a new chapter in the Hawaii Revised Statutes ("HRS") to regulate school psychologists. Section 26H-6, HRS, requires that

new regulatory measures being considered for enactment be referred to the State Auditor for a sunrise analysis. Referral is required to be made by concurrent resolution that identifies a specific legislative bill to be analyzed. The statute further requires that the analysis shall set forth the probable effects of regulation, assess whether its enactment is consistent with the legislative policies of the Hawaii Regulatory Licensing Reform Act, and assess alternative forms of regulation.

Therefore, this bill should be deferred until a sunrise analysis on this measure is conducted by the Auditor.

For the Committee's information, the Board of Psychology will have an opportunity to review this measure at its February 19, 2016 meeting, after which time it may provide additional comments.

Thank you for the opportunity to provide comments on House Bill No. 1937, H.D. 1.

February 11, 2016

COMMITTEE ON EDUCATION AND
COMMITTEE ON COMMERCE, CONSUMER PROTECTION AND HEALTH

Conference Room 229 Hawaii State Capitol
415 South Beretania Street

Position: Support HB1937 and SB2612

Chairs Baker, Kidani, Vice Chair Harimoto

The Hawaii Association of School Psychologists (HASP) supports HB1937 and SB2612 with the following proposed amendments. All proposed changes are in red.

- 2 Definitions

"Practice of school psychology" means the application of principles, methods, and procedures of measurement, prediction, evaluation, testing, counseling, consultation, and instruction related to and consistent with the national standards articulated by the National Association of School Psychologists **or its successor**.

"School psychologist" means a professional licensed by the department as a school psychologist who provides school psychological services consistent with the national standards articulated by the National Association of School Psychologists **or its successor**. "School psychologist" includes a school psychologist-doctoral and a school psychologist-specialist.

-8 Application for licensure as a school psychologist

(Page 7, line 11):

~~(1) A master's degree or doctoral degree from an accredited educational institution in school psychology or in an allied field related to the practice of school psychology that includes, or is supplemented by, graduate level coursework in school psychology comprising a minimum of sixty semester hours in the following course areas, with a minimum of three semester hours in each course area as indicated below:~~

(1) A master's-level degree, specialist-level degree, or doctoral degree from an organized program of study in school psychology within an accredited educational institution comprising a minimum of sixty semester hours in the following course areas, with a minimum of three semester hours in each course area as indicated below:

(Page 10, line 18):

OR

(b) An individual who:

(1) Holds current, unencumbered certification as a nationally certified school psychologist or holds a valid license **or credential** in school psychology in another state or United States territory prior to the effective date of this Act; **for those already employed as a school psychologist in Hawaii, an out of state license or credential that has been expired for no more than 10 years from the effective date of this Act will also be accepted.**

or

(2) ~~Has met the above degree and internship requirements and~~ Has passed the School Psychology Praxis examination per the specifications of NASP-~~examination~~ after January 1, 2000, and before July 1, 2014; and

(3) Within one year of the effective date of this Act, applies for licensure and pays the applicable license fee, shall be deemed to have met the requirements of this section.

(c) For an applicant who graduated from an accredited educational institution as specified in subsection (a)(1) before July 1, 2007, the department shall also deem the following to be acceptable:

(1) For practicum ~~and~~ intern experience, written certification from an official of the institution of higher education attesting that the applicant has completed the academic terms, graduate credit hours, and supervised client contact hours in subsection (a)(2) and that the applicant's practicum intern experience is equivalent to a mental health graduate level practicum program in school psychology; and

(2) For post-graduate experience, written certification from ~~an officer and~~ the school psychology supervisor of the agency ~~or an individual from the agency that has the authority to attest to practicum and intern experience~~ at which the applicant has earned experience attesting that the applicant has completed the hours of experience and supervision in subsection (a)(2) and that the applicant's post-graduate experience is equivalent to the practice of school psychology.

~~For school psychology supervisors, the license requirements under subsection (a)(2) and (a)(3) shall not apply.~~

The Hawaii Association of School Psychologist asks that you support HB1937 and SB2612 to ensure that all children in Hawaii are afforded the same protection of a licensed and credentialed professional working in their scope of practice.

Respectfully Submitted:

Leslie Baunach, MA/CAS, NCSP
HASP President

Hawaii Association of School Psychologists

February 11, 2016

COMMITTEE ON EDUCATION AND
COMMITTEE ON COMMERCE, CONSUMER PROTECTION AND HEALTH
Conference Room 229 Hawaii State Capitol
415 South Beretania Street

Position: Support HB1937 and SB2612
Chairs Baker, Kidani, Vice Chair Harimoto

Hawaii Association of School Psychologists (HASP) believes that licensure is important for all professionals that are entrusted to care for students, especially those with special needs. HR 465 protects the professional integrity of the term “psychology” by ensuring that nonlicensed individuals cannot practice psychology. This public protection ensures that specialized training and expertise is required to practice psychology. Currently, School Psychologists are ‘exempt’ from having to have licensure to practice in the educational setting (HR465) and have had no credentialing in the state of Hawaii. Hawaii is the only state in the nation that allows this. This exemption has allowed individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standard to practice “psychology” within the educational setting. We are asking the legislators support HB1937 and SB2612 in that it nullifies that exemption and ensures that students receive services from highly qualified and licensed professionals.

Graduate training in school psychology and a supervised internship aligns with the Practice Model set forth by the National Association of School Psychologists (NASP). The Practice Model outlines the professional expectations of respecting the dignity and rights of all persons and maintaining professional competency and integrity in professional relationships to foster and maintain the public's trust. Our practice model outlines the training of school psychologists that requires them to be forthright about their qualifications, competencies, and roles. We work in full cooperation with other professional disciplines to meet the needs of students and families and avoid multiple relationships that diminish their professional effectiveness. We maintain the public trust by respecting law and encouraging ethical conduct. When untrained and unqualified persons are employed as a ‘school psychologist’ under this current exemption in HR 465, but do not meet the graduate level training requirements, the integrity of the profession is compromised and the public is not protected. The training of school psychologist is unique in that we have extensive training in cognitive, academic, emotional and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not administered as they were designed, the students are not being fairly assessed, which can result in inaccurate results. The research is clear that students who are identified with special learning needs are at a higher risk for a number of negative outcomes, such as dropping out of school, qualifying for lower-level jobs, or becoming involved in criminal activity. We ask that you help protect our students by only allowing trained individuals, who have met the standards put forth in HB1937 and SB2612 to be entrusted with this work in the educational setting.

Hawaii Association of School Psychologist asks that you support HB1937 and SB2612 to ensure that all children in Hawaii are afforded the same protection of a licensed and credentialed professional working in their scope of practice.

Respectfully Submitted:

Taffy Perucci, M.S., BCBA
California Credentialed School Psychologist 2003-present
HASP Legislative Chair

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, February 11, 2016 3:01 PM
To: EDNtestimony
Cc: skc17876@hotmail.com
Subject: Submitted testimony for HB1937 on Feb 12, 2016 14:00PM

HB1937

Submitted on: 2/11/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Staci Gonzales	Individual	Support	No

Comments: This is essential to help make Hawaii a competitive employment option for school psychologists.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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Position: Support HB 1937, SB2612 and SB2613

I am writing in support of bills HB1937, SB2612 and SB2613 from the perspective of a school psychologist, military spouse, and parent of a child with special needs. As a school psychologist, I believe a licensure and national certification incentive program encourages higher professional standards and ongoing professional development. As a military spouse, we frequently move to new locations for short periods of time. As a result, finding employment as a school psychologist in a timely manner can be difficult and costly. Finding employment in the current system in Hawaii has been less rigorous professionally, but more difficult and time consuming than other states in which we have lived. I believe the adoption of a licensure and national certification incentive program will provide a more efficient and effective way to employ and retain well-trained and highly qualified school psychologists. In addition, the national certification incentive makes Hawaii salaries more competitive on the national landscape. As a parent of a child with special needs, a licensure and national certification incentive program reassures me that a highly qualified and well-trained professional is working with my child. Currently, Hawaii is the only state without a way to license or credential school psychologists, thus compromising the integrity of the profession in our state. On behalf of school psychologists and the children and families of Hawaii, please consider adopting the proposed bills for all our benefit and protection.

Respectfully Submitted,
Nicole Hoelz, M.A., Ed.S.
School Psychologist

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 09, 2016 8:14 PM
To: EDNtestimony
Cc: kyle25@hawaii.edu
Subject: Submitted testimony for HB1937 on Feb 12, 2016 14:00PM

HB1937

Submitted on: 2/9/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kyle Chikazawa	Individual	Support	No

Comments: Great for everyone, hope to see this go through. Thanks!

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From: mailinglist@capitol.hawaii.gov
Sent: Thursday, February 11, 2016 2:07 PM
To: EDNtestimony
Cc: agschwartz@mac.com
Subject: *Submitted testimony for HB1937 on Feb 12, 2016 14:00PM*

HB1937

Submitted on: 2/11/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Allison Schwartz	Individual	Support	No

Comments:

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Support for HB1937 & SB2612

I am a new Hawaii resident and a newly hired school psychologist in Hawaii; however, I am not new to the field of school psychology. I am a Past President of the Florida Association of School Psychologists (FASP; an organization of 650+ members), I hold a doctoral degree in school psychology, and I have maintained a current Professional Certification as a School Psychologist with the Florida DOE.

I submitted my application for a school psychologist position in the Honolulu District in August 2015. When I applied, I was aware that approximately 1/3 of the school psychology positions in the state were vacant, so I was anticipating being able to move to Hawaii and begin working relatively quickly. While I thought it might take a couple months before I could get hired, in actuality it took two months just to be offered an interview. I am confident that having a state licensure system in place would have reduced the burden of the DOE HR department from having to screen transcripts, internship, and experience components of my application, and the process could have been expedited much more quickly.

Prospective school psychology applicants who are new to the field or considering a geographic move to Hawaii have many options for employment. In comparison to Hawaii, many other states have a competitive edge with recruitment due to the fact that they can process applicants more efficiently thanks to already established licensing/credentialing procedures. In fact, the number of states with this competitive edge is 49, since Hawaii is the only state without such a licensing/credentialing practice in place.

For school psychology professionals considering relocation to Hawaii, learning that they would be practicing without a license or certification comes not only as a surprise, but as a deterrent. Professional licensure or certification protects the public by enforcing standards that restrict practice to only the qualified individuals who have met specific qualifications in education, field experience, and exams. I have already learned from my conversations with folks in Hawaii schools that doing right by our keiki is truly valued. If this sentiment is truly a part of the value system in Hawaii, than it only makes sense that we would uphold the integrity of the school psychology profession with this licensure bill to ensure children receive the same quality of school psychological services as any other state in the country.

There certainly are other factors that contribute to significant vacancies in Hawaii that need to be addressed as well. Fortunately, the accredited University of Northern Colorado school psychology graduate program that is being launched in Hawaii this Summer should begin to ameliorate the issue of not having a local training program. The introductions of such a program, along with the proposed licensing bill, are both vital steps to not only growing the number of filled school psychology positions in the state but also to maintaining the integrity of the profession in Hawaii. Ultimately, efforts like these will in turn benefit the children and community of Hawaii.

Sincerely,

Troy Loker, Ph.D.

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, February 11, 2016 7:09 PM
To: EDNtestimony
Cc: kristinelia@gmail.com
Subject: *Submitted testimony for HB1937 on Feb 12, 2016 14:00PM*

HB1937

Submitted on: 2/11/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kristin Elia	Individual	Support	No

Comments:

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From: mailinglist@capitol.hawaii.gov
Sent: Thursday, February 11, 2016 7:08 PM
To: EDNtestimony
Cc: sgega717@gmail.com
Subject: *Submitted testimony for HB1937 on Feb 12, 2016 14:00PM*

HB1937

Submitted on: 2/11/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Shauna Gega	Individual	Support	No

Comments:

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LATE

HB1937

Submitted on: 2/12/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Martin Hackel	Individual	Support	No

Comments: While I am an employee of the Department of Education, I am supporting this bill in my role as a private citizen. School Psychologists are established professionals for more than 40 years. Essentially every school in the USA is served by a school psychologist. Licensure would recognize and support professionalism. I recommend that all paragraphs of the draft bill mention master degree as well as specialist and doctoral levels of education since many professional school psychologists received their education when masters level training with 140 or more quarter graduate credits was standard.

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