

JOSH GREEN, M.D.
GOVERNOR



KEITH T. HAYASHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/02/2023

Time: 02:00 PM

Location: 309 VIA VIDEOCONFERENCE

Committee: House Education

Department: Education

Person Testifying: Keith T. Hayashi, Superintendent of Education

Title of Bill: HB 1116 RELATING TO SCHOOL PSYCHOLOGY.

Purpose of Bill: Establishes licensure requirements for school psychologists to be administered by the board of psychology. Requires all school psychologists to be licensed by 7/1/2025. Increases the composition of the board of psychology to include two school psychologists.

Department's Position:

The Hawaii State Department of Education (Department) respectfully provides comments on HB 1116.

Senate Concurrent Resolution 122, SD1, adopted by the 2022 Hawaii State Legislature, directed the Office of the Auditor to assess whether the regulation of school psychologists proposed in SB 1274 (2021 Regular Session) was supported by the State's policy regarding professional and vocational licensure. It was determined that regulation as proposed did not sufficiently define the practice of school psychology to allow the Auditor to assess the proposal.

(Source: Report No. 22-13 Sunrise Analysis: Regulation of School Psychologists).

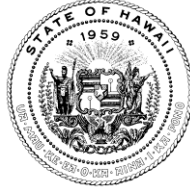
Without a determination, the Department respectfully suggests moving towards the attainment of the Nationally Certified School Psychologist credential from the National Association of School Psychologists. This would support the Department's goal of employing highly qualified staff and aligns with current Department initiatives.

The Department was awarded a United States Department of Education Grant for the Recruitment and Retention of Mental Health Providers. The project goals directly

support the development of a homegrown program for school psychology.

In collaboration with Chaminade University, the Department is launching a locally accredited, National Association of School Psychologist aligned School Psychology program in Fall of 2023. Twenty tuition stipends will be offered to applicants committing to three years of Department service as a school psychologist. Graduates will be qualified to attain the National Association of School Psychologist certification.

Thank you for the opportunity to submit testimony on HB 1116.



STATE OF HAWAII | KA MOKU'ĀINA 'O HAWAI'I
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Testimony of the Department of Commerce and Consumer Affairs

**Before the
House Committee on Education
Thursday, February 2, 2023
2:00 p.m.
Conference Room 309 and Videoconference**

**On the following measure:
H.B. 1116, RELATING TO SCHOOL PSYCHOLOGY**

WRITTEN TESTIMONY ONLY

Chair Woodson and Members of the Committee:

My name is Ahlani Quiogue, and I am the Licensing Administrator of the Department of Commerce and Consumer Affairs' (Department) Professional and Vocational Licensing Division. I apologize for not being able to attend this hearing due to a conflicting meeting. The Department offers comments on this bill.

The purposes of this bill are to: (1) establish licensure requirements for school psychologists to be administered by the Board of Psychology (Board); (2) require all school psychologists to be licensed by July 1, 2025; and (3) increase the composition of the Board to include two school psychologists.

Similar to the testimony provided for S.B. 2281, S.D. 2, H.D. 1, Relating to Psychology (2022), the Department believes it is imperative to note the following concerns regarding this draft of the bill:

- (1) Page 6, line 6 to page 7, lines 1 to 13: sets forth eligibility for school psychologist licensure that provides for two tracks: (a) completion of degree, internship hours, and passage of an examination, or (b) holding a current unencumbered certificate as a nationally certified school psychologist or a valid license or credential in school psychology; provided that for those employed as a school psychologist in Hawaii as of July 1, 2023, an out-of-state license or credential that has expired for not more than ten years from July 1, 2023 shall also be accepted.

The Department has strong concerns about issuing a license based on expired licensure or credentials. Licensure or credentials may be expired for a variety of reasons some of which may be innocuous but some more serious. Hawaii State licensure is indicia that the State has vetted the professional for purposes of consumer protection. If, the Legislature is inclined to pass this measure, the Department recommends that some other mechanism for authorizing continued practice of these individuals be provided such as a limited “grandfather” clause or exemption from licensure.

- (2) Page 9, lines 1 to 17, creates a new section called “Description of service.”

The section defines practice of school psychology if the person delivers service to children and students from birth through college who are eligible to be enrolled in educational and intermediate educational units, special education programs, universities and colleges, early intervention programs, developmental centers, and approved private schools. Also, the section provides that school psychologists are limited to practicing within these settings, and licensure does not allow for private practice.

The Department has concerns that this section is unclear. Terms such as “educational and intermediate educational units,” “special education programs,” “universities and colleges,” and “early intervention programs” are not defined. The term “developmental center” is defined in the bill, but includes the term “developmentally appropriate,” which is not defined.

The Department recommends that “eligible to be enrolled” on page 9, line 4 be defined.

In addition, the term “private practice” is not defined, and it is not clear whether private practitioners are exempted from licensure or precluded from practice. Also, as currently drafted, private practice could be interpreted to apply to professionals that provide services by contract.

- (3) Page 9, lines 18 to 21 continued to page 10, lines 1 to 17, provides for title protection for use of the title “licensed school psychologist” or “school psychologist,” and establishes fines for violations of the section. This may be in direct conflict with HRS chapter 465.

Also, the draft references school psychology interns or school psychology practicum students; this draft lacks any guidance on supervision requirements for students and interns, scope of practice of students and interns, documentation requirements, and limits on delegation.

- (4) Page 10, lines 18 to 21, requires that the Board of Psychology receive advice and review proposals from the Hawaii Association of School Psychologists.

The Department recommends that this section undergo legal review to ascertain whether it is consistent with the guidelines for state action immunity set forth in *North Carolina State Board of Dental Examiners v. Federal Trade Commission*, 574 U.S. 494 (2015). The Department recognizes its responsibility for active supervision and is concerned that this section undermines the separation of the Board from the profession that it regulates.

- (5) The Department requests clarification of how the existing language in HRS section 465-13 applies in conjunction with the language of page 11, line 1 to page 13, line 18. Similarly, the Department requests clarification of how the existing HRS 465-3 applies in conjunction with the new exemption section.

Therefore, this bill should be held in Committee. However, if the Committee is inclined to pass this measure out, the Department respectfully requests the following to ensure proper implementation:

1. General fund appropriation to allow the Division:

- a. To establish, recruit, and hire an office assistant V (OA-V) to process Compact-related license applications expeditiously. The sum of \$67,876 or so much thereof may be necessary to fund this position.
 - b. To make the appropriate updates to its internal database. The required updates may take upwards of 500 support hours to create these new license types and the associated requirements. These hours would be added onto the already extensive daily work of the Division's developer, program analyst, and others outside of the division. Note that these updates would require additional support and maintenance outside of the budget request being made through Department of Commerce and Consumer Affairs' request. The sum of \$75,000 or so much thereof may be necessary to fund this request.
2. Minimally, a delayed implementation date of July 1, 2025 to ensure that:
- a. In line with the request above, the Division would need the appropriate time to establish, recruit, and hire and OA-V.
 - b. The appropriate updates are made to the database and applications are created.

Thank you for the opportunity to testify on this bill.

Testimony of the Board of Psychology

**Before the
House Committee on Education
Thursday, February 2, 2023
2:00 p.m.
Conference Room 309 and Videoconference**

**On the following measure:
H.B. 1116, RELATING TO SCHOOL PSYCHOLOGY**

Chair Woodson and Members of the Committee:

My name is Christopher Fernandez, and I am the Executive Officer of the Board of Psychology (Board). The Board's Legislative Committee (Committee) offers comments on this bill.

The purposes of this bill are to: (1) establish licensure requirements for school psychologists to be administered by the Board of Psychology; (2) require all school psychologists to be licensed by 7/1/2025; and (3) increase the composition of the board of psychology to include two school psychologists.

The Board will meet to discuss this bill at its meeting on Friday, February 3, 2023. The Board can provide the Committee with its formal position after that meeting. In the meantime, please accept the following comments:

- The Board has consistently maintained a position against integrating school psychologist-specialists into the Board's regulatory responsibility and composition.
- For the regulation of school psychologists, the Board has steadily recommended alternative licensing schemes such as that which can be found in the language of S.B. 818, S.D. 2, H.D. 1, which was considered during the 2019 legislative session. This measure placed the licensure and regulation of school psychologists under the Hawaii Teacher Standards Board (HTSB), while exempting from licensure under Hawaii Revised Statutes (HRS) chapter 465 school psychologists who are employed by an educational institution and practice only within a school setting. In other states, the regulation of school psychologists who hold master's level school psychology degrees, either through credentialing, certification, or licensure, is as follows: forty-one (41)

- states regulate school psychologists within their departments of education (or equivalent); two (2) within their departments of health; and four (4) states credential, certify, or license school psychologists under their boards of psychology. The HTSB currently licenses counselors in the Department of Education (DOE) and charter schools.
- Regarding the Board's composition, the Committee continues to feel that the addition of two school psychologists who lack the equivalent level of training in clinical and counseling psychology will not allow the Board to adequately evaluate the credentials of applicants for licensure at the doctoral level in clinical and counseling psychology. Further, even with the proposed additions, the Board does not feel it would be prepared to evaluate the specialized knowledge of a school psychologist. For example, the Board is not familiar with the Praxis School psychologist exam and its content, or the requirements for becoming a "nationally certified school psychologist." The majority of the Board's members are not school psychologists, nor do they have the relative expertise with school systems and professional practice in a school setting that a HTSB board member would likely have.
 - The Committee continues to have concerns regarding language included on page 10, lines 18 to 21, as it states, "The board *shall* receive advice and review proposals from the Hawaii Association of School Psychologists regarding issues relating to school psychologists and the practice of school psychologists." The Board holds itself to be the sole authority on the licensure, regulation, and public protection of psychologists and, thus believes the language should be "*may* consider the advice of the public, including professional associations promoting the profession," to properly reflect and retain the Board's authority.
 - The Committee also has strong concerns that this bill will adversely affect the scope of practice of psychologists with training in school psychology, as currently set forth in HRS section 465-1. For example, page 9, lines 1 to 17, provides a description of services that psychologists who are currently

licensed under HRS chapter 465 are trained to do, which appears to exclude doctoral-level clinical psychologists. Based on the current language, it is not clear whether a psychologist currently licensed under HRS chapter 465 would be required to obtain additional licensure as a school psychologist as well to practice within that scope.

- The Committee has additional general concerns regarding the potential restriction of a licensed psychologist's scope of practice. HRS section 465-1 defines "Psychologist" to mean:

[A] person who offers to the public or renders to individuals or to groups of individuals services defined as the practice of psychology. A person represents to be a psychologist if the person uses any title or description of services incorporating the words "psychology," "psychological," "psychologist," or "psychotherapy," or if the person offers or renders to individuals or to groups of individuals services defined as the practice of psychology.

In the State Auditor's (Auditor) 1987 sunset evaluation of HRS chapter 465, it was noted that the title "certified psychologist" was a protected term. Only those licensed under HRS chapter 465 could be called a certified psychologist. In 1971 the term was generalized to "Psychologist" and exemptions were created. If the legislative intent was to protect the term "psychologist," it seems that the definition of "school psychologist" on page 5, lines 7 to 13 violates the current definition of "psychologist" as defined in HRS section 465-1. The term "school psychologist-specialist" is concerning as the term "psychologist" is already used by those with doctoral degrees currently licensed under HRS chapter 465, who have a vested interest in the protection of that term. If this measure's intent is to provide a pathway to licensure for those trained in school psychology, but who cannot meet the current requirements for licensure under HRS chapter 465, it should be made clear how the terms "psychologist" and "school psychologist," would possibly conflict with each other if this measure is passed in its current form. It was

noted by the Auditor in the Sunrise Analysis: Regulation of School Psychologists, Report No. 22-13, that the definition of the “practice of school psychology” in S.B. 1274 (2021), which is the exact language in H.B. 1116, page 4, line 19 to page 5, line 6:

[D]oes not sufficiently define the practice of school psychology that the Legislature proposes to regulate; it does not describe the work or type of work for which individuals will be required to obtain a state-issued license to perform. Without a clear definition of the practice of school psychology, we are unable to assess the proposed regulation against the criteria in Section 26H-2, HRS, to determine whether the regulation of school psychologists is consistent with state policy.

- If the Committee is inclined to pass this bill, the Committee and the Professional Vocational Licensing Division (Division) respectfully request amending the date to July 1, 2027, to provide time to: (1) update the Division’s database with this new license type; (2) create a new method of licensure and the related license codes; (3) create new application forms; (4) promulgate rules; and (5) work with the Governor’s Boards and Commissions office to find two eligible school psychologists who are qualified to serve on the Board. The Committee also notes that these changes will both require seed money in order to complete these tasks and to establish the new license types. The Division will also be required to hire further staff to administrate the chapter and its new license types.
- Finally, the Committee notes that it is unclear whether this bill would allow school psychologists to meet the criteria for Medicaid reimbursement or if further amendments to the state’s Medicaid plan would be required. This information, which is typically provided in a sunrise analysis, is absent since the Auditor could not determine whether the regulation of school psychologists is consistent with state policy based on the definition of “the practice of psychology.” Currently, most states receive Medicaid reimbursements for school psychologists through licensure in their

departments of education, which is the method by which the majority of states currently license or credential school psychologists with master's level education and training.

Thank you for the opportunity to testify on this bill.



Hawai'i
Children's Action Network Speaks!
Building a unified voice for Hawai'i's children

Hawai'i Children's Action Network Speaks! is a nonpartisan 501c4 nonprofit committed to advocating for children and their families. Our core issues are safety, health, and education.

To: House Committee on Education

Re: **HB 1116 - Relating to School Psychology**
Hawai'i State Capitol, Conference Room 309 & Via Videoconference
February 2, 2023, 2:00 PM

Dear Chair Woodson, Vice Chair Marten, and Committee Members,

On behalf of HCAN Speaks!, I am writing in support of HB 1116, relating to school psychology. This bill establishes licensure requirements for school psychologists to be administered by the board of psychology, requires all school psychologists to be licensed by July 2025, and increases the composition of the board of psychology to include two school psychologists.

Hawai'i is currently the only state in the nation without credentialing requirements for school psychologists. That puts our children and youth at risk, as individuals who lack adequate training can be hired to practice as school psychologists for the Department of Education (DOE).

And in the unfortunate event of malpractice against their keiki, parents do not have anywhere to take ethical complaints, since there is no licensing board for school psychologists in our state.

In addition, licensing school psychologists would be good for the state budget, as it would allow the DOE to bill Medicaid for school psychological services provided by school psychologists.

The American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children's Hospital Association declared a National State of Emergency in Children's Mental Health in October 2021.¹ To help reduce the increased rates of anxiety, depression, and potential suicides that occurred since the start of the pandemic, the Surgeon General recommends ensuring all children have access to high-quality and culturally competent mental health care in schools and other community-based settings.^{2,3}

Please look out for the mental health of our keiki and pass this bill.

Thank you,

Nicole Woo
Director of Research and Economic Policy

¹ <https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/>

² <https://news.feinberg.northwestern.edu/2023/01/25/shortage-of-mental-health-professionals-linked-to-increase-in-youth-suicides/>

³ <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>



Hawai'i Psychological Association

For a Healthy Hawai'i

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Phone: (808) 521-8995

HOUSE COMMITTEE ON EDUCATION

Rep. Justin H. Woodson, Chair

Rep. Lisa Marten, Vice Chair

Hearing: HB1116, Feb. 2, 2023 2:00 P.M. via Videoconference

Testimony with Comments Supporting the Licensing of School Psychologists; but Opposing their Regulation by the Board of Psychology.

The Hawai'i Psychological Association (HPA) applauds the efforts of school psychologists to be licensed as this ensures quality care for children and families and adds an important layer of consumer protection that is in keeping with other professions and the profession of school psychology in other states. It also, at long last, would enable the state to seek reimbursements from the federal Medicaid program for services provided by school psychologists in educational settings. These are noble and stand-alone reasons for supporting the intent of this legislation that rise above some major concerns, including the absence of a NASP-accredited school psychology program in Hawai'i and the challenges of recruitment and retention of school psychologists.

However, HPA has serious reservations about this bill's lack of clarity on school psychologists' scope of practice; and on the proposal to change the composition of the Board of Psychology to include school psychologists - as they have very different credentials.

AUDITOR REPORT

Our concern over the clear definition of School Psychologists' Scope of Service is reflected in the November 2022 "Sunrise Analysis: Regulation of School Psychologists" issued by the State of Hawaii Office of the Auditor. In that report¹, the Auditor notes that the National Association of School Psychologists' (NASP) Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model):

- ***“[D]oes not contain standards from which one can reasonably determine what constitutes the practice of psychology; specifically, it does not define the scope or boundaries of the practice[;]”***
- ***That their “review of the NASP Practice Model confirmed that [HASP’s] domains [of practice] are broad, general descriptions of the basic knowledge, judgement, and skills that, according to the [NASP], school psychologists need, not the scope of the practice of the school psychology[;]”***
- ***That the examples provided in the NASP Practice Model are “broadly written and remain unclear as to the actual services and to whom the services are being provided[;]”***
- ***And reiterated that “[t]he Professional Development and Standards Director [of the NASP] said the NASP Practice Model is ‘designed to identify the competencies that school psychologists can reasonably expect to have and to be able to provide. It is not a scope of practice. It is not written to be a scope of practice per se’.”***

Thus, should this bill advance, revisions are needed to include a more detailed description of services to be provided. For example, School psychologists' training seems to focus on social emotional health and

¹ <https://files.hawaii.gov/auditor/Reports/2022/22-13.pdf>

wellness; and includes only the word, “counseling,” to describe clinical activities. It does not seem that nationally certified school psychologists are trained in the diagnosis and treatment of mental health conditions in ways similar to clinical psychologists.

DISPARATE CREDENTIALING

School psychologists’ training and continuing education requirements, while varying by state, are substantively different from the education, training, and continuing education requirements of clinical psychologists. HPA members have expressed strong concerns about school psychologists rendering their opinions regarding licensure of clinical or health service psychologists – as a whole; and of these psychologists rendering opinions regarding the licensure of a specialized subset of the profession which they are not similarly credentialed - school psychologists. This would mean, for example, that someone with a specialist-level degree in school psychology, the practice of which does not include diagnosis and treatment of schizophrenia, depression, or anxiety, e.g., would be considering the eligibility for licensure of a clinical psychology applicant.

According to the National Association of School Psychologists' website, the State Education Agency (SEA) credentials school psychologists in *all* states to practice in the schools - except Texas and Hawai‘i. Although Texas credentials its school psychologists through a state board of examiners of psychologists, they only credential those with a doctorate in school psychology.

While there are compelling and multiple reasons why school psychologists should NOT be licensed nor sit on the Board of Psychology, there are NO compelling reasons why they should not be licensed through a separate process within DCCA.

MEDICAID SERVICES SHOULD BE SPECIFIED

A clarification perhaps most germane to school psychologists’ scope of practice and the state’s department of education’s ability to draw federal funds is which of their services are eligible for Medicaid reimbursements. We believe these specific services should be outlined in this proposal to better understand how many and what kinds of children will be impacted by the change. This information would provide some direction as to the most appropriate Board to provide oversight. As noted in testimony from last year presented by the Board of Psychology, the vast majority of states license their school psychologists under their educational boards, which seems to be tried and tested models to follow in establishing procedures for Medicaid reimbursement.

Thank you for the opportunity to provide input into this important bill.

Sincerely,



Raymond A. Folen, PhD, ABPP
Executive Director



NATIONAL ASSOCIATION OF
School Psychologists

4340 East West Highway, Suite 402, Bethesda, MD 20814

PHONE: 301-657-0270

FAX: 301-657-0275

January 30, 2023

Dear Chair and Members of the Committee,

On behalf of the National Association of School Psychologists (NASP), I write in support of SB958/HB1116 which would establish credentialing standards for School Psychologists in Hawai'i. Every state in the U.S has established credentialing requirements, overseen by a state regulatory body, for the practice of and use of the title School Psychologist, with the sole exception of Hawai'i. The legislature's support of efforts to establish credentialing requirements for school psychologists in Hawai'i, aligned with the standards of the National Association of School Psychologists, would help ensure that students, families, and schools receive comprehensive school psychological services from the most highly qualified professionals; establish a common understanding of school psychologists among the public; and ensure that only those professionals who have proper training are able to use the title 'school psychologist' and be employed as such.

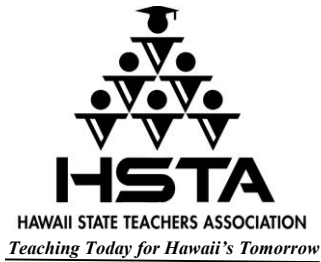
School Psychologists are uniquely qualified professionals who provide a comprehensive range of learning, mental, and behavioral health services in schools. Importantly, school psychologists are not interchangeable with other psychologists (or other professions), as they possess a specific set of knowledge and skills that are tailored to educational settings. It is for this reason that school psychology is a recognized specialty of psychology by the American Psychological Association (APA); and the APA's Model Licensure Act maintains the importance of a distinct license/certification for school psychologists separate and apart from other psychology professionals.

School psychologists possess graduate preparation experiences that are distinct from any other mental health professional. NASP maintains national standards for the credentialing of school psychologists, which are developed by experts in the field and formally recognized by the majority of states. The absence of a specific credential for school psychologists in Hawaii is tantamount to enabling non-qualified individuals to provide these critical services and falsely call themselves school psychologists, creating risk for students, families, and schools.

NASP fully supports the formal credentialing of school psychologists to ensure that all children, youth, families, and schools receive school psychological services from highly qualified professionals.

Sincerely,

Kathleen Minke, PhD, NCSP
Executive Director



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
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TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION

RE: HB 1116 - RELATING TO PSYCHOLOGY

THURSDAY, FEBRUARY 2, 2023

OSA TUI, JR., PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

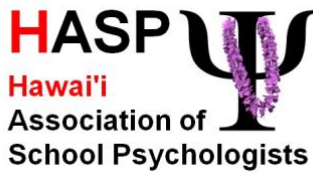
Chair Woodson and Members of the Committee:

The Hawaii State Teachers Association **supports HB 1116**, relating to psychology. This bill establishes licensure requirements for school psychologists to be administered by the board of psychology. Requires all school psychologists to be licensed by 7/1/2025. Increases the composition of the board of psychology to include two school psychologists.

Licensure is important for all professionals that are entrusted to care for students, especially those with special needs. HRS 465 protects the professional integrity of the term “psychology” by ensuring that non-licensed 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 (HRS465) and have had no credentialing in the state of Hawaii. Hawaii is the only state in the nation that allows this exemption.** 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 for the legislators support to establish state licensing in Hawaii, in that it nullifies that exemption and ensures that students receive services from highly qualified and licensed professionals.**

Only certificated or licensed professionals are billable under Medicaid, so the current exemption does not allow for the Department of Education to bill for any services or evaluations conducted by school psychologists at this time. Licensing of school psychologists would be another avenue for the DOE to generate funds under Medicaid.

The Hawaii State Teachers Association asks that you support this bill and the state licensing of school psychologists to ensure that all of our keiki in Hawaii are afforded the same protection of a licensed and credentialed professional working within their scope of practice.



HB1116 Credentialing School Psychologists in Hawai‘i

Aloha Chair Woodson and members of the committee,

The Hawai‘i Association of School Psychologists believes that credentialing is important for all professionals that are entrusted to care for students, especially those with special needs. Hawai‘i Revised Statutes (HRS) 465 protects the professional integrity of the term “psychology” by ensuring that non-licensed individuals cannot practice psychology. This public protection ensures that specialized training and expertise is required to practice psychology. Currently, School Psychologists are ‘exempt’ from needing such a credential to practice in the educational setting (HRS 465) and have no credentialing in the State. Hawai‘i 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 “school psychology” within the educational setting. We are asking for the legislature's support to establish credentialing requirements for School Psychologists in the State, thereby ensuring that students receive services from highly qualified and properly licensed professionals. Additionally, licensed School Psychological services are billable under Medicaid, and would be another avenue for the DOE to generate funds under Medicaid.

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. The NASP practice model outlines the training of school psychologists, which 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 psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, 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. Raising the standards of practice for all school psychologists working in the state of Hawai‘i will increase appropriate service delivery to those students most in need.

The Hawai‘i Association of School Psychologists asks that you support the credentialing of school psychologists to ensure that all children in Hawai‘i are afforded the same protection of a licensed and credentialed professional working within their scope of practice.

Respectfully Submitted:
Leslie Baunach, NCSP
NASP Delegate–Hawaii



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION

AFSCME Local 152, AFL-CIO

RANDY PERREIRA, Executive Director • Tel: 808.543.0011 • Fax: 808.528.0922

The Thirty-Second Legislature, State of Hawaii
House of Representatives
Committee on Education

Testimony by
Hawaii Government Employees Association

February 2, 2023

H.B. 1116 — RELATING TO SCHOOL PSYCHOLOGY

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO strongly supports the purpose and intent of H.B. 1116 which establishes licensing requirements for School Psychologists.

Hawai'i remains the only State in the nation without credentialing requirements for School Psychologists. Without proper credentials, individuals with inappropriate training can qualify for and be hired to practice as a School Psychologist for the Department of Education, which places our keiki at particular risk for malpractice. The bill aligns with minimum training requirements as outlined by the National Association of School Psychologists. This would ensure that DOE School Psychologists have all the adequate training and certifications needed to perform their duties and responsibilities at a high level.

Thank you for the opportunity to testify in support of H.B. 1116.

Respectfully submitted,

Randy Perreira
Executive Director



Committee on Education
Representative Justin Woodson, Chair
Representative Lisa Marten, Vice Chair

February 2, 2023

Dear Chair Woodson, Vice Chair Marten, and Members of the Committee,

We support HB 1116, which establishes licensure requirements for school psychologists to be administered by the Board of Psychology.

Properly licensed school psychologists provide effective services to help children and youth with their social-emotional learning (SEL) needs and can work with parents, educators, and other professionals to create supportive learning and social environments for all children.

Hui for Excellence in Education, or “HE’E,” promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE’E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

Thank you for the opportunity to testify. Our support represents at least a 75% consensus of our voting membership.

Sincerely,

Cheri Nakamura
HE’E Coalition Director



Academy 21
American Civil Liberties Union
Alliance for Place Based Learning
*Castle Complex Community Council
Coalition for Children with Special Needs
Education Institute of Hawai'i
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
Harold K.L. Castle Foundation
*HawaiiKidsCAN
*Hawai'i Afterschool Alliance
*Hawai'i Appleseed Center for Law and Economic Justice
*Hawai'i Association of School Psychologists
Hawai'i Athletic League of Scholars
*Hawai'i Children's Action Network
Hawai'i Nutrition and Physical Activity Coalition
Hawai'i Scholars for Education and Social Justice
* Hawai'i State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
Kamehameha Schools

Kanu Hawai'i
Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Native Hawaiian Education Council
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
*Youth Service Hawaii

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



Kū Kia‘i Mauna

January 31th, 2023

TESTIMONY : HB 1116

Dear Legislators,

This ministry and its colleagues **STRONGLY OPPOSE HB 1116**. It believes in hard work and attaining higher education to obtain title recognition. This measure intends to saturate the practice, hurt it, and decrease standards of practices pursuant to the **Right to Work Laws**.

These initiatives also continue to be an irritant to psychologists pursuant to HRS 465 and the practice stands on its own without obstruction to do so by para-classes. These irritants will only push providers to look elsewhere to provide psychological services. And, other initiatives like PSYPACT will make it more accessible to do so.

The Hawai‘i Board of Psychology and the State Auditor both report being in opposition to this initiative, too.

Sincerely,

DR. HAROLD THOMAS JR. AMES, IV



MINISTER OF MENTAL HEALTHCARE
REPUBLIC OF HAWAI‘I

HB-1116

Submitted on: 1/31/2023 10:39:08 PM

Testimony for EDN on 2/2/2023 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Chia-Chen Lin	Hawaii Association of School Psychologists	Support	Written Testimony Only

Comments:

Hawai‘i remains the only state in the nation without a School Psychologist credential, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). Because Hawai‘i does not have a School Psychology license, Individuals with similar but inadequate training can be hired into School Psychologist positions without a proper credential. Without an appropriate school psychologist certification in the state, the quality of psychological services our Keiki are receiving from non-credentialed professionals may not meet the essential requirement of the professional and ethical standards compared to the services delivered in the rest of the nation. This practice puts our Keiki in a highly disadvantageous position because they do not have equitable access to psychological services and mental health care that properly credentialed school psychologists provide to students in other states. In addition, hiring professionals who do not have proper training in school psychological services places our Keiki at risk for inappropriate Special Education identification and services. The improper Special Education identification adversely affects Keiki’s learning and social/emotional development. It also presents staffing and financial obligations for our school districts and the Department of Education (DOE). The negative consequences of inappropriate Special Education identification can be long-lasting and contribute to social inequality and social injustice. Furthermore, the lack of proper credentials for school psychologists creates barriers to recruiting and retaining qualified Psychologists. Previous experience may not be appropriately recognized without a certificate, and years of experience within the state may not be recognized elsewhere.

We ask that legislators enact the present legislation and require School Psychologists in Hawai‘i to have proper credentialing. This will ensure that students receive services from highly qualified and licensed professionals. Our educational entities employ appropriately trained professionals to provide the level of care our Keiki needs.

Please don't hesitate to reach out with any questions you may have. I appreciate your consideration.

Respectfully submitted,

Chia-Chen Lin, M.Ed.

Nationally Certified School Psychologist (NCSP)

BKKM District, Maui, Hawaii

HB-1116

Submitted on: 2/1/2023 3:43:47 AM

Testimony for EDN on 2/2/2023 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kayla Doherty	Individual	Support	Written Testimony Only

Comments:

I support HB1116 in that School Psychologists must be licensed within the State. Other medical and psychological fields require licensure to perform their roles within the State, so why do School Psychologists not have to follow the same standard? Why are we allowing our keiki to be assessed and supported by individuals with similar albeit inappropriate or unrelated educational/work experience? I meet most of the DOE's requirements to be a School Psychologist in this State, and I do not want them hiring me, an individual with similar but inappropriate experience assessing and interpreting results who would then guide parents and peers toward action plans for keiki. Licensing School Psychologists is long overdue with Hawai'i being the ONLY state which does not require licensure. It's a disservice to the School Psychologists in the State who leave with no "licensed" work experience and must restart at an entry-level job elsewhere, and it's a disservice to our keiki who are at risk of participating in inappropriate and unnecessary academic interventions at the hands of an unqualified individual.

HB-1116

Submitted on: 2/1/2023 5:14:06 AM

Testimony for EDN on 2/2/2023 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Heidi Allencastre	Individual	Support	Written Testimony Only

Comments:

Aloha Chair and Members of the Committee,

I support HB 1116/SB958 in its establishing licensure requirements for School Psychologists.

Hawai'i

remains the only State in the nation without credentialing requirements for School Psychologists, leaving

our keiki vulnerable and their 'Ohana with less due process protections against malpractice.

Additional recommended talking points to consider:

- Without a proper credential, individuals with inappropriate training can qualify for and be hired

to practice as a School Psychologist for the Department of Education, which places our keiki at particular risk for malpractice

- Credentialing School Psychologists would open the door for the DOE to bill Medicaid for School

Psychological services, which will support the overall operating budget of the Department

- The Every Student Succeeds Act explicitly recognizes School Psychologists as "specialized instructional support personnel"

- Other States have also licensed their School Psychologists under their respective Boards of Psychology

- The language of the bill is written to be aligned with the minimum training requirements as outlined by the National Association of School Psychologists

As a provider that works with families and keiki, I There has been a large increase of youth who need mental health services due to the challenge of now going back into a pre pandemic setting. Parents need assistance and having qualified professionals on-site at schools will make sure that the youth get the want they need while in school.

Respectfully Submitted,

Heidi Allencastre

Parent leader and concerned community member.

Testimony Support for HB1116
February 1, 2023

Aloha,

School Psychologists work to provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally by providing direct educational and mental health services for children and youth. Additionally, we work with parents, educators, and other professionals to create supportive learning and social environments for all children. As a practicing School Psychologist and an executive board member (Secretary) of the Hawai`i Association of School Psychologists (HASP), I am writing in support of licensure of School Psychologists in Hawai`i. Currently, Hawai`i is the *only* state in the country that does not have a credentialing process in place for School Psychologists, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). There are a couple reasons this is extremely problematic. First and foremost, having no credentialing requirements may potentially result in unqualified individuals working in School Psychologist positions, which could possibly cause harm to our keiki. Because the state of Hawaii currently does not offer a single School Psychology graduate program, at this time all School Psychologists are either being recruited from the mainland, coming in with varying qualifications, or individuals within the state of Hawaii who have earned a degree in a similar field, such as Counseling or Clinical Psychology, are sometimes hired into School Psychologist positions, even though they have not received appropriate training to be working in these positions. It is clear that the state of Hawaii has a severe shortage of School Psychologists, and because of this, it is not surprising that unqualified individuals may be fulfilling School Psychologist roles; however, it is imperative to understand that this causes more harm than benefit to our keiki.

The reason this is problematic is that School Psychology programs are unique from other mental health programs in the focus on the interpretation of assessment results and linking those results to effective, research-based intervention. Although any mental health professional can be trained to administer assessments, the interpretation can be very problematic for those who are not trained, and this can produce damaging consequences for students. For instance, I was recently made aware of a past case in our state where an unqualified individual working in the role of a School Psychologist had misinterpreted cognitive (IQ) scores of a student who spoke English as a second language when the cognitive test had been administered in English, a language in which this student was not fluent. The student scored within the extremely low range when tested in English, resulting in an educational classification of Mental Retardation at the time (now called Intellectual Disability), and the student consequently began to receive intensive special education services to meet what were determined to be his needs, based on the evaluation results. Unfortunately, this was very inaccurate, as the student apparently had average intellectual abilities when later tested in his dominant language. Therefore, it appears this student received inaccurate programming for years until the error was realized, and by that time, he had missed years of receiving appropriate instruction/curriculum in school. This is just one example to highlight how an individual unqualified to practice as a School Psychologist may not be able to make accurate decisions to assist our keiki, as this professional had not received the appropriate

and specialized training necessary to do so. It is critical to have qualified professionals working in our field.

Second, the state's failure to require licensure of its School Psychologists means that, by law, the state is unable to seek warranted reimbursements from the federal Medicaid program for most services provided by School Psychologists in an educational setting. If we had a licensing process in place, we would be able to bill for our services, and this money would be used to help Hawaii's keiki.

It would make most sense for School Psychologists to be licensed and registered through the Board of Psychology to ensure delivery of quality service to students and the community, as it is a consumer protection agency. It would be the most seamless transition because School Psychology has already become a part of the Board of Psychology. It is important to consider that all Psychologists are indeed Psychologists, regardless of the setting we work in (i.e., school, private practice, hospital). Why should School Psychologists be the only area of Psychology exempt from having to follow professional standards in our practice? Licensure is a requirement for all other Psychologists. As School Psychologists, we work with children with special needs, as we have specialized training to do this. We must have credentialing standards in place to be held to higher standards and to protect our children.

In summary, credentialing is important for all professionals, but it is critical for professionals who work with keiki with special needs. Our keiki need to be protected through the implementation of a credentialing process that would keep Mahalo for your consideration.

Respectfully submitted,

A handwritten signature in black ink that reads "Amanda Garrett". The signature is written in a cursive, flowing style.

Amanda Garrett, Psy.D.
Nationally Certified School Psychologist
Secretary of the Hawaii Association of School Psychologists (HASP)

HB-1116

Submitted on: 2/1/2023 8:24:37 AM

Testimony for EDN on 2/2/2023 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Alec Marentic	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson and members of the committee,

I am a practicing School Psychologist for the KKP Complex Area in Hawai'i county.

I am writing in **support** of HB1116, which will establish regulatory protections for the title and practice of School Psychologists under HRS, Ch. 465. School Psychologists are uniquely trained to provide comprehensive academic, mental, and behavioral health services in schools. This legislation will protect our most vulnerable keiki's right to a free and appropriate public education.

The Office of the Auditor published a Sunrise Analysis Report on Nov. 15th on this topic (Report No. 22-13). The report indicated the Office of the Auditor was unable to assess whether the regulation of School Psychologists is necessary to protect the health, safety, and welfare of the State's keiki and their 'Ohana. This finding, while unfortunate, is not unprecedented in the regulation of mental health professionals in the State:

1. **Marriage and Family Therapists, Report No. 95-26:** The Office of the Auditor published a Sunrise Analysis Report in 1995 recommending MFTs not be regulated; however, in 1998 the Legislature passed Act 159, establishing regulatory protections for the title and practice of MFTs
2. **Mental Health Counselors, Report No. 99-21:** The Office of the Auditor published a Sunrise Analysis Report in 1999 recommending Mental Health Counselors not be regulated; however, in 2004 the Legislature passed Act 209, establishing regulatory protections for the title and practice of Mental Health Counselors
3. **Social Workers, Report No. 86-9:** The Office of the Auditor published a Sunrise Analysis Report in 1986 that recommended Social Workers not be regulated; however, in 1989 the Legislature passed Act 213, establishing regulatory protections for the title and practice of Social Workers

I ask that the Legislature acknowledge this precedent and pass HB1116 to establish regulatory protections for the title and practice of School Psychologists. Our keiki deserve high-quality school psychological services by appropriately trained and credentialed School Psychologists.

Thank you for this opportunity to testify.

Alec Marentic, Ed.S.
Nationally Certified School Psychologist

Date: February 1, 2023

HB1116/SB958, a bill to license School Psychologists

Aloha Chair and Members of the Committee,

I **support** HB1116/SB958 in its establishing licensure requirements for School Psychologists. Hawai'i remains the only State in the nation without credentialing requirements for School Psychologists, leaving our keiki vulnerable and their 'Ohana with less due process protections against malpractice.

- Without a proper credential, individuals with inappropriate training can qualify for and be hired to practice as a School Psychologist for the Department of Education, which places our keiki at particular risk for malpractice
- Credentialing School Psychologists would open the door for the DOE to bill Medicaid for School Psychological services, which will support the overall operating budget of the Department
- The Every Student Succeeds Act explicitly recognizes School Psychologists as “specialized instructional support personnel”
- All other States have also licensed their School Psychologists under their respective Boards of Psychology
- The language of the bill is written to be aligned with the minimum training requirements as outlined by the National Association of School Psychologists

Respectfully Submitted,

Jenna Maiorano, M.A., CAGS, NCSP

School Psychologist

Aiea-Moanalua-Radford Complex Area

Testimony Support for HB1116
February 1, 2023

Aloha,

School Psychologists work to provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally by providing direct educational and mental health services for children and youth. Additionally, we work with parents, educators, and other professionals to create supportive learning and social environments for all children. As a practicing School Psychologist and an executive board member (Secretary) of the Hawai`i Association of School Psychologists (HASP), I am writing in support of licensure of School Psychologists in Hawai`i. Currently, Hawai`i is the *only* state in the country that does not have a credentialing process in place for School Psychologists, despite two sunset evaluations conducted regarding Psychologists that clarified all Psychologists should be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987). There are a couple reasons this is extremely problematic. First and foremost, having no credentialing requirements may potentially result in unqualified individuals working in School Psychologist positions, which could possibly cause harm to our keiki. Because the state of Hawaii currently does not offer a single School Psychology graduate program, at this time all School Psychologists are either being recruited from the mainland, coming in with varying qualifications, or individuals within the state of Hawaii who have earned a degree in a similar field, such as Counseling or Clinical Psychology, are sometimes hired into School Psychologist positions, even though they have not received appropriate training to be working in these positions. It is clear that the state of Hawaii has a severe shortage of School Psychologists, and because of this, it is not surprising that unqualified individuals may be fulfilling School Psychologist roles; however, it is imperative to understand that this causes more harm than benefit to our keiki.

The reason this is problematic is that School Psychology programs are unique from other mental health programs in the focus on the interpretation of assessment results and linking those results to effective, research-based intervention. Although any mental health professional can be trained to administer assessments, the interpretation can be very problematic for those who are not trained, and this can produce damaging consequences for students. For instance, I was recently made aware of a past case in our state where an unqualified individual working in the role of a School Psychologist had misinterpreted cognitive (IQ) scores of a student who spoke English as a second language when the cognitive test had been administered in English, a language in which this student was not fluent. The student scored within the extremely low range when tested in English, resulting in an educational classification of Mental Retardation at the time (now called Intellectual Disability), and the student consequently began to receive intensive special education services to meet what were determined to be his needs, based on the evaluation results. Unfortunately, this was very inaccurate, as the student apparently had average intellectual abilities when later tested in his dominant language. Therefore, it appears this student received inaccurate programming for years until the error was realized, and by that time, he had missed years of receiving appropriate instruction/curriculum in school. This is just one example to highlight how an individual unqualified to practice as a School Psychologist may not be able to make accurate decisions to assist our keiki, as this professional had not received the appropriate

and specialized training necessary to do so. It is critical to have qualified professionals working in our field.

Second, the state's failure to require licensure of its School Psychologists means that, by law, the state is unable to seek warranted reimbursements from the federal Medicaid program for most services provided by School Psychologists in an educational setting. If we had a licensing process in place, we would be able to bill for our services, and this money would be used to help Hawaii's keiki.

It would make most sense for School Psychologists to be licensed and registered through the Board of Psychology to ensure delivery of quality service to students and the community, as it is a consumer protection agency. It would be the most seamless transition because School Psychology has already become a part of the Board of Psychology. It is important to consider that all Psychologists are indeed Psychologists, regardless of the setting we work in (i.e., school, private practice, hospital). Why should School Psychologists be the only area of Psychology exempt from having to follow professional standards in our practice? Licensure is a requirement for all other Psychologists. As School Psychologists, we work with children with special needs, as we have specialized training to do this. We must have credentialing standards in place to be held to higher standards and to protect our children.

In summary, credentialing is important for all professionals, but it is critical for professionals who work with keiki with special needs. Our keiki need to be protected through the implementation of a credentialing process that would keep Mahalo for your consideration.

Sincerely,

Traci Effinger
Nationally Certified School Psychologist

February 1, 2023

HB1116, a bill to license School Psychologists

Aloha Chair and Members of the Committee,

I, Jamie Ergina, support HB1116, a bill to license school psychologists in the State. Hawaii remains the only state in the nation without a School Psychologist credential, leaving our keiki vulnerable and their 'Ohana with less due process protections against malpractice. Because Hawaii does not have a School Psychology license, individuals who do not have graduate training in school psychology and who do not meet the nationally accepted certification standards can provide school psychological services within the educational setting. This bill will ensure that students receive services from highly qualified and licensed professionals. Other states have licensed their School Psychologists under their respective Boards of Psychology. Credentialing School Psychologists would open the door for the DOE to bill Medicaid for School Psychological services, which will support the overall operating budget of the Department. The 'Every Student Succeeds Act' explicitly recognizes School Psychologists as "specialized instructional support personnel."

The training of School Psychologists is unique in that we have extensive training in cognitive, academic, social/emotional, behavioral, and adaptive assessment practices and training to ensure these measures are fair, reliable and valid. When these assessments are not utilized and administered as they were designed by properly trained professionals, 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. Raising the standards of practice for all school psychologists working in the state of Hawaii will in turn increase appropriate service delivery to those students most in need.

Respectfully Submitted,
Jamie Ergina
Ed.S., NCSP

HB-1116

Submitted on: 2/1/2023 1:00:47 PM

Testimony for EDN on 2/2/2023 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kari Arneson	Individual	Support	Written Testimony Only

Comments:

HB1116/SB958, a bill to license School Psychologists

Aloha Chair and Members of the Committee,

I support HB1116/SB958 in its establishing licensure requirements for School Psychologists. Hawai'i remains the only State in the nation without credentialing requirements for School Psychologists, leaving our keiki and their 'Ohana vulnerable with less due process protections against malpractice.

- Without a proper credential, individuals with inappropriate training can qualify for and be hired

to practice as a School Psychologist for the Department of Education

- Credentialing School Psychologists would open the door for the DOE to bill Medicaid for School Psychological services, which will support the overall operating budget of the department.

- The Every Student Succeeds Act explicitly recognizes School Psychologists as “specialized instructional support personnel”

- Other States have also licensed their School Psychologists under their respective Boards of Psychology

- The language of the bill is written to be aligned with the minimum training requirements outlined by the National Association of School Psychologists

It is, quite frankly, a disrespect at this point, and a political embarrassment that the state of Hawai'i cannot figure out a way, or *allow* a way, for school psychologists to be licensed in the state of Hawai'i. I do not know how the state, or people in these positions of power, can expect school psychologists in the state of Hawai'i to feel at best, even recognized, with procedures prohibiting licensing in the state. If the state wants school psychologists to feel the support that they undoubtedly deserve, to keep performing their best work with the best interest and protection of the keiki of the state in mind, this bill will pass, this season.

Respectfully Submitted,

Kari Arneson

Jared Kono, Ed.S., PPS
PO Box 1572
Wailuku, HI 96793
(808) 281-8206

2/1/2023

Re: HB1116/SB958

Aloha

I am writing to support HB1116/SB958. As a School Psychologist who works in the Maui District I believe it is imperative to have licensed and credentialed School Psychologists. Families expect school personnel to have the proper training in order to provide legal, ethical and professional practice, including assessments, data-based decision making, and provision of services for Hawaii's youth. Many other school personnel within the State of Hawaii Department of Education including Teachers, Speech and Language Specialists, Occupational Therapists and Physical Therapists hold state licensures. School Psychologists should be no different. The above mentioned professionals are all a part of school teams who make educational decisions that directly impact children and their families. It is important that we not only have staff members who care about the well-being of children but also those who have the proper credentials as well.

Respectfully Submitted,

Jared Kono, Ed.S., PPS
School Psychologist

Testimony Support Regarding **HB1116**
Establishing Licensure for School Psychologists in Hawai‘i

February 1, 2023

Aloha,

I am a School Psychologist from the island of Maui and am writing in support of Hawai‘i State Legislature Bill, HB1116, which would establish licensure requirements for School Psychologists in the state of Hawai‘i.

I have previously worked in states requiring licensing for School Psychologists (currently **all** states have this requirement, with the exception of Hawai‘i) and recognize the importance of hiring credentialed, certified, and licensed School Psychologists to meet the critical demands of this position. Requiring School Psychologists to meet the high level expectations that licensure would necessitate will ensure that our keiki are receiving assessment services, psycho-educational evaluations, evidence-based interventions, and programming development by individuals qualified and trained to make data-based decisions to improve student engagement, learning, and outcomes.

Practicing under the professional title of “School Psychologist” when one is not credentialed and trained to the degree designated to hold that title is not only misleading, but potentially dangerous and damaging. Those who would meet the purposed requirements of School Psychology licensing in the State of Hawai‘i will have demonstrated the rigorous training specific to School Psychology graduate work, practicum, and internship mastery. School Psychologists who meet this standard will represent practitioners who have received extensive training in the roles and duties that the title represents. Licensing must be established for School Psychologists practicing in Hawai‘i and I urge you to support this bill.

Mahalo for the opportunity to submit testimony.

Holly Hoke, Ed.S. NCSP
School Psychologist

HB-1116

Submitted on: 2/1/2023 7:39:44 PM

Testimony for EDN on 2/2/2023 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Dawn LW Shiota	Individual	Support	Written Testimony Only

Comments:

Aloha , My name is Dawn Shiota and I am a Student Services Coordinator at Paia School. I am submitting testimony in support of HB1116 . Please pass this bill for our School Psychologist colleagues. They are essential on your school teams to support all of youe children. Mahalo for your time.

HB-1116

Submitted on: 2/1/2023 10:37:16 PM

Testimony for EDN on 2/2/2023 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Erica Yamauchi	Individual	Support	Written Testimony Only

Comments:

Aloha Chair and Members of the Committee,

I support HB 1116/SB958 in its establishing licensure requirements for School Psychologists. Hawai'i remains the only State in the nation without credentialing requirements for School Psychologists, leaving our keiki vulnerable and their 'Ohana with less due process protections against malpractice.

Without a proper credential, individuals with inappropriate training can qualify for and be hired to practice as a School Psychologist for the Department of Education, which places our keiki at particular risk for malpractice. In addition, the language of the bill is written to be aligned with the minimum training requirements as outlined by the National Association of School Psychologists.

Mahalo nui for the opportunity to testify.

Erica Yamauchi, Kaimukī/Wilhelmina Rise