

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: 03/18/2025

Time: 10:00 AM

Location: CR 229 & Videoconference

Committee: Senate Education

Senate Commerce and Consumer Protection

Department: Education

Person Testifying: Keith T. Hayashi, Superintendent of Education

Bill Title: HB 0624, HD1 RELATING TO SCHOOL PSYCHOLOGISTS.

Purpose of Bill: Creates a School Psychologists Working Group to recommend actionable steps or propose legislation for an immediate pathway to licensure for school psychologists that can be acted upon in 2026. Effective 7/1/3000. (HD1)

Department's Position:

The Hawai'i State Department of Education (Department) respectfully supports HB 0624, HD1.

The Department recognizes school psychologists' critical role in supporting students' academic, social, and emotional well-being. To ensure high-quality services, the Department currently has standards that need to be met to be employed as a school psychologist.

To explore additional ways to sustain high professional standards for the school psychology role group, the Department would be willing to participate if a working group is established.

Thank you for the opportunity to provide testimony on this measure.

Testimony of the Board of Psychology

**Before the
Senate Committees on Education and
Commerce and Consumer Protection
Tuesday, March 18, 2025
10:00 a.m.
Conference Room 229 and Videoconference**

**On the following measure:
H.B. 624, H.D. 1, RELATING TO SCHOOL PSYCHOLOGY**

Chair Kidani, Chair Keohokalole, and Members of the Committees:

My name is Christopher Fernandez, and I am the Executive Officer of the Board of Psychology (Board). The Board supports this bill and offers the following comments.

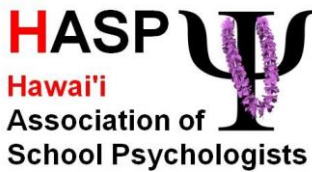
The purpose of this bill is to create a School Psychologists Working Group (Working Group) to recommend actionable steps or propose legislation for an immediate pathway to licensure for school psychologists that can be acted upon in 2026.

The Board sees the Working Group as necessary to:

1. Develop clear definitions for “School Psychologist,” and the “practice of school psychology.”
2. Clarify the differences between master’s/specialist level, and doctoral level practitioners of School Psychology.
3. Work out language for regulating school psychology which does not conflict with chapter 465 HRS.

The Board hopes ongoing disagreements on these issues can be finally resolved in the Working Group. Finally, the Board continues to request the Working Group remain exempted from Hawaii Revised Statute Chapter 92.

Thank you for the opportunity to testify on this bill.



LATE

HB624

Credentialing School Psychologists in Hawai'i

Aloha Committee Chairs 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, recent updates to CMS now explicitly name licensed School Psychological services as billable, and would enable the DOE to generate additional funds under Medicaid. Finally, the proposed legislation aligns with the nationally adopted language and structure for credentialing School Psychologists.

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. This working group is the next step in this process.

Respectfully Submitted:

Leslie Baunach, NCSP
HASP Legislative Chair

HB-624-HD-1

Submitted on: 3/13/2025 5:50:17 PM

Testimony for EDU on 3/18/2025 10:00:00 AM

| Submitted By | Organization | Testifier Position | Testify |
|---------------------|---------------------|---------------------------|-------------------|
| Alec Marentic | Individual | Support | Remotely Via Zoom |

Comments:

Dear Chair, Vice Chair, and Members of the Committee:

I am writing in strong support of HB624, which seeks to establish a School Psychologists Working Group to develop recommendations for credentialing and licensure of school-based mental health providers, specifically school psychologists. This measure is not only crucial for the well-being of Hawai‘i’s students, but it also addresses a significant gap in our state’s educational and mental health services infrastructure.

Currently, Hawai‘i remains the only state in the nation that does not regulate or credential school psychologists. This lack of formal recognition presents a critical challenge in ensuring that our students have access to qualified professionals capable of addressing their diverse academic, social-emotional, and behavioral needs. As school psychologists, we are specially trained in both mental health and educational systems, making us uniquely qualified to support the growing mental health needs of students while also helping to close achievement gaps.

The demand for comprehensive mental health services in schools has never been more urgent. Research shows that addressing mental health concerns early in life leads to better academic and life outcomes. School psychologists are uniquely trained to support schools in meeting these needs, and integral to this process, providing evidence-based interventions, assessments, and consultations to ensure students succeed. However, without appropriate licensure, school psychologists in Hawai‘i face barriers that limit their effectiveness and prevent the state from leveraging their full potential.

The creation of a School Psychologists Working Group under HB624 is a necessary first step in developing an immediate pathway to licensure. This group will allow stakeholders to propose actionable steps and outline legislation that can be acted upon by 2026. Given the rising need for mental health support in schools, it is imperative that we move toward regulating and credentialing school psychologists to ensure students receive the highest quality care.

Passing HB624 is not only an investment in the health and well-being of our keiki, but also a critical step toward aligning Hawai‘i with national standards. Our students deserve access to qualified, regulated professionals who can support them in achieving their full potential. Thank you for the opportunity to submit this testimony in strong support of HB624.

Sincerely,
Alec Marentic
School Psychologist
Hawai'i Department of Education

HB-624-HD-1

Submitted on: 3/17/2025 2:52:25 PM

Testimony for EDU on 3/18/2025 10:00:00 AM

| Submitted By | Organization | Testifier Position | Testify |
|---------------------|---------------------|---------------------------|------------------------|
| Keri Anacker | Individual | Support | Written Testimony Only |

Comments:

Hello, I am writing in support of HB624. We remain the only state in the nation that does not require school psychologists to obtain state licensure. However, the National Association of School Psychologists (NASP) is already advocating for an even *higher* standard. NASP encourages school psychologists to not only obtain state licensure, but also attain the Nationally Certified School Psychologist (NCSP) credential. The NCSP is a professional credential acknowledging school psychologists who meet nationally recognized standards. If NASP is supporting school psychologists across the country in the endeavor to become *nationally* certified, it feels as though HI is still a step behind without even having a state licensure requirement. How can we, as school psychologists, provide adequate, consistent, and meaningful service to our keiki, teachers, and families if we don't even have what some might say is the bare minimum requirements? Without a state licensure, it allows for "unqualified" people to hold the position which lowers the quality of service provided. HB624's proposal to create a working group to help us get licensure is a hopeful, right step in credentialing us. I offer you to imagine many other reputable professions without licensure-imagine a doctor performing surgery but not having a medical degree, imagine a bus driver with no driver's license, imagine a lawyer practicing law with no credential. School Psychologists should be vetted in the same way, via licensure, to make sure we are held to an appropriate standard and practicing ethically, for the sake of our keiki. Thank you!



**Testimony to the Senate Joint Committee on Education and
Commerce and Consumer Protection
Tuesday, March 18, 2025; 10:00 a.m.
State Capitol, Conference Room 229
Via Videoconference**

RE: HOUSE BILL NO. 0624, HOUSE DRAFT 1, RELATING TO SCHOOL PSYCHOLOGISTS.

Chair Kidani, Chair Keohokalole, and Members of the Committee:

The Hawaii Primary Care Association (HPCA) is a 501(c)(3) organization established to advocate for, expand access to, and sustain high quality care through the statewide network of Community Health Centers throughout the State of Hawaii. The HPCA **SUPPORTS** House Bill No. 0624, House Draft 1, RELATING TO SCHOOL PSYCHOLOGISTS., and offers a **FRIENDLY AMENDMENT** for your consideration.

By way of background, the HPCA represents Hawaii's Federally Qualified Health Centers (FQHCs). FQHCs provide desperately needed medical services at the frontlines to over 150,000 patients each year who live in rural and underserved communities. Long considered champions for creating a more sustainable, integrated, and wellness-oriented system of health, FQHCs provide a more efficient, more effective and more comprehensive system of healthcare.

This bill, as received by your Committee, would create a school psychologist working group within the Department of Education to recommend actionable steps or propose legislation on an immediate pathway to licensure for school psychologists in 2026.

This bill would take effect on July 1, 3000.

Hawaii's statewide public education system is student-centered and grounded on the principle of equity. Equity depends squarely on the State's ability to ensure that all children have the opportunity to pursue and excel in learning. The biggest challenge to children who are experiencing chronic absenteeism from public schools is health care. As a community, we must do more to ensure that our students have access to health care so that serious issues may be addressed early on.

Testimony on House Bill No. 0624, House Draft 1
Tuesday, March 18, 2025; 10:00 a.m.
Page 2

The COVID-19 pandemic and the subsequent closure of schools had created additional stress for Hawaii's children and their families. Ever present inflation, stagnant wages, and higher crime levels have all led to consequential impacts to families and especially the youth. FQHCs throughout the State have found an increase in the incidence of mental health issues. This is also seen in our schools where teachers and administrators have confirmed an increased in violence, absenteeism, and lower morale.

FQHCs have been providing and will continue to provide essential health care, including mental health services, to the complex of schools at or near their campuses. However, there is a serious lack of mental health professionals to adequately address the increased need for mental health services.

Because of this, the HPCA has long supported any and all efforts to promote workforce development for the health care industry. It is hoped that by establishing a new licensure category of psychologists who serve in schools, the number of qualified and capable professionals who can be recruited and retained will increase to meet this desperate need.

However, to ensure that the Working Group has the most accurate demographic information to determine whether the establishment of a new licensure category is warranted, we recommend that a representative from the State Health Planning and Development Agency (SHPDA) be included as a member. Because SHPDA is charged with regulating the development of health care facilities and the staffing of professionals at those facilities based on community needs, they would have the data to ascertain the regions (i.e., school complexes) throughout the State that are in greatest need for mental health services.

With that amendment, the HPCA urges your favorable consideration of this measure.

Thank you for the opportunity to testify. Should you have any questions, please do not hesitate to contact Public Affairs and Policy Director Erik K. Abe at 536-8442, or eabe@hawaiipca.net.

Hawai'i Psychological Association

For a Healthy Hawai'i

P.O. Box 833
Honolulu, HI 96808

www.hawaii psychology.org

Phone: (808) 521 -8995

SENATE COMMITTEE ON EDUCATION

Senator Michelle N. Kidani, Chair Senator Donna Mercado Kim, Vice Chair

COMMITTEE ON COMMERCE AND CONSUMER PROTECTION

Senator Jarrett Keohokalole, Chair Senator Carol Fukunaga, Vice Chair

Tuesday, March 18, 2025 10:00 AM
Conference Room 229 & Videoconference

SUPPOT FOR HB624, RELATED TO SCHOOL PSYCHOLOGISTS

The Hawaii Psychological Association (HPA) supports HB624, as long as we are included as participants in the proposed working group to develop procedures for the licensing of school psychologists by 2026. Given previous proposals to license school psychologists under the Board of Psychology, we are an important stakeholder. To ensure success, it is vital that all crucial stakeholders are represented.

Hawaii is the only state that does not license school psychologists. A license is needed for school psychologists to work in private schools. In order to finally license school psychologists in Hawaii, a sunrise analysis needs to be completed and the scope of practice, consistent with training, needs to be delineated. Even though both professions call themselves "psychologists", the two professions are distinctly different with different training and responsibilities. School psychologists evaluate students for special education placement and perform counseling for commonly encountered school behavior problems whereas psychologists assess and treat the full range of mental health disorders.

Most states certify school psychologists through Departments of Education, under Teachers Standards Boards. Texas is the only state we know of which licenses school psychologists under the Board of Psychology. Texas has multi-disciplinary boards whereby members of various professions regulate other professions despite lack of qualifications to adequately understand the implications of their decisions. If the Hawaii Department of Education cannot license or certify school psychologists, another suitable arrangement would be licensing under the Department of Commerce and Consumer Affairs similar to social work and marriage and family therapy, which do not have their own board and are also not under the board of another profession. In any case, we look forward to working constructively with other stakeholders to resolve these issues.

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

Sincerely,

Alex Lichton, Ph.D.

Alex Lichton, Ph.D.
Chair, HPA Legislative Action Committee



HAWAII GOVERNMENT EMPLOYEES ASSOCIATION

AFSCME Local 152, AFL-CIO

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

The Thirty-Third Legislature, State of Hawaii
The Senate
Committee on Education
Committee on Commerce and Consumer Protection

Testimony by
Hawaii Government Employees Association

March 18, 2025

H.B. 624 HD1— RELATING TO SCHOOL PSYCHOLOGISTS

The Hawaii Government Employees Association, AFSCME Local 152, AFL-CIO supports the purpose and intent of H.B. 624 which establishes a working group within the department of education to recommend actionable steps or propose legislation to the legislature on an immediate pathway to licensure for school psychologists in 2026.

Hawaii 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 creation of a working group especially with a representative from the Hawaii Association of School Psychologists, to recommend actionable steps towards licensure for these professionals is a step in the right direction. Creating a path toward licensure 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. 624.

Respectfully submitted,

Randy Perreira
Executive Director

Testimony Support for HB624
March 16, 2025

Aloha,

School Psychologists work to provide effective services to help children and youth succeed academically, social-emotionally, and behaviorally, by providing direct educational and mental health services for our keiki. Additionally, we work with parents, educators, and other professionals to create supportive learning and social environments for all children. As a practicing School Psychologist for the DOE and an executive board member 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 of 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 potentially cause harm to our keiki. The majority of School Psychologists are recruited from the mainland, coming in with varying qualifications, whereas others are individuals within the state of Hawaii who have earned a degree in a similar field, such as Counseling, Industrial/Organizational, or Clinical Psychology, hired into School Psychologist positions, even if they have not received adequate 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, as it places them at particular risk for malpractice.

The reason this is problematic is showcased in the Every Student Succeeds Act (ESSA), which recognizes School Psychologists as “specialized instructional support personnel”. School Psychology programs are unique from other mental health programs in their focus on the interpretation of assessment results, formulating educational implications from the results, and then linking those results to effective, research-based interventions that can be implemented in the school setting. School Psychologists also receive specific training in special education law and are trained in the special education eligibility process. They are trained as Psychologists who are specifically trained to practice within the school, rather than a clinical setting. Although any mental health professional can be trained to administer assessments, the interpretation can be very problematic for anyone who is not trained, yet is placed into a School Psychologist position, and this can result in damaging consequences for students. For instance, I was made aware of a past case in our state where an unqualified individual working in the role of a School Psychologist had misinterpreted the 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 tested years later 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 direct 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, other than just administrative work, and this money would be used to support the department's overall operating budget.

It would make the most sense for School Psychologists to be licensed and registered through the Board of Psychology to ensure the 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.

Mahalo for your consideration.

Respectfully submitted,

A handwritten signature in black ink that reads "Amanda Garrett". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Amanda Garrett, Psy.D., NCSP
Nationally Certified School Psychologist
Treasurer-Elect of the Hawaii Association of School Psychologists (HASP)

Testimony Support for HB624
February 10, 2025

Aloha,

I'm writing to provide my support of HB624, to form a work group to focus on and create an actionable pathway for licensure for School Psychologists in the state of Hawaii. Hawaii continues to be the only state in the nation without a credential for school psychologists.

Two sunset evaluations were previously conducted on the profession of psychology with the recommendation that all psychologists be licensed (Report No. 81-6, 1981; Report No. 87-22, 1987); with the first conducted over 40 years ago. School psychologists *are* psychologists and should be credentialed as recommended by the sunset evaluations. As Hawaii does not have a pathway for licensure or credentialing of school psychologists through the Department of Education or through other bodies (such as Department of Health, Board of Psychology, etc.), persons who do not hold proper education and training directly related to school psychology are able to be employed as school psychologists and deliver psychological services to our keiki in schools. This is extremely problematic given the sensitive nature of consultation with schools and families, evaluation procedures, and the high stakes decision making that comes with referrals for special education and related services. Lack of credentialing of school psychologists has the potential to result in untrained persons to misinterpret and misuse assessment information. This can have long last and detrimental impacts on students who may end up being misidentified, provided incorrect or inadequate services to meet needs, and impact the student meeting minimum qualifications for high school graduation with a standard diploma.

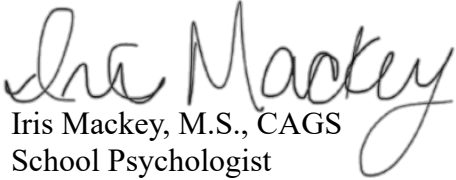
As a school psychologist in my 9th year of service, I received my training as an intern here in Hawaii, on the Leeward coast. I have also worked in the states of Tennessee and Virginia and have first-hand knowledge of the licensure requirements of both states. These states require credentialing through the state Department of Education in order to ensure proper training, skill, and ethical standards are obtained and met by the school psychologist. I currently maintain those state credentials as to show that I, as a school psychologists, meet standards of educational knowledge, training, skills, and ethical standards. The fact that Hawaii still does not have a minimum standards for personnel in a role as significant as school psychologists is incredibly troubling and indicates to the rest of the country that our children and most vulnerable populations are not deserving of services from qualified personnel.

Furthermore, having been away from Hawaii for 7 years, I was surprised to see that this issue continues to be unresolved by the legislature to enact a licensure/certification of any kind, despite introduction of similar bills to HB624 year after year. Meanwhile, other states across the country are making great strides to ensure not only their professionals serving their most vulnerable children are serviced by individuals who are trained in the profession but also that those individuals are highly qualified to meet the unique needs of students. Not only do all other states have a credential/licensure, many provide additional stipends for holding national certification to recruit and retain highly qualified personnel.

I urge the committee to ask why Hawaii has not addressed the credentialing of school psychologists when a recommendation was made over 40 years ago to take such action. I also ask the committee to consider all other professions, both within and outside of the HIDOE, which do have a credential. Finally, I ask the committee to consider the immediate and long-term impacts unqualified personnel will have on our keiki and to take decisive action to make a pathway to licensure for school psychologists.

Mahalo for consideration to this important issue.

Respectfully submitted,

A handwritten signature in black ink that reads "Iris Mackey". The signature is written in a cursive, flowing style with a large, prominent "I" and "M".

Iris Mackey, M.S., CAGS
School Psychologist

President of the Hawaii Association of School Psychologists

LATE

HB-624-HD-1

Submitted on: 3/18/2025 2:59:41 PM

Testimony for EDU on 3/18/2025 10:00:00 AM

| Submitted By | Organization | Testifier Position | Testify |
|---------------------|---------------------|---------------------------|---------------------------|
| Frank Schultz | Individual | Support | Written Testimony Only |

Comments:

I support this initiative.