

SB818 SD1

Measure Title:	RELATING TO SCHOOL PSYCHOLOGISTS.
Report Title:	School Psychologist; Licensure; School Setting; Hawaii Teacher Standards Board
Description:	Establishes licensure requirements for school psychologists to be administered by the Hawaii teacher standards board. Specifies that school psychologists who are employed by an educational institution and practice only within a school setting shall be exempt from licensure under chapter 465. (SD1)
Companion:	HB249
Package:	None
Current Referral:	EDU, CPH
Introducer(s):	BAKER, HARIMOTO, INOUYE, KIDANI



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
THIRTIETH LEGISLATURE, 2019**

ON THE FOLLOWING MEASURE:

S.B. NO. 818, S.D. 1, RELATING TO SCHOOL PSYCHOLOGISTS.

BEFORE THE:

SENATE COMMITTEE ON COMMERCE, CONSUMER PROTECTION, AND HEALTH

DATE: Tuesday, February 26, 2019 **TIME:** 9:30 a.m.

LOCATION: State Capitol, Room 229

TESTIFIER(S): Clare E. Connors, Attorney General, or
Holly T. Shikada, Deputy Attorney General

Chair Baker and Members of the Committee:

The Department of the Attorney General provides the following comments:

The purposes of this bill are to establish licensure requirements for school psychologists to be administered by the Hawaii Teacher Standards Board and to specify that school psychologists who are employed by an educational institution and practice only within a school setting shall be exempt from licensure under chapter 465, Hawaii Revised Statutes (HRS).

Psychologists are regulated under chapter 465, HRS. However, school psychologists are exempted from chapter 465, HRS. The profession of school psychology is currently unregulated and does not have statutory licensure requirements. Rather, the employer identifies expected requirements and qualifications of the school psychologist position. Pursuant to section 26H-6, HRS, new regulatory measures being considered for enactment that, if enacted, would subject unregulated professions and vocations to licensing or other regulatory controls shall be referred to the Auditor by a concurrent resolution in order to analyze the probable effects of the proposed regulatory measure and to assess whether its enactment is consistent with the policies set forth in section 26H-2, HRS.

Our understanding is that there has been no concurrent resolution adopted regarding school psychologists as required by section 26H-2, HRS. Accordingly, we recommend that the bill be held until such time as the concurrent resolution has been adopted and the Auditor's report has been completed and submitted to the Legislature.

Thank you for the opportunity to provide testimony.



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

Date: 02/26/2019

Time: 09:00 AM

Location: 229

Committee: Senate Commerce, Consumer Protection, and Health

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: SB 0818, SD1 RELATING TO SCHOOL PSYCHOLOGISTS.

Purpose of Bill: Establishes licensure requirements for school psychologists to be administered by the Hawaii teacher standards board. Specifies that school psychologists who are employed by an educational institution and practice only within a school setting shall be exempt from licensure under chapter 465. (SD1)

Department's Position:

The Department of Education (Department) respectfully provides comments on SB 818 SD1.

SB 818 SD 1 establishes licensure requirements for school psychologists, to be administered by the Hawaii Teacher Standards Board (HTSB). Prior to the passage of this measure, the Department requests a determination as to whether a Legislative Auditor sunrise analysis is needed to determine the probable effects of regulation on the profession. Additionally, while the Department has met with the HTSB and the Department of Commerce and Consumer Affairs (DCCA) during the interim to discuss the feasibility of a HTSB licensure for school psychologists, it remains unclear whether a HTSB license, rather than licensure through the DCCA, would allow for the services provided by a HTSB licensed school psychologist to be billed under the Medicaid licensure requirements for school-based Medicaid billing purposes. The Department continues to work collaboratively with Med-Quest and DCCA on this issue towards a resolution.

Furthermore, notwithstanding a sunrise analysis, if the bill passes, the Department is also concerned that there is no provision for a sufficient transition period for our current school psychologist employees to obtain licensure by the bill's effective date and therefore respectfully requests a delayed implementation.

In the measure's companion bill, HB 249, the House Committee on Lower and Higher Education requested that the House Committee on Intrastate Commerce consider amendments stemming from the collaboration between the HTSB and the Hawaii Association of School Psychologists. The Department believes this collaboration is valuable and pertinent to SB 818 SD1 and looks

forward to reviewing and commenting on those proposed revisions.

Thank you for the opportunity to submit testimony on SB 818 SD1.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.



Hawai'i Psychological Association

For a Healthy Hawai'i

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Honolulu, HI 96808

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Phone: (808) 521-8995

Testimony PROVIDING COMMENTS on SB818 SD1 RELATING TO SCHOOL PSYCHOLOGISTS

COMMITTEE ON COMMERCE, CONSUMER PROTECTION, AND HELATH

Senator Rosalyn H. Baker, Chair
Senator Stanley Chang, Vice Chair

Tuesday, February 26, 2019, 9:00AM
Conference Room 229

The Hawai'i Psychological Association (HPA) fully supports the idea of licensure for School Psychologists. We believe licensure is important to protect the consumers of school-based psychology services. Further, expanding licensure to appropriately trained individuals is consistent with our commitment to increase access to quality care for all the people of Hawai'i. However, we have some significant concerns about the approach this bill takes to the establishment of licensure for School Psychologists. **We strongly object to making the Teachers' Standards Board the regulatory body for School Psychologists.** We believe our School Psychologist colleagues should be regulated by the Board of Psychology or by a new board that could be established under the Department of Commerce and Consumer Affairs (DCCA) as has been done for other mental health professions such as Clinical Social Workers and Marriage and Family Therapists.

Specifically, *HPA recommends adopting the language from HB384* - an alternative licensure bill for School Psychologists. This language includes:

1. Designating the Board of Psychology under DCCA the regulatory body for School Psychologists, with the addition of two School Psychologist seats on that board;
2. Establishing requirements for licensure that align with National Association of School Psychologists (NASP) standards; and
3. A clear definition of the practice of School Psychology that explicitly excludes private practice.

We understand that people outside our field may find some of the finer distinctions among mental health professionals and our training a bit baffling – so we would like to provide some brief background. Psychologists currently licensed by the state pursuant to section 465 of the Hawai'i revised statutes hold doctoral degrees in psychology, generally with a specialization in Clinical or Counseling Psychology. This is the group primarily represented by HPA. There are a few doctoral training programs in “Counseling and School Psychology,” and graduates of these programs may qualify for licensure as Psychologists under section HRS Section 465.

According to the NASP, School Psychologists must hold at least the equivalent of a “specialist degree” from a School Psychology training program. The specialist degree requires more credits than a typical master’s degree, but not as many as a doctorate. Their coursework is different from that of Clinical/Counseling Psychologists, and they are required to do fewer hours of practical training. Both School Psychologists and Clinical/Counseling Psychologists ground their work in the science of psychology, and they have overlapping skill-sets in areas such as counseling, psychotherapy, and psychological assessment. Hawai‘i Licensed Psychologists are trained primarily to provide healthcare to people suffering from a wide range of emotional and behavioral disorders, and School Psychologists “support students’ ability to learn and teachers’ ability to teach” in educational settings only and are trained primarily to promote children’s educational adjustment and academic performance – with much less focus on treating mental health problems.

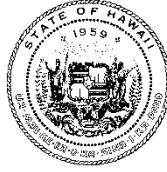
Because of the similarities in many skills and activities and in our ethical codes, HPA would prefer to see School Psychologists licensed under the Board of Psychology. The Teachers’ Standards Board is made up primarily of educators with limited knowledge of psychological practices and ethics. They are responsible for licensing a large number of teachers, and they do not have the same focus on consumer protection as the DCCA boards.

It is clear that one of the intentions of this bill is to make it possible for the Department of Education (DOE) to bill Medicaid for assessment and therapy services School Psychologists provide to MedQUEST-insured youth. This aim is likely to be expedited if School Psychologists are licensed by the same board as Clinical/Counseling Psychologists who provide healthcare. One problem the DOE will need to address if they are to bill successfully is the supervisory structure for both Clinical Psychologists and School Psychologists in their organization and how they can ensure that the psychological services provided and billed meet criteria for “medical necessity.” Currently these professionals report to principals and other educators who are not licensed to provide healthcare. Having School Psychologists regulated by the Teachers’ Board would parallel that problem.

Thank you for the opportunity to provide input into this important measure. Our organization has met with the local NASP chapter to discuss this legislation, and we would be happy to provide consultation around improving this bill to ensure access to quality care.

Sincerely,

Julie Takashima-Lacasa, PhD
Chair, HPA Legislative Action Committee



STATE OF HAWAII
HAWAII TEACHER STANDARDS BOARD
650 IWILEI ROAD, SUITE 268
HONOLULU, HAWAII 96817

February 25, 2019

**TESTIMONY BEFORE THE SENATE COMMITTEE ON COMMERCE, CONSUMER
PROTECTION, AND HEALTH**

PERSON TESTIFYING: Lynn Hammonds for the Hawaii Teacher Standards Board

DATE: Tuesday, February 26, 2019

TIME: 9:00 AM

LOCATION: Conference Room 229

TITLE OF BILL: SB 818 SD1 RELATING TO SCHOOL PSYCHOLOGISTS

PURPOSE OF BILL: Establishes licensure requirements for school psychologists to be administered by the Hawaii teacher standards board. Specifies that school psychologists who are employed by an educational institution and practice only within a school setting shall be exempt from licensure under chapter 465. (SD!)

Chair Baker, Vice Chair Chang, and Members of the Senate Committee on Commerce, Consumer Protection, and Health:

The Hawaii Teacher Standards Board supports SB 818 SD1, Relating to School Psychologists. The Board believes that it is the appropriate licensing authority for all school professionals, including school psychologists.

If SB818 SD1 is passed, the HTSB stands ready to generate appropriate rules for the licensure of school psychologists, which will meet standards of the school counseling profession. The HTSB will seek input from the the Hawaii Association of School Psychologists and the Department of Education as part of their rule and policy making process.

Thank you for the opportunity to testify, and I will be present to answer any questions you have at the hearing.

February 26, 2019

COMMITTEE ON COMMERCE, CONSUMER PROTECTION, AND HEALTH

Hawai'i State Capitol
415 South Beretania Street

Aloha Chair Baker and Senators:

The Hawai'i Association of School Psychologists (HASP) believes that licensure is important for all professionals that are entrusted to care for students, especially those with special needs. 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 Hawai'i. 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 "psychology" within the educational setting. We are asking for the legislators support to establish licensing in Hawai'i, 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.

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 trust. Our practice model outlines the training of school psychologists that requires them to be forthright about their qualifications, competencies, and roles. We work in full cooperation with other professional disciplines to meet the needs of students and families and avoid multiple relationships that diminish their professional effectiveness. We maintain the public trust by respecting law and encouraging ethical conduct. When untrained and unqualified persons are employed as a 'school psychologist' under this current exemption in HR 465, but do not meet the graduate level training requirements, the integrity of the profession is compromised and the public is not protected. The training of school 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 in turn increase appropriate service delivery to those students most in need. The Sunset Evaluation of 1987 (and referencing the Sunset Evaluation of 1981) indicated Psychologists needed licensing; there was never an exception for any type of psychologist to practice without a license. For this reason, School Psychologists should be included in HR 465 without a new sunrise.

Hawai'i Association of School Psychologists asks that you support licensing of school psychologists under DCCA 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. Please see the revised suggested language (attached).
Respectfully Submitted:

Leslie A. Baunach, MA/CAS, NCSP
HASP Legislative Representative
NASP Delegate-Hawaii

A BILL FOR AN ACT

RELATING TO HEALTH.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 PART I

2 SECTION 1. The legislature finds that properly licensed
3 school psychologists provide effective services to help children
4 and youth succeed academically, socially, behaviorally, and
5 emotionally by providing direct educational and mental health
6 services for children and youth. Additionally, they work with
7 parents, educators, and other professionals to create supportive
8 learning and social environments for all children. School
9 psychologists have a particularly critical role in supporting
10 the most vulnerable children, including those struggling with
11 issues like gender identity or sexual orientation, integrating
12 from another place of origin, autism, or fetal alcohol spectrum
13 disorders.

14 Currently, Hawaii is the only state without certification
15 or licensure for school psychologists. In fiscal year 2018, the
16 department of education employed forty-six school psychologists.
17 Without requiring licensure, the State cannot ensure that its



1 school psychologists are uniformly qualified to deliver the
2 appropriate standard of services. Significantly, the State's
3 failure to require licensure of its school psychologists means
4 that, by law, the State is unable to seek warranted
5 reimbursements from the federal medicaid program for the
6 services provided by school psychologists in an educational
7 setting.

8 The legislature finds that accredited school psychologists
9 should be licensed by and registered with the board of
10 psychology to ensure delivery of quality service to students and
11 the community. The legislature additionally finds that school
12 psychologists and the practice of school psychology should be
13 subject to regulation and control to protect the public from the
14 unqualified practice of school psychology and from
15 unprofessional conduct by persons licensed to practice school
16 psychology.

17 Accordingly, the purpose of this Act is to establish the
18 recommended criteria for the licensure of school psychologists,
19 including graduate coursework, practica, and internship
20 requirements based in part on the National Association of School



1 Psychologists' Standards for the Credentialing of School
2 Psychologists.

3 SECTION 2. Chapter 465, Hawaii Revised Statutes, is
4 amended by adding a new part to be appropriately designated and
5 to read as follows:

6 **"PART . SCHOOL PSYCHOLOGISTS**

7 **§465-A Findings and declaration of necessity.** It is the
8 intent of the legislature to establish standards for the
9 licensing of school psychologists to address the present and
10 critical need to ensure that individuals requiring the services
11 of a licensed school psychologist receive appropriate services
12 by highly qualified and licensed professionals. The special
13 state interest in creating this part is recognized,
14 notwithstanding the requirements of section 26H-6.

15 **§465-B Definitions.** As used in this part:

16 "Practice of school psychology" means the application of
17 principles, methods, and procedures of measurement, prediction,
18 evaluation, testing, counseling, consultation, and instruction
19 related to and consistent with the national standards
20 articulated by the most current Model for Comprehensive and
21 Integrated School Psychological Services as published by the



1 National Association of School Psychologists or its successor
2 organization in a school setting. "Practice of school
3 psychology" does not include private practice.

4 "School psychologist" means a person licensed by the board
5 who engages in the practice of school psychology consistent with
6 the national standards articulated by the most current Model for
7 Comprehensive and Integrated School Psychological Services as
8 published by the National Association of School Psychologists or
9 its successor organization. "School psychologist" includes a
10 school psychologist-specialist and a school psychologist-
11 doctoral.

12 **§465-C School psychologists; regulation; qualifications.**

13 (a) Notwithstanding any other law to the contrary, school
14 psychologists in the State shall be licensed by the board and
15 regulated pursuant to this part. School psychologists shall be
16 licensed as a school psychologist-specialist or a school
17 psychologist-doctoral.

18 (b) Every applicant for a license as a school
19 psychologist-specialist shall submit evidence satisfactory to
20 the board that the applicant for licensure has:



- 1 (1) Earned a graduate-level degree from an organized
2 program of study in school psychology within an
3 institution of higher education comprising a minimum
4 of sixty graduate semester hours or the equivalent
5 number of graduate quarter hours, with at least fifty-
6 four hours exclusive of credit for the supervised
7 specialist-level internship experience;
- 8 (2) Completed one thousand two hundred hours of a
9 supervised internship in school psychology with no
10 less than six hundred hours of the internship
11 completed within a school setting; and
- 12 (3) Either:
- 13 (A) Passed the Praxis School Psychologist examination
14 with a minimum score of one hundred forty-seven
15 or the most current standard of the National
16 Association of School Psychologists; or
- 17 (B) Possesses a current, unencumbered certification
18 as a nationally certified school psychologist or
19 a valid license or credential in school
20 psychology in another state or United States
21 territory prior to July 1, 2019; provided that



1 for a person employed as a school psychologist in
2 Hawaii as of July 1, 2019, an out of state
3 license or credential that has been expired for
4 no more than ten years from July 1, 2019, shall
5 be accepted.

6 (c) Every applicant for a license as a school
7 psychologist-doctoral shall submit evidence satisfactory to the
8 board that the applicant for licensure has:

9 (1) Earned a doctoral-level degree from an organized
10 program of study in school psychology within an
11 institution of higher education comprising a minimum
12 of ninety graduate semester hours or the equivalent
13 number of graduate quarter hours, with at least
14 seventy-eight hours exclusive of credit for the
15 supervised doctoral-level internship experience and
16 any terminal doctoral project like a dissertation;

17 (2) Completed one thousand five hundred hours of a
18 supervised internship in school psychology with no
19 less than six hundred hours of the internship
20 completed within a school setting; and

21 (3) Either:



1 (A) Passed the Praxis School Psychologist examination
2 with a minimum score of one hundred forty-seven
3 or the most current standard of the National
4 Association of School Psychologists; or
5 (B) Possesses a current, unencumbered certification
6 as a nationally certified school psychologist or
7 a valid license or credential in school
8 psychology in another state or United States
9 territory prior to July 1, 2019; provided that
10 for a person employed as a school psychologist in
11 Hawaii as of July 1, 2019, an out of state
12 license or credential that has been expired for
13 no more than ten years from July 1, 2019, shall
14 be accepted.

15 (d) Before any applicant shall be eligible for licensure
16 under this part, the applicant shall file an application in a
17 form prescribed by the board and pay an application fee and all
18 other applicable fees.

19 **§465-D Fees; disposition.** Upon application for a new
20 license and at each renewal, each applicant shall pay a license
21 fee of \$ and a compliance resolution fund fee of



1 § . Application fees paid pursuant to this part shall
2 not be refundable. Fees collected pursuant to this section
3 shall be deposited into the compliance resolution fund
4 established pursuant to section 26-9(o).

5 **§465-E Renewals; continuing education.** (a) Every license
6 issued pursuant to this part shall be renewed biennially on or
7 before June 30 of each even-numbered year. Every licensee shall
8 pay a nonrefundable renewal fee and comply with the continuing
9 education requirements provided in rules that shall be adopted
10 by the board pursuant to chapter 91.

11 (b) A school psychologist shall meet the continuing
12 education requirements by obtaining credit hours
13 accredited by the Association as provided in the
14 board's rules. To determine compliance, the board may conduct a
15 random audit of licensees. A licensee selected for audit shall
16 be notified by the board. Within sixty days of notification,
17 the school psychologist shall provide to the board documentation
18 to verify compliance with the continuing education requirements.

19 (c) Failure to renew, pay the renewal fee, and in the
20 cause of audited school psychologists, provide documentation of
21 compliance, shall constitute a forfeiture of license. A school



1 psychologist whose license has been suspended pursuant to this
2 section may reinstate the license by submitting to the board a
3 written application, a nonrefundable restoration fee payment,
4 and in the case of audited school psychologists, documentation
5 of compliance.

6 **§465-F Description of services.** (a) A person practices
7 as a school psychologist if the person provides services to
8 children and students from birth through college who are
9 eligible to be enrolled in educational and intermediate
10 educational units, special education programs, universities and
11 colleges, early intervention programs, developmental centers,
12 and approved private schools. School psychologists shall be
13 limited to practicing within these settings, and licensure as a
14 school psychologist shall not allow for private practice.

15 (b) Services provided by a school psychologist licensed
16 pursuant to this part shall conform to standards articulated in
17 the National Association for School Psychologists' Model for
18 Comprehensive and Integrated School Psychological Services, as
19 may be amended.

20 **§465-G Practice of school psychology; license required.**

21 (a) Beginning on July 1, 2020, no person in the State shall



1 engage in the practice of school psychology or represent,
2 announce, or advertise oneself, publicly or privately, as a
3 "licensed school psychologist" or "school psychologist" or affix
4 any other words, letters, abbreviations, or insignia to the
5 person's name indicating or implying that the person is engaged
6 in the practice of school psychology, without having first
7 obtained a license as provided in this part.

8 (b) A person who is a student in an accredited school
9 psychology program may use the title of "school psychology
10 intern" or "school psychology practicum student" to indicate the
11 person's training status; provided that the person shall not
12 identify as a "licensed school psychologist" or "school
13 psychologist" or imply that the person is licensed to practice
14 school psychology.

15 (c) Any person who violates this section shall be subject
16 to a fine of up to \$1,000 for each separate offense. Each day
17 of each violation shall constitute a separate offense.

18 **§465-H Advising the board of psychology.** The board shall
19 receive advice and review proposals from the Hawaii Association
20 of School Psychologists regarding issues relating to school
21 psychologists and the practice of school psychology.



1 **§465-I Grounds for refusal to renew, reinstate, or restore**
2 **a license and for denial, revocation, suspension, or condition**
3 **of licenses.** (a) In addition to other acts or conditions
4 authorized by law, the board shall refuse to renew, reinstate,
5 or restore and shall deny, revoke, suspend, or condition in any
6 manner any school psychologist license for any cause authorized
7 by law including but not limited to the following:

8 (1) Failure to meet or maintain the conditions and
9 requirements necessary to qualify for the granting of
10 a license;

11 (2) Engaging in false, fraudulent, or deceptive
12 advertising, or making untruthful or improbable
13 statements that are substantially related to the
14 qualifications, functions, or duties of a school
15 psychologist;

16 (3) Engaging in the practice of school psychology while
17 impaired by alcohol, drugs, physical disability, or
18 mental instability;

19 (4) Procuring a license for the practice of school
20 psychology through fraud, misrepresentation, or
21 deceit;



- 1 (5) Aiding and abetting an unlicensed person to directly
2 or indirectly perform activities requiring a license
3 for the practice of school psychology;
- 4 (6) Engaging in professional misconduct, incompetence,
5 gross negligence, or manifest incapacity in the
6 practice of school psychology;
- 7 (7) Engaging in conduct or practice contrary to recognized
8 standards of ethics for the practice of school
9 psychology;
- 10 (8) Violating any condition or limitation imposed on a
11 license for the practice of school psychology by the
12 board;
- 13 (9) Engaging in the practice of school psychology in a
14 manner that causes injury to one or more members of
15 the public;
- 16 (10) Failure to comply, observe, or adhere to any law in a
17 manner such that the board deems the applicant or
18 holder to be an unfit or improper person to hold a
19 license;
- 20 (11) Revocation, suspension, or other disciplinary action
21 by another state or federal agency against a licensee



1 or applicant for any reason provided by the licensing
2 laws or this section;

3 (12) Criminal conviction, whether by nolo contendere or
4 otherwise, of a penal crime directly related to the
5 qualifications, functions, or duties of a school
6 psychologist, notwithstanding any statutory provision
7 to the contrary;

8 (13) Failure to report to the board, in writing, any
9 disciplinary decision issued against the licensee or
10 the applicant in another jurisdiction within thirty
11 days after the disciplinary decision is issued;

12 (14) Employing, utilizing, or attempting to employ or
13 utilize at any time any person not licensed under this
14 part where licensure is required; or

15 (15) Violating this part, chapter 436B, or any rule or
16 order of the board.

17 (b) The board at its discretion shall order any licensee
18 who is placed on probation or whose license is suspended
19 pursuant to this section to obtain additional training and to
20 take an examination as prescribed by the board.



1 **§465-J Exemption.** This chapter shall not restrict the
2 practice of other licensed or credentialed practitioners
3 practicing within their own recognized scopes of practice in
4 educational settings. This chapter shall not apply to any
5 person working within the scope of practice or duties of another
6 licensed profession that overlaps with the practice of school
7 psychology, provided that the person does not use the title
8 "school psychologist" or "licensed school psychologist".

9 SECTION 3. Chapter 465, Hawaii Revised Statutes, is
10 amended by designating sections 465-1 to 465-15 as part I and
11 inserting a title before section 465-1 to read as follows:

12 **"PART I. GENERAL PROVISIONS"**

13 SECTION 4. Section 465-3, Hawaii Revised Statutes, is
14 amended by amending subsection (a) to read as follows:

15 "(a) This chapter shall not apply to:
16 (1) Any person teaching, lecturing, consulting, or
17 engaging in research in psychology insofar as the
18 activities are performed as part of or are dependent
19 upon employment in a college or university; provided
20 that the person shall not engage in the practice of



- 1 psychology outside the responsibilities of the
2 person's employment;
- 3 (2) Any person who performs any, or any combination of the
4 professional services defined as the practice of
5 psychology under the direction of a licensed
6 psychologist in accordance with rules adopted by the
7 board; provided that the person may use the term
8 "psychological assistant", but shall not identify the
9 person's self as a psychologist or imply that the
10 person is licensed to practice psychology;
- 11 (3) Any person employed by a local, state, or federal
12 government agency in a [~~school psychologist or~~
13 psychological examiner position[7] or a position that
14 does not involve diagnostic or treatment services, but
15 only at those times when that person is carrying out
16 the functions of such government employment;
- 17 (4) Any person who is a student of psychology, a
18 psychological intern, or a resident in psychology
19 preparing for the profession of psychology under
20 supervision in a training institution or facility and
21 who is designated by a title as "psychology trainee",



1 "psychology student", "psychology intern", or
2 "psychology resident", that indicates the person's
3 training status; provided that the person shall not
4 identify the person's self as a psychologist or imply
5 that the person is licensed to practice psychology;

6 (5) Any person who is a member of another profession
7 licensed under the laws of this jurisdiction to render
8 or advertise services, including psychotherapy, within
9 the scope of practice as defined in the statutes or
10 rules regulating the person's professional practice;
11 provided that, notwithstanding section 465-1, the
12 person does not represent the person's self to be a
13 psychologist or does not represent that the person is
14 licensed to practice psychology;

15 (6) Any person who is a member of a mental health
16 profession not requiring licensure; provided that the
17 person functions only within the person's professional
18 capacities; and provided further that the person does
19 not represent the person to be a psychologist, or the
20 person's services as psychological;



- 1 (7) Any person who is a duly recognized member of the
2 clergy; provided that the person functions only within
3 the person's capacities as a member of the clergy; and
4 provided further that the person does not represent
5 the person to be a psychologist, or the person's
6 services as psychological;
- 7 (8) Any psychologist employed by the United States
8 Department of Defense, while engaged in the discharge
9 of the psychologist's official duty and providing
10 direct telehealth support or services, as defined in
11 section 431:10A-116.3, to neighbor island
12 beneficiaries within a Hawaii National Guard armory on
13 the island of Kauai, Hawaii, Molokai, or Maui;
14 provided that the psychologist employed by the United
15 States Department of Defense is credentialed by
16 Tripler Army Medical Center; or
- 17 (9) Any supervisee of a licensed psychologist as defined
18 in section 465D-7."

19 SECTION 5. Section 465-4, Hawaii Revised Statutes, is
20 amended to read as follows:



1 "**§465-4 Board of psychology; appointment, qualifications,**
2 **term, expenses.** There is created a board of psychology
3 consisting of [~~seven~~] nine members. There shall be five members
4 representing varied specialties of the profession, each of whom
5 shall be licensed to practice psychology under this chapter and
6 have a minimum of five years of post-doctoral professional
7 experience, two members who are licensed to practice school
8 psychology under this chapter, and two lay members from the
9 community at large. A lay member shall not be a psychologist,
10 an applicant, or former applicant for licensure as a
11 psychologist."

12 SECTION 6. Section 465-11, Hawaii Revised Statutes, is
13 amended by amending subsection (a) to read as follows:

14 "(a) Every license issued [~~under~~] pursuant to this
15 [~~chapter~~] part shall be renewed biennially on or before June 30
16 of each even-numbered year. Failure to renew a license shall
17 result in forfeiture of the license; provided that a
18 psychologist whose license has been forfeited for one year or
19 less for failure to renew may restore the license by payment of
20 the renewal fee and, in the case of a psychologist who is
21 audited, pursuant to subsection (g), submission of documentation



1 of continuing education compliance, for the biennium in which
2 the failure occurred. If licensing has lapsed for more than one
3 year, the person may reapply for a license in the manner
4 prescribed in this chapter."

5 PART II

6 SECTION 7. Section 26H-4, Hawaii Revised Statutes, is
7 amended to read as follows:

8 **"§26H-4 Repeal dates for newly enacted professional and**
9 **vocational regulatory programs.** (a) Any professional or
10 vocational regulatory program enacted after January 1, 1994, and
11 listed in this section shall be repealed as specified in this
12 section. The auditor shall perform an evaluation of the
13 program, pursuant to section 26H-5, prior to its repeal date.

14 (b) Chapter 465D (behavior analysts) shall be repealed on
15 June 30, 2021.

16 (c) Chapter 466L (appraisal management companies) shall be
17 repealed on June 30, 2023.

18 (d) Part of chapter 465 (school psychologists)
19 shall be repealed on June 30, 2025."



1 PART III

2 SECTION 8. This Act does not affect rights and duties that
3 matured, penalties that were incurred, and proceedings that were
4 begun before its effective date.

5 SECTION 9. In codifying the new sections added by section
6 2 of this Act, the revisor of statutes shall substitute
7 appropriate section numbers for the letters used in designating
8 the new sections in this Act.

9 SECTION 10. Statutory material to be repealed is bracketed
10 and stricken. New statutory material is underscored.

11 SECTION 11. This Act shall take effect on July 1, 2019;
12 provided that:

- 13 (1) The amendments made to sections 465-3, 465-4, and
14 465-11, Hawaii Revised Statutes, by this Act shall be
15 repealed on June 30, 2025, and those sections shall be
16 reenacted in the form in which they read on the day
17 prior to the effective date of this Act; and



1 (2) The amendments to titles within chapter 465, Hawaii
 2 Revised Statutes, made by section 3 of this Act shall
 3 be repealed on June 30, 2025.
 4

INTRODUCED BY:

<u>Calvin K. Ang</u>	<u>John M. McDermott</u>
<u>Richard Linn</u>	<u>Pony M. Purcell</u>
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<u>Jakechi Ono</u>	<u>Dyn de Certe</u>
	<u>Ed</u>

JAN 18 2019



H.B. NO. 384

Report Title:

School Psychologists; Licensure; Board of Psychology

Description:

Establishes licensure requirements for school psychologists to be administered by the board of psychology. Amends the composition of the board to include 2 school psychologists.

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.



SB-818-SD-1

Submitted on: 2/25/2019 3:24:24 PM

Testimony for CPH on 2/26/2019 9:00:00 AM

LATE

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	Testifying for O`ahu County Committee on Legislative Priorities of the Democratic Party of Hawai`i	Support	No

Comments:

February 26, 2019
COMMITTEE ON COMMERCE, CONSUMER PROTECTION, AND HEALTH
Hawai'i State Capitol
415 South Beretania Street

SB818

Aloha Chair Baker and Senators,

The Hawai'i Association of School Psychologists believes that licensure is important for all professionals that are entrusted to care for students, especially those with special needs. School psychologists have knowledge of the history and foundations of psychological services in schools; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of professional practices include:

1. Remaining knowledgeable about ethical and professional standards, and legal regulations.
2. Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
3. Engaging in professional development and life-long learning.
4. Using supervision and mentoring for effective practices.

Hawai'i is currently the only state in our nation that has no credentialing process for school psychologists. Hawai'i's keiki deserve school psychologists that are knowledgeable about and held accountable for professional ethics and responsible decision-making. The Hawai'i Association of School Psychologists asks that you support licensing of school psychologists in Hawai'i 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.

Sincerely,
Faith Zabek, M.Ed.
Hawai'i Association of School Psychologists, President-Elect

Principles for Professional Ethics

2010

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Principles for Professional Ethics

2010

INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and

improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP *Principles for Professional Ethics* is designed to be used in conjunction with the NASP *Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, and *Model for Comprehensive and Integrated School Psychological Services* to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

The formal principles that elucidate the proper conduct of a professional school psychologist are known as *ethics*. In 1974, NASP adopted its first code of ethics, the *Principles for Professional Ethics (Principles)*, and revisions were made in 1984, 1992, 1997, and 2000. The purpose of the *Principles* is to protect the public and those who receive school psychological services by sensitizing

school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct.¹ NASP members and school psychologists who are certified by the National School Psychologist Certification System are bound to abide by NASP's code of ethics.²

The NASP *Principles for Professional Ethics* were developed to address the unique circumstances associated with providing school psychological services. The duty to educate children and the legal authority to do so rests with state governments. When school psychologists employed by a school board make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention.³ For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices⁴ based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner.

School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists "speak up" for the needs and rights of students even when it may be difficult to do so.

The *Principles for Professional Ethics*, like all codes of ethics, provide only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice. Ethical dilemmas may be created by situations involving

competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles of employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation.⁵ Such situations are often complicated and may require a nuanced application of these *Principles* to effect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these *Principles*, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.^{6,7}

The NASP *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the *Principles*. When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts by problem solving with others and through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.⁸

In addition to providing services to public and private schools, school psychologists may be employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. The principles in this code should be considered by school psychologists in their ethical decision making regardless of employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the American Psychological Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not directly addressed in this code.

Four broad ethical themes⁹ provide the organizational framework for the 2010 *Principles for Professional Ethics*. The four broad ethical themes subsume 17 ethical principles. Each principle is then further articulated by

multiple specific standards of conduct. The broad themes, corollary principles, and ethical standards are to be considered in decision making. NASP will seek to enforce the 17 ethical principles and corollary standards that appear in the *Principles for Professional Ethics* with its members and school psychologists who hold the Nationally Certified School Psychologist (NCSP) credential in accordance with NASP's *Ethical and Professional Practices Committee Procedures* (2008). Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine its application to his or her individual situation.

The decisions made by school psychologists affect the welfare of children and families and can enhance their schools and communities. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the *NASP Principles for Professional Ethics*,¹⁰ and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS

Client: The *client* is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client professional relationship is established by an informed agreement with client(s) about the school psychologist's ethical and other duties to each party.¹¹ While not clients per se, classrooms, schools, and school systems also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists.

Child: A *child*, as defined in law, generally refers to a minor, a person younger than the age of majority. Although this term may be regarded as demeaning when applied to teenagers, it is used in this document when necessary to denote minor status. The term *student* is used when a less precise term is adequate.

Informed Consent: *Informed consent* means that the person giving consent has the legal authority to make a consent decision, a clear understanding of what it is he or she is consenting to, and that his or her consent is freely given and may be withdrawn without prejudice.¹²

Assent: The term *assent* refers to a minor's affirmative agreement to participate in psychological services or research.

Parent: The term *parent* may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child's welfare.

Advocacy: School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. *Advocacy* also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families.¹³ Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (willful disregard of an employer's lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.

School-Based Versus Private Practice: *School-based practice* refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or contracted by the schools on a per case or consultative basis. *Private practice* occurs when a school psychologist enters into an agreement with a client(s) rather than an educational agency to provide school psychological services and the school psychologist's fee for services is the responsibility of the client or his or her representative.

I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

Principle I.1. Autonomy and Self-Determination (Consent and Assent)

School psychologists respect the right of persons to participate in decisions affecting their own welfare.

Standard I.1.1

School psychologists encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school's educational support staff, not all of their services require informed parent consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions.¹⁴ Parent consent is not ethically required for a school-based school psychologist to review a student's educational records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or to participate in educational screenings conducted as part of a regular program of instruction. Parent consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities.¹⁵ Parents must be notified prior to the administration of school- or classroom-wide screenings for mental health problems and given the opportunity to remove their child or adolescent from participation in such screenings.

Standard I.1.2

Except for urgent situations or self-referrals by a minor student, school psychologists seek parent consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide ongoing individual or group counseling or other nonclassroom therapeutic intervention.*

- It is ethically permissible to provide psychological assistance without parent notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.
- When a student who is a minor self-refers for assistance, it is ethically permissible to provide

psychological assistance without parent notice or consent for one or several meetings to establish the nature and degree of the need for services and assure the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parent consent where allowed by state law and school district policy. However, if the student is *not* old enough to receive school psychological assistance independent of parent consent, the school psychologist obtains parent consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parent notice or consent.

Standard I.1.3

School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.¹⁶

Standard I.1.4

School psychologists encourage a minor student's voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student's assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.¹⁷

*It is recommended that school district parent handbooks and websites advise parents that a minor student may be seen by school health or mental health professionals (e.g., school nurse, counselor, social worker, school psychologist) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents should also be advised that district school psychologists routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent for, such involvement in student support.

- If a student's assent for services is not solicited, school psychologists nevertheless honor the student's right to be informed about the services provided.
- When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures the student understands what is being offered, honors the student's stated choice, and guards against overwhelming the student with choices he or she does not wish or is not able to make.¹⁸

Standard I.1.5

School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources.

Principle I.2. Privacy and Confidentiality

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

Standard I.2.1

School psychologists respect the right of persons to self-determine whether to disclose private information.

Standard I.2.2

School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client–school psychologist communications are privileged in most jurisdictions and do not disclose information that would put the student or family at legal, social, or other risk if shared with third parties, except as permitted by the mental health provider–client privilege laws in their state.¹⁹

Standard I.2.3

School psychologists inform students and other clients of the boundaries of confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved. School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure client understanding and agreement regarding how sensitive disclosures will be handled.

Standard I.2.4

School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent or legal guardian (or an adult student), except in those situations in which failure to release information would result in danger to the student or others, or where otherwise required by law. Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third parties, including disclosures to the student's parents.

Standard I.2.5

School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

Standard I.2.6

School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.²⁰

Standard I.2.7

School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual's permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.²¹

Principle I.3. Fairness and Justice

In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression,

disability, or any other distinguishing characteristics.

Standard I.3.1

School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics including race; ethnicity; color; religion; ancestry; national origin; immigration status; socioeconomic status; primary language; gender; sexual orientation, gender identity, or gender expression; mental, physical, or sensory disability; or any other distinguishing characteristics.

Standard I.3.2

School psychologists pursue awareness and knowledge of how diversity factors may influence child development, behavior, and school learning. In conducting psychological, educational, or behavioral evaluations or in providing interventions, therapy, counseling, or consultation services, the school psychologist takes into account individual characteristics as enumerated in Standard I.3.1 so as to provide effective services.²²

Standard I.3.3

School psychologists work to correct school practices that are unjustly discriminatory or that deny students, parents, or others their legal rights. They take steps to foster a school climate that is safe, accepting, and respectful of all persons.

Standard I.3.4

School psychologists strive to ensure that all children have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services.²³

II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.²⁴

Principle II.1. Competence

To benefit clients, school psychologists engage only in practices for which they are qualified and competent.

Standard II.1.1

School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services.

Standard II.1.2

Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients. When knowledge and understanding of diversity characteristics are essential to ensure competent assessment, intervention, or consultation, school psychologists have or obtain the training or supervision necessary to provide effective services, or they make appropriate referrals.

Standard II.1.3

School psychologists refrain from any activity in which their personal problems may interfere with professional effectiveness. They seek assistance when personal problems threaten to compromise their professional effectiveness (also see III.4.2).

Standard II.1.4

School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision.

Principle II.2. Accepting Responsibility for Actions

School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.

Standard II.2.1

School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted report if information is found to be inaccurate or incomplete.

Standard II.2.2

School psychologists actively monitor the impact of their recommendations and intervention plans. They revise a recommendation, or modify or terminate an intervention plan, when data indicate the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

Standard II.2.3

School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

Standard II.2.4

When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees.

Principle II.3. Responsible Assessment and Intervention Practices

School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions.

Standard II.3.1

Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student's school performance are considered.

Standard II.3.2

School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.

- School psychologists select assessment instruments and strategies that are reliable and valid for the child and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher or the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.
- If using norm-referenced measures, school psychologists choose instruments with up-to-date normative data.
- When using computer-administered assessments, computer-assisted scoring, and/or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of computer-assisted assessment findings for the examinee.

Standard II.3.3

A psychological or psychoeducational assessment is based on a variety of different types of information from different sources.

Standard II.3.4

Consistent with education law and sound professional practice, children with suspected disabilities are assessed in all areas related to the suspected disability

Standard II.3.5

School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics (see Standard I.3.1. and I.3.2).

Standard II.3.6

When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists take steps to ensure that the interpreters are appropriately trained and are acceptable to clients.²⁵

Standard II.3.7

It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should utilize a representative

sample of records and explain the basis for, and the limitations of, their recommendations.²⁶

Standard II.3.8

School psychologists adequately interpret findings and present results in clear, understandable terms so that the recipient can make informed choices.

Standard II.3.9

School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice:

- School psychologists use a problem-solving process to develop interventions appropriate to the presenting problems and that are consistent with data collected.
- Preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Standard II.3.10

School psychologists encourage and promote parental participation in designing interventions for their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.

- School psychologists discuss with parents the recommendations and plans for assisting their children. This discussion takes into account the ethnic/cultural values of the family and includes alternatives that may be available. Subsequent recommendations for program changes or additional services are discussed with parents, including any alternatives that may be available.
- Parents are informed of sources of support available at school and in the community.

Standard II.3.11

School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.²⁷

Principle II.4 Responsible School-Based Record Keeping

School psychologists safeguard the privacy of school psychological records and ensure parent access to the records of their own children.

Standard II.4.1

School psychologists discuss with parents and adult students their rights regarding creation, modification, storage, and disposal of psychological and educational records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.²⁸

Standard II.4.2

School psychologists maintain school-based psychological and educational records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.²⁹

Standard II.4.3

School psychologists include only documented and relevant information from reliable sources in school psychological records.

Standard II.4.4

School psychologists ensure that parents have appropriate access to the psychological and educational records of their child.

- Parents have a right to access any and all information that is used to make educational decisions about their child.
- School psychologists respect the right of parents to inspect, but not necessarily to copy, their child's answers to school psychological test questions, even if those answers are recorded on a test protocol (also see II.5.1).³⁰

Standard II.4.5

School psychologists take steps to ensure that information in school psychological records is not released to persons or agencies outside of the school without the consent of the parent except as required and permitted by law.

Standard II.4.6

To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to the student's school psychological records without prior parent permission or the permission of an adult student.

Standard II.4.7

To the extent that school psychological records are under their control, school psychologists protect elec-

tronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.8

It is ethically permissible for school psychologists to keep private notes to use as a memory aid that are not made accessible to others. However, as noted in Standard II.4.4, any and all information that is used to make educational decisions about a student must be accessible to parents and adult students.

Standard II.4.9

School psychologists, in collaboration with administrators and other school staff, work to establish district policies regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice. They advocate for school district policies and practices that:

- safeguard the security of school psychological records while facilitating appropriate parent access to those records
- identify time lines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice
- seek parent or other appropriate permission prior to the destruction of obsolete school psychological records of current students
- ensure that obsolete school psychology records are destroyed in a way that the information cannot be recovered

Principle II.5 Responsible Use of Materials

School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials.

Standard II.5.1

School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. Unless otherwise required by law or district policy, school psychologists provide parents with the opportunity to inspect and review their child's test answers rather than providing them with copies of their child's test protocols. However, on parent request, it is permissible to provide copies of a child's test protocols to a professional who is qualified to interpret them.

Standard II.5.2

School psychologists do not promote or condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

Standard II.5.3

School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer. However, school psychologists understand that, at times, parents' rights to examine their child's test answers may supersede the interests of test publishers.^{31 32}

III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; 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.

Principle III.1. Accurate Presentation of Professional Qualifications

School psychologists accurately identify their professional qualifications to others.

Standard III.1.1

Competency levels, education, training, experience, and certification and licensing credentials are accurately represented to clients, recipients of services, and others. School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable training and supervised experience in the specialty.

Standard III.1.2

School psychologists do not use affiliations with persons, associations, or institutions to imply a level of profes-

sional competence that exceeds that which has actually been achieved.

Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities

School psychologists are candid about the nature and scope of their services.

Standard III.2.1

School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner (see I.1.2).

Standard III.2.2

School psychologists make reasonable efforts to become integral members of the client service systems to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.

Standard III.2.3

The school psychologist's commitment to protecting the rights and welfare of children is communicated to the school administration, staff, and others as the highest priority in determining services.

Standard III.2.4

School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings.

Standard III.2.5

School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional. They do not misrepresent their degree of responsibility for the development and distribution of publications, products, and services.

Principle III.3. Respecting Other Professionals

To best meet the needs of children, school psychologists cooperate with other profes-

sionals in relationships based on mutual respect.

Standard III.3.1

To meet the needs of children and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services.

Standard III.3.2

If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to other professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

Standard III.3.3

Except when supervising graduate students, school psychologists do not alter reports completed by another professional without his or her permission to do so.

Principle III.4. Multiple Relationships and Conflicts of Interest

School psychologists avoid multiple relationships and conflicts of interest that diminish their professional effectiveness.

Standard III.4.1

The *Principles for Professional Ethics* provide standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise professional effectiveness.

Standard III.4.2

School psychologists refrain from any activity in which conflicts of interest or multiple relationships with a client or a client's family may interfere with professional effectiveness. School psychologists attempt to resolve such situations in a manner that provides greatest benefit to the client. School psychologists whose personal or religious beliefs or commitments may influence the nature of their professional services or their willingness to provide certain services inform

clients and responsible parties of this fact. When personal beliefs, conflicts of interests, or multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.³³

Standard III.4.3

School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants. School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees, or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees.

Standard III.4.4

School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and effectiveness or potentially result in exploitation of a client.

Standard III.4.5

NASP requires that any action taken by its officers, members of the Executive Council or Delegate Assembly, or other committee members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

Standard III.4.6

A school psychologist's financial interests in a product (e.g., tests, computer software, professional materials) or service can influence his or her objectivity or the perception of his or her objectivity regarding that product or service. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings if that interest is not obvious in the authorship/ownership citations provided.

Standard III.4.7

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

Standard III.4.8

School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

Standard III.4.9

School psychologists who provide school-based services and also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interests between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

- are obligated to inform parents or other potential clients of any psychological and educational services available at no cost from the schools prior to offering such services for remuneration
- may not offer or provide private practice services to a student of a school or special school program where the practitioner is currently assigned
- may not offer or provide private practice services to the parents or family members of a student eligible to attend a school or special school program where the practitioner is currently assigned
- may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed
- do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer unless approved in advance by the employer
- conduct all private practice outside of the hours of contracted public employment
- hold appropriate credentials for practice in both the public and private sectors

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and schools and

strive to reform systems-level patterns of injustice. They maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

Principle IV.1. Promoting Healthy School, Family, and Community Environments

School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children.

Standard IV.1.1

To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and families.

Standard IV.1.2

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and other clients. They advocate for school policies and practices that are in the best interests of children and that respect and protect the legal rights of students and parents.³⁴

Principle IV.2. Respect for Law and the Relationship of Law and Ethics

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the *Principles for Professional Ethics*.

Standard IV.2.1

School psychologists recognize that an understanding of the goals, procedures, and legal requirements of their particular workplace is essential for effective functioning within that setting.

Standard IV.2.2

School psychologists respect the law and the civil and legal rights of students and other clients. The *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the *Principles*.

Standard IV.2.3

When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.³⁵

Standard IV.2.4

School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees. They also identify when they speak as individual professionals rather than as representatives of a professional association.

Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring

School psychologists accept responsibility to monitor their own conduct and the conduct of other school psychologists to ensure it conforms to ethical standards.

Standard IV.3.1

School psychologists know the *Principles for Professional Ethics* and thoughtfully apply them to situations within their employment context. In difficult situations, school psychologists consult experienced school psychologists or state associations or NASP.

Standard IV.3.2

When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the unsuspected problem through a collegial problem-solving process, if feasible.

Standard IV.3.3

If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if

necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Committee in accordance with their procedures.

Standard IV.3.4

When school psychologists are concerned about unethical practices by professionals who are not NASP members or do not hold the NCSP, informal contact is made to discuss the concern if feasible. If the situation cannot be resolved in this manner, discussing the situation with the professional's supervisor should be considered. If necessary, an appropriate professional organization or state credentialing agency could be contacted to determine the procedures established by that professional association or agency for examining the practices in question.

Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to assure high quality services, and they serve as role models for sound ethical and professional practices and decision making.

Standard IV.4.1

School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

Standard IV.4.2

School psychologists who supervise practicum students and interns are responsible for all professional practices of the supervisees. They ensure that practicum students and interns are adequately supervised as outlined in the *NASP Graduate Preparation Standards for School Psychologists*. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

Standard IV.4.3

School psychologists who employ, supervise, or train professionals provide appropriate working conditions,

fair and timely evaluation, constructive supervision, and continuing professional development opportunities.

Standard IV.4.4

School psychologists who are faculty members at universities or who supervise graduate education field experiences apply these ethical principles in all work with school psychology graduate students. In addition, they promote the ethical practice of graduate students by providing specific and comprehensive instruction, feedback, and mentoring.

Principle IV.5. Contributing to the School Psychology Knowledge Base

To improve services to children, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.

Standard IV.5.1

When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of training and graduate degree to potential research participants.

Standard IV.5.2

School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.

- Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.

- In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

Standard IV.5.3

School psychologists who use their assessment, intervention, or consultation cases in lectures, presentations, or publications obtain written prior client consent or they remove and disguise identifying client information.

Standard IV.5.4

School psychologists do not publish or present fabricated or falsified data or results in their publications and presentations.

Standard IV.5.5

School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

Standard IV.5.6

If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

Standard IV.5.7

School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without acknowledging previous publication of the same data. They do not duplicate significant portions of their own or others' previous publications without permission of copyright holders.

Standard IV.5.8

When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

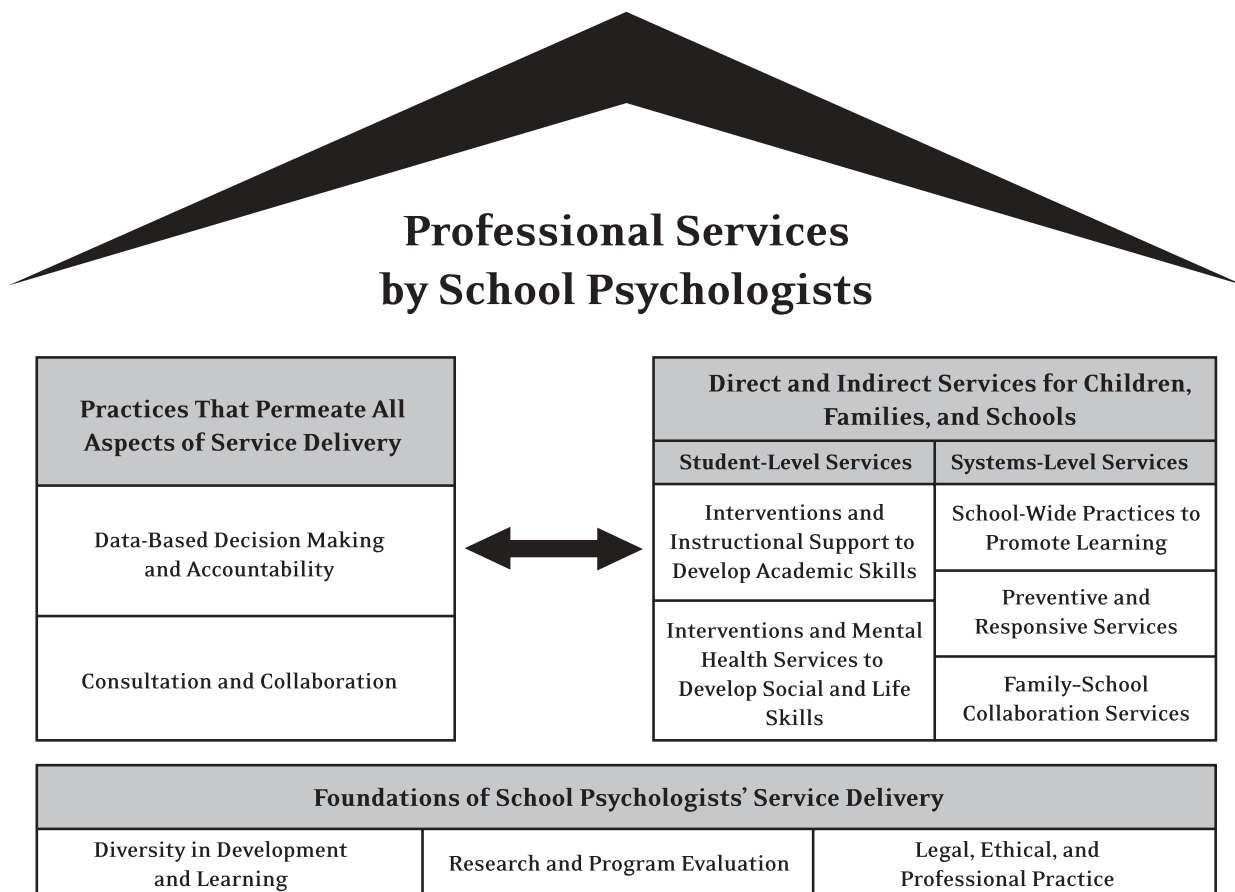
Standard IV.5.9

School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

Standard IV.5.10

School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.

APPENDIX A.



¹ Jacob, S., Decker, D. M., & Hartshorne, T. S. (in press). *Ethics and law for school psychologists* (6th ed.). Hoboken, NJ: John Wiley & Sons.

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Jared Kono, Ed.S., PPS
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2/26/2019

Re: SB818

Aloha

I am writing to support SB818. 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

SB-818-SD-1

Submitted on: 2/21/2019 9:58:28 AM

Testimony for CPH on 2/26/2019 9:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Stephanie Geoghegan	Individual	Support	No

Comments:

SB-818-SD-1

Submitted on: 2/21/2019 2:01:57 PM

Testimony for CPH on 2/26/2019 9:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Jamie Tagomori	Individual	Support	No

Comments:

SB-818-SD-1

Submitted on: 2/24/2019 7:43:13 PM

Testimony for CPH on 2/26/2019 9:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Keri	Individual	Support	No

Comments:

Keri Anacker

School Psychologist

SBBH

Central District

SB 0818 RELATING TO SCHOOL PSYCHOLOGISTS.

I'm writing to support SB 0818. It is my understanding that Hawaii does not require school psychologists to obtain state licensure. However, it seems as though 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 the Nationally Certified School Psychologist (NCSP) credential. The NCSP is a professional credential acknowledging school psychologists who meet [nationally recognized standards](#). School psychologists who hold the NCSP demonstrate their commitment to the highest levels of professionalism, ethical practice, and continuing professional development. Additionally, the 14,000+ active NCSPs enjoy multiple benefits, including: national recognition and verification of graduate preparation, knowledge, and skills, demonstrated professional excellence and credibility for employers, reflects a high standard for practice to families, administrators, and other stakeholders, and increased job flexibility and mobility through streamlined credentialing processes. If NASP is supporting school psychologists across the nation in the endeavor to become nationally certified, it feels as though Hawaii is already 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. Thank you for your time.

SB-818-SD-1

Submitted on: 2/24/2019 9:09:38 PM

Testimony for CPH on 2/26/2019 9:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Dani Schroeder	Individual	Support	No

Comments:

Testimony Support Regarding SB818
Licensure for School Psychologists in Hawaii
Tuesday February 26, 2019

Aloha,

I am a School Psychologist from the island of Maui and am writing in support of Hawaii State Legislature Bill SB818, which would establish licensure requirements for School Psychologists in the state of Hawaii.

I have previously worked in states requiring licensing for School Psychologists (currently all states have this requirement with the exception of Hawaii) 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 program 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 Hawaii 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 Hawaii and I urge you to support this bill.

Mahalo for the opportunity to submit testimony.

Holly Hoke, Ed.S.
Nationally Certified School Psychologist
President of the Hawaii Association of School Psychologists

Emily Neubauer
School Psychologist
SBBH, Central District

SB818

Aloha,

I am writing to support SB818. As a School Psychologist who works in the Central District on Oahu I believe it is important to have licensed and credentialed School Psychologists. 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 have the same requirements and hold state licensures as well. With professionals that hold state licenses, the Hawaii Department of Education will have state standards for these professionals that will impact children and their families. As School Psychologists, we want to ensure the best education for all of our students and our licensure will support.

As the Student and Early Career Chair on the Hawaii Association of School Psychologist's board, it is my prerogative to ensure we are educating the soon-to-be school psychologist's, specifically in Hawaii, how important it is to obtain licensure and a National School Psychologist certification (NCSP) credential. The licensure and NCSP credential recognizes school psychologists who meet national standards for graduate preparation. This ensures quality standards across the nation in areas including but not limited to: ethical practices and standards, competence and responsibility, and honesty and integrity in professional relationships. The state of Hawaii is currently the only state in the United States that does not have any formal credentialing process at the state level which hinders the profession within the state of Hawaii to grow and support their professionals and soon-to-be school psychologists.

As a professional that currently possesses a National School Psychologist certification (NCSP) credential, I support in passing this bill to establish a school psychologist credentialing system in order to provide the Hawaii Department of Education with School Psychologists that are qualified to provide services in the schools for the best interest of the students.

Sincerely,
Emily Neubauer, MA, NCSP
School Psychologist
Hawaii Association of School Psychologist's Student and Early Career Chair