

*I Mina'trentai Ocho Na Liheslaturan Guåhan*  
**BILL STATUS**


BILL NO.	SPONSOR	TITLE	DATE INTRODUCED	DATE REFERRED	CMTE REFERRED	FISCAL NOTES	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	NOTES
295-38 (LS)	Sabrina Salas Matanane	AN ACT TO <i>ADD</i> A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO <i>AMEND</i> §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.	3/27/26 2:46 p.m.  4/1/26 3:24 p.m.	4/1/26	Committee on Health and Veterans Affairs.	Request: 4/1/26  Waiver: 4/6/26	4/8/26 8:00 a.m.	4/30/26	



**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
 Chairperson, Committee on Health and Veterans Affairs

April 29, 2026

**The Honorable Frank Blas Jr., Speaker**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan*  
 163 Hagåtña, Guåhan  
 Chalan Santo Papa

VIA: **The Honorable V. Anthony Ada, Vice Speaker**   
 Chairperson, Committee on Rules

RE: **Committee Report on Public Hearing Bill No. 295-38 (LS)- As amended - Sabrina Salas Matanane AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

Håfa Adai Speaker Blas,  
 Transmitted herewith is the Committee Report on Public Hearing relative to Bill No. 295-38 (LS)- As amended- Sabrina Salas Matanane - AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.

Committee votes are as follows:

- 6 TO DO PASS
- TO NOT PASS
- 2 TO REPORT OUT ONLY
- TO ABSTAIN
- TO PLACE IN INACTIVE FILE

Sincerely,

**Senator Sabrina Salas Matanane** 

Chairwoman, Committee on Health and Veterans Affairs



COMMITTEE ON RULES  
**RECEIVED:**  
 April 29, 2026 12:15 p.m.  
*Marie Crisostomo*



Office of Legislative Secretary

**SENATOR SABRINA SALAS MATANANE**

*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs

**COMMITTEE REPORT**  
**Public Hearing**

**Bill No. 295-38 (LS) - As amended - Sabrina Salas Matanane - AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**



**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs

April 15, 2026

To: **ALL MEMBERS**  
Committee on Health and Veterans Affairs

From: **Senator Sabrina Salas Matanane**  
Chairwoman, Committee on Health and Veterans Affairs

Subject: Committee Report on [Bill No. 295-38 \(LS\)](#)- as amended-AN ACT TO *ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.*

Transmitted herewith for your consideration is the Committee Report on [Bill No. 295-38 \(LS\)](#)- as amended-AN ACT TO *ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.*

COR Referral Memorandum

- Referral of Bill No. 295-38 (LS)
- Notice of Hearing
- Hearing Agenda
- Hearing Sign-in Sheet
- Submitted Testimonies and Supporting Documents
- Committee Report Vote Sheet
- Committee Report Digest
- Copy of Bill No. 295-38 (LS)
- Fiscal Note

Please take appropriate action on the attached vote sheet. Your attention to this matter is greatly appreciated. Should you have any questions or concerns, please contact the Office of Senator Sabrina Salas Matanane.



**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | **38th Guam Legislature**  
Chairperson, Committee on Health and Veterans Affairs

Sincerely,

**Senator Sabrina Salas Matanane** *Smat*  
Chairwoman, Committee on Health and Veterans Affairs




# COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson  
*I Mina'trentai Ocho Na Liheslaturan Guåhan*  
38<sup>th</sup> Guam Legislature

April 1, 2026

**To:** **Rennae V. C. Meno**  
Clerk of the Legislature

**Attorney Darleen E.H. Phillips**  
Legislative Legal Counsel

**From:** **Vice Speaker V. Anthony Ada**   
Chairperson, Committee on Rules

**Subject:** **Referral of Bill No. 295-38 (LS)**

---

*Håfa Adai,*

As per my authority as Chairperson of the Committee on Rules and subject to §6.01(d)(1), Rule VI of our Standing Rules, I am forwarding the referral of **Bill No. 295-38 (LS)** - Sabrina Salas Matanan. – “AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.”

Please ensure that the subject bill is referred to the Committee on Health and Veterans Affairs chaired by Senator Sabrina Salas Matanane. I also request that the same be copied to the Prime Sponsor of the subject bill and to Management Information Services (MIS) for posting on our website.

A copy of the bill is available on our legislative website.

Should you have any questions or concerns, please feel free to contact Kamarin Nelson, Committee on Rules Director at 671-472-2461.





Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

## First Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M

2 messages

Office of Legislative Secretary Senator Sabrina Salas Matanane

Wed, Apr 1, 2026 at

<office.senatorbri@guamlegislature.gov>

4:34 PM

To: phnotice@guamlegislature.gov, Audio / Video <av@guamlegislature.gov>, Ed Pocaigue <sgtarms@guamlegislature.gov>, Giovanni Naz <mis@guamlegislature.gov>

Bcc: senator.sabrina@guamlegislature.gov, Ann San Nicolas <ann.sn@guamlegislature.gov>,

john.mafnas@guamlegislature.gov, Sergio Salas <sergio.salas@guamlegislature.gov>, joesir@guamlegislature.gov

*Håfa Adai!*

The Committee on Health and Veterans Affairs will conduct a Public Hearing on Wednesday April 8, 2026, beginning at 8:00 A.M., in the Public Hearing Room of the Guam Congress Building.

The Committee will hear and accept testimony on the following:

-

**8:00 A.M.**

-

**Bill No. 290-38 (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 295-38 (LS)- AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

**How to Participate:** Written testimony may be delivered to the Office of Senator Sabrina Salas Matanane at the Guam Congress Building, 163 *Chalan Santo Papa Hagåtña*, Guam 96910 or via email to [Office SenatorBri@guamlegislature.gov](mailto:Office SenatorBri@guamlegislature.gov) The Committee requests that testimonies be submitted at least forty eight (48) hours prior to the scheduled hearing Please confirm your attendance by contacting the Office of Senator Sabrina Salas Matanane via email at [Office SenatorBri@guamlegislature.gov](mailto:Office SenatorBri@guamlegislature.gov) or via voice call at (671) 989 2572

**Special Accommodations:** In compliance with the Americans with Disabilities Act (ADA), individuals requiring assistance or accommodations should contact Annie San Nicolas, at the Office of Senator Sabrina Salas Matanane

**Watch Live/Record:** The hearing will be broadcast on local television, GTA Channel 21, Docomo Channel 117, and streamed online via *I Liheslaturan Guåhan's* live feed on YouTube After the hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube

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**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
 Chairperson, Committee on Health and Veterans Affairs  
 163 W. Chalan Santo Papa, Hagåtña, Guam 96910  
 office.senatorbri@guamlegislature.gov  
 671-989-2572

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 **PH 4.1 First Notice 2026.04.08.pdf**  
 361K

**Ed Pocaigue** <sgtarms@guamlegislature.gov> Wed, Apr 1, 2026 at 4:41 PM  
 To: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Hafa adai and posted on the calendar.


[Quoted text hidden]

--



**Edward S. Pocaigue, Jr.**  
 Sergeant-at-Arms

*I Mina'trentai Ocho Na Liheslaturan Guåhan*  
 Guam Congress Building, 1st Floor  
 163 Chalan Santo Papa  
 Hagåtña, Guam 96910

 1-671-969-3514

 sgtarms@guamlegislature.gov

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**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs

April 1, 2026

**MEMORANDUM**

**To:** All Senators, Stakeholders, Media

**From:** Senator Sabrina Salas Matanane  
Chairperson, Committee on Health and Veterans Affairs

**Subject:** First Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M.

*Håfa Adai!*

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The Committee will hear and accept testimony on the following:

**8:00 A.M.**

**Bill No. 290-38 (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**


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# First Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M.


 PRINT

## First Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M.





### PUBLIC HEARING


 **Posted on:** 04/01/2026 04:27 PM


 **Posted by:** Annie San Nicolas, Administrative Office/Committee Director


 **Public Hearing Date:** 04/08/2026 08:00 AM

 **Department(s):**  
**GUAM LEGISLATURE (/notices?department\_id=92)**

 **Division(s):**  
OFFICE OF SENATOR SABRINA SALAS MATANANE (/notices?division\_id=295)

 **Notice Topic(s):** PUBLIC HEARING(/notices?topic\_id=74)

 **Types of Notice:** PUBLIC HEARING(/notices?type\_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

 **Share this notice**

The Committee on Health and Veterans Affairs will conduct a Public Hearing on Wednesday April 8, 2026, beginning at 8:00 A.M., in the Public Hearing Room of the Guam Congress Building.

The Committee will hear and accept testimony on the following:

**8:00 A.M.**

**Bill No. 290-38**

**([https://guamlegislature.gov/38th\\_Guam\\_Legislature/Bills\\_Introduced\\_38th/Bill%20No.%20290-38%20\(COR\).pdf](https://guamlegislature.gov/38th_Guam_Legislature/Bills_Introduced_38th/Bill%20No.%20290-38%20(COR).pdf)) (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 295-38 (LS)- AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

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**Watch Live/Record:** The hearing will be broadcast on local television, GTA Channel 21, Docomo Channel 117, and streamed online via *Lihaslaturan Guåhan's* live feed on YouTube. After the

ONLINE VIA LEGISLATURE GUAM'S LIVE FEED ON YOUTUBE. AFTER THE hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube.



**Notice of Public Hearing**  
**Wednesday April 8, 2026, 8:00 A.M.**

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The Committee on Health and Veterans Affairs will conduct a Public Hearing on Wednesday April 8, 2026, beginning at 8:00 A.M., in the Public Hearing Room, Guam Congress Building.

The purpose of this Hearing  is to hear the following:

**Bill No. 290-38 (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

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# SENATOR SABRINA SALAS MATANANE

## COMMITTEE ON HEALTH AND VETERANS AFFAIRS



**How to Participate:** Written testimony may be delivered to the Office of Senator Sabrina Salas Matanane at the Guam Congress Building, 163 *Chalan Santo Papa Hagåtña*, Guam 96910 or via email to [Office.SenatorBri@guamlegislature.gov](mailto:Office.SenatorBri@guamlegislature.gov). The Committee requests that testimonies be submitted at least forty-eight (48) hours prior to the scheduled hearing.

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GUAM LEGISLATURE  
AUDIO VISUAL DEPARTMENT  
PUBLIC ANNOUNCEMENT REQUEST FORM

Office Submitting Request: Senator Sabrina Salas Matanane

Date of Request: April 1, 2026

POINT OF CONTACT

Name: Annie San Nicolas

Contact #:

Email: ann.sn@guamlegislature.gov

PUBLIC HEARING DETAILS

Notice Type: Public Hearing  Informational Briefing  Roundtable Discussion

Oversight Hearing  Committee Meeting  Other: \_\_\_\_\_

Notice Title/ Bill(s) / Resolution(s) / Appointment:

Date of Event: Wednesday April 8, 2026 Start Time: 8:00 AM \_\_\_\_\_

Run Date s: Wednesday April 1, 2026 - April 8, 2026

Location: Guam Congress Building, Public Hearing Room

MEDIA HANDLING

Recording Format:  MP4  MP3  Other: \_\_\_\_\_

Delivery Method:  Email  USB Drive  Cloud Link  Other: \_\_\_\_\_

CERTIFIED BY A.V.

Name: Zachary Quinata

Print

Sign

Posted on/Air Date: 4.1.26-4.8.26



Sabrina Salas Matanane &lt;office.senatorbri@guamlegislature.gov&gt;

## Second Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M.

1 message

**Office of Legislative Secretary Senator Sabrina Salas Matanane**

Mon, Apr 6, 2026 at  
8:00 AM

<office.senatorbri@guamlegislature.gov>

To: phnotice@guamlegislature.gov, Ed Pocaigue <sgtarms@guamlegislature.gov>, Giovanni Naz <mis@guamlegislature.gov>, Audio / Video <av@guamlegislature.gov>, 38th Committee On Rules <committeeonrules@guamlegislature.gov>

Bcc: Ann San Nicolas <ann.sn@guamlegislature.gov>, senator.sabrina@guamlegislature.gov, john.mafnas@guamlegislature.gov, Sergio Salas <sergio.salas@guamlegislature.gov>, joesir@guamlegislature.gov

*Håfa Adai!*

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The Committee will hear and accept testimony on the following:

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**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan | 38th Guam Legislature*  
Chairperson, Committee on Health and Veterans Affairs  
163 W. Chalan Santo Papa, Hagåtña, Guam 96910  
office.senatorbri@guamlegislature.gov  
671-989-2572

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 **PH 4.6 Second Notice 2026.04.08.pdf**  
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**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs

April 6, 2026

**MEMORANDUM**

**To:** All Senators, Stakeholders, Media

**From:** Senator Sabrina Salas Matanane  
Chairperson, Committee on Health and Veterans Affairs

**Subject:** Second Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M.

*Håfa Adai!*

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 PRINT

## Second Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M.



### PUBLIC HEARING

 **Posted on:** 04/06/2026 08:00 AM

 **Posted by:** Annie San Nicolas

 **Public Hearing Date:** 04/08/2026 08:00 AM

 **Department(s):**  
**GUAM LEGISLATURE (/notices?department\_id=92)**

 **Division(s):**  
OFFICE OF SENATOR SABRINA SALAS MATANANE (/notices?division\_id=295)

 **Notice Topic(s):** PUBLIC HEARING(/notices?topic\_id=74)

 **Types of Notice:** PUBLIC HEARING(/notices?type\_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

 **Share this notice**

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**8:00 A.M.**

**Bill No. 290-38 (COR)-**

([https://guamlegislature.gov/38th Guam Legislature/Bills Introduced 38th/Bill%20No.%20290-38%20\(COR\).pdf](https://guamlegislature.gov/38th%20Guam%20Legislature/Bills%20Introduced%2038th/Bill%20No.%20290-38%20(COR).pdf)) **AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 295-38 (LS)-**

([https://guamlegislature.gov/38th Guam Legislature/Bills Introduced 38th/Bill%20No.%20295-38%20\(LS\)%20Referred%20Version.pdf](https://guamlegislature.gov/38th%20Guam%20Legislature/Bills%20Introduced%2038th/Bill%20No.%20295-38%20(LS)%20Referred%20Version.pdf)) **AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

**How to Participate:** Written testimony may be delivered to the Office of Senator Sabrina Salas Matanane at the Guam Congress Building, 163 *Chalan Santo Papa Hagåtña*, Guam 96910 or via email to [Office.SenatorBri@guamlegislature.gov](mailto:Office.SenatorBri@guamlegislature.gov) (<mailto:Office.SenatorBri@guamlegislature.gov>). The Committee requests that testimonies be submitted at least forty-eight (48) hours prior to the scheduled hearing. Please confirm your attendance by contacting the Office of Senator Sabrina Salas Matanane via email at [Office.SenatorBri@guamlegislature.gov](mailto:Office.SenatorBri@guamlegislature.gov) (<mailto:Office.SenatorBri@guamlegislature.gov>) or via voice call at (671) 989-2572.

**Special Accommodations:** In compliance with the Americans with Disabilities Act (ADA), individuals requiring assistance or

DISABILITIES ACT (ADA), individuals requiring assistance or accommodations should contact Annie San Nicolas, at the Office of Senator Sabrina Salas Matanane.

**Watch Live/Record:** The hearing will be broadcast on local television, GTA Channel 21, Docomo Channel 117, and streamed online via *I Liheslaturan Guåhan's* live feed on YouTube. After the hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube.



Sabrina Salas Matanane &lt;office.senatorbri@guamlegislature.gov&gt;

## Second Notice of Public Hearing: Wednesday April 08, 2026, 8:00 A.M.

1 message

**Office of Legislative Secretary Senator Sabrina Salas Matanane**

Mon, Apr 6, 2026 at  
8:00 AM

<office.senatorbri@guamlegislature.gov>

To: phnotice@guamlegislature.gov, Ed Pocaigue <sgtarms@guamlegislature.gov>, Giovanni Naz <mis@guamlegislature.gov>, Audio / Video <av@guamlegislature.gov>, 38th Committee On Rules <committeeonrules@guamlegislature.gov>

Bcc: Ann San Nicolas <ann.sn@guamlegislature.gov>, senator.sabrina@guamlegislature.gov, john.mafnas@guamlegislature.gov, Sergio Salas <sergio.salas@guamlegislature.gov>, joesir@guamlegislature.gov

*Håfa Adai!*

The Committee on Health and Veterans Affairs will conduct a Public Hearing on Wednesday April 8, 2026, beginning at 8:00 A.M., in the Public Hearing Room of the Guam Congress Building.

The Committee will hear and accept testimony on the following:

-

**8:00 A.M.**

-

**Bill No. 290-38 (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 295-38 (LS)- AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

**How to Participate:** Written testimony may be delivered to the Office of Senator Sabrina Salas Matanane at the Guam Congress Building, 163 *Chalan Santo Papa Hagåtña*, Guam 96910 or via email to [Office.SenatorBri@guamlegislature.gov](mailto:Office.SenatorBri@guamlegislature.gov). The Committee requests that testimonies be submitted at least forty-eight (48) hours prior to the scheduled hearing. Please confirm your attendance by contacting the Office of Senator Sabrina Salas Matanane via email at [Office.SenatorBri@guamlegislature.gov](mailto:Office.SenatorBri@guamlegislature.gov) or via voice call at (671) 989 2572

**Special Accommodations:** In compliance with the Americans with Disabilities Act (ADA), individuals requiring assistance or accommodations should contact Annie San Nicolas, at the Office of Senator Sabrina Salas Matanane.

**Watch Live/Record:** The hearing will be broadcast on local television, GTA Channel 21, Docomo Channel 117, and streamed online via *I Liheslaturan Guåhan's* live feed on YouTube. After the hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube.

--



**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan | 38th Guam Legislature*  
Chairperson, Committee on Health and Veterans Affairs  
163 W. Chalan Santo Papa, Hagåtña, Guam 96910  
office.senatorbri@guamlegislature.gov  
671-989-2572

The email message is intended only for the individual or entity named above and may contain confidential and privileged information. If you are not the intended recipient, any disclosure, copying, distribution, or use of the information contained in this transmission is strictly PROHIBITED. If you have received this transmission in error, please immediately notify me by replying to [office.senatorbri@guamlegislature.gov](mailto:office.senatorbri@guamlegislature.gov) and delete the message immediately. Thank you.

---

 **PH 4.6 Second Notice 2026.04.08.pdf**  
361K



GUAM LEGISLATURE  
AUDIO VISUAL DEPARTMENT  
PUBLIC ANNOUNCEMENT REQUEST FORM

Office Submitting Request: Senator Sabrina Salas Matanane

Date of Request: April 1, 2026

POINT OF CONTACT

Name: Annie San Nicolas

Contact #:

Email: ann.sn@guamlegislature.gov

PUBLIC HEARING DETAILS

Notice Type: Public Hearing  Informational Briefing  Roundtable Discussion

Oversight Hearing  Committee Meeting  Other: \_\_\_\_\_

Notice Title/ Bill(s) / Resolution(s) / Appointment:

Date of Event: Wednesday April 8, 2026 Start Time: 8:00 AM \_\_\_\_\_

Run Date s: Wednesday April 1, 2026 -April 8, 2026

Location: Guam Congress Building, Public Hearing Room

MEDIA HANDLING

Recording Format:  MP4  MP3  Other: \_\_\_\_\_

Delivery Method:  Email  USB Drive  Cloud Link  Other: \_\_\_\_\_

CERTIFIED BY A.V.:

Name: Zachary Quinata  
Print

[Signature]  
Sign

Posted on/Air Date: 4.1.26-4.8.26



**Notice of Public Hearing**  
**Wednesday April 8, 2026, 8:00 A.M.**

---

The Committee on Health and Veterans Affairs will conduct a Public Hearing on Wednesday April 8, 2026, beginning at 8:00 A.M., in the Public Hearing Room, Guam Congress Building.

The purpose of this Hearing  is to hear the following:

**Bill No. 290-38 (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 295-38 (LS)- AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

# SENATOR SABRINA SALAS MATANANE

## COMMITTEE ON HEALTH AND VETERANS AFFAIRS



**How to Participate:** Written testimony may be delivered to the Office of Senator Sabrina Salas Matanane at the Guam Congress Building, 163 *Chalan Santo Papa Hagåtña*, Guam 96910 or via email to [Office.SenatorBri@guamlegislature.gov](mailto:Office.SenatorBri@guamlegislature.gov). The Committee requests that testimonies be submitted at least forty-eight (48) hours prior to the scheduled hearing.

Please confirm your attendance by contacting the Office of Senator Sabrina Salas Matanane via email at [Office.SenatorBri@guamlegislature.gov](mailto:Office.SenatorBri@guamlegislature.gov) or via voice call at (671) 989-2572.

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**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs

April 3, 2026,

TRANSMITTED VIA EMAIL:

**Breanna Sablan**

Acting HPLO Administrator, DPHSS  
[breanna.sablan@dphss.guam.gov](mailto:breanna.sablan@dphss.guam.gov)

**Theresa Arriola**

Director, DPHSS  
[theresa.c.arriola@dphss.guam.gov](mailto:theresa.c.arriola@dphss.guam.gov)

**Dr. Ricardo Eusebio**

Medical Director, GMHA  
[ricardo.eusebio@gmha.org](mailto:ricardo.eusebio@gmha.org)

**D. Joleen Aguon**

Interim Administrator, GMHA  
[Joleen.aguon@gmha.org](mailto:Joleen.aguon@gmha.org)

**Nadine Cepeda**

Lead District School Psychologist  
[ntcepeda@gdoe.net](mailto:ntcepeda@gdoe.net)

**Mamie Balajadia**

mamieb@

**Christopher Anderson**

[cjanderson@gdoe.net](mailto:cjanderson@gdoe.net)

**Dr. Judith Wonpat**

Superintendent of Education  
[jtwonpat@gdoe.net](mailto:jtwonpat@gdoe.net)

**Subject:** Invitation to Public Hearing on Wednesday April 8, 2026, at 8:00 A.M.

Håfa Adai,

The Committee on Health and Veterans Affairs has scheduled a Public Hearing on Wednesday April 8, 2026, beginning at 8:00 A.M., in the Public Hearing Room of the Guam Congress Building. Your attendance is requested to provide insights on the following agenda items:

8:00 A.M.

**Bill No. 290-38 (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 295-38 (LS)- AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**



**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs

The Committee requests that all written testimony and presentations be submitted forty-eight (48) hours prior to the hearing. Additionally, you are welcome to invite other officials who may be able to contribute to the discussion.

If your office requires any assistance or accommodation that can be provided by my office or the 38<sup>th</sup> Guam Legislature, please contact my office via email or voice call.

Should you have any questions or concerns, you may contact my office at 671-989-2572 or email [office.senatorbri@guamlegislature.gov](mailto:office.senatorbri@guamlegislature.gov).

*Smat*

Senator Sabrina Salas Matanane  
38<sup>th</sup> Guam Legislature

Cc:

claire.frianeza@gmh.org  
theo.pangelinan@gmha.org  
jesse.quenga@gmha.guam.gov  
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yukari.hechanova@gmha.org  
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michael.um@gmha.org  
edgar.aguilar@gmha.org  
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krista.blankenship@gmha.org  
peterjohn.camacho@dphss.guam.gov  
Joaquin.Blaz@dphss.guam.gov  
eddy.reyes@fffcinc.com



Sabrina Salas Matanane &lt;office.senatorbri@guamlegislature.gov&gt;

## Invitation to Public Hearing on Wednesday April 8, 2026, at 8:00 A.M.

5 messages

Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov> Fri, Apr 3, 2026 at 8:00 AM

To: Breanna Sablan <breanna.sablan@dphss.guam.gov>, "Theresa C. Arriola" <theresa.c.arriola@dphss.guam.gov>, Ricardo Eusebio <ricardo.eusebio@gmha.org>, "Aguon, Joleen, MD" <joleen.aguon@gmha.org>, "Nadine T. Cepeda" <ntcepeda@gdoe.net>, mamiieb@ "Christopher J. Anderson" <cjanderson@gdoe.net>, "Dr. Judith T. Won Pat (Superintendent)" <jtwp@ntcepeda@gdoe.net>  
Cc: claire.frianeza@gmh.org, Theo Pangelinan <theo.pangelinan@gmha.org>, jesse.quenga@gmha.guam.gov, rodalyn.gerardo@gmha.guam.gov, Yukari Hechanova <yukari.hechanova@gmha.org>, zaldy.tugade@gmha.guam.gov, Janet Mandapat <janet.mandapat@gmha.org>, sharon.davis@gmha.org, suzanne.lobaton@gmha.org, teresa.borja@gmha.org, sonia.siliang@gmha.org, antoinette.kleiner@gmha.org, michael.um@gmha.org, edgar.aguilar@gmha.org, melmendiola@gmail.com, krista.blankenship@gmha.org, "PeterJohn D. Camacho" <peterjohn.camacho@dphss.guam.gov>, Joaquin Blaz <Joaquin.Blaz@dphss.guam.gov>, eddy.reyes@ffcinc.com, Miguel Bordallo <mcbordallo@guamwaterworks.org>

Håfa Adai,

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8:00 A.M.

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Should you have any questions or concerns, you may contact my office at 671-989-2572 or email [office.senatorbri@guamlegislature.gov](mailto:office.senatorbri@guamlegislature.gov).

Senator Sabrina Salas Matanane  
38<sup>th</sup> Guam Legislature



Office of Legislative Secretary  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38<sup>th</sup> Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs  
163 W. Chalan Santo Papa, Hagåtña, Guam 96910  
• [office.senatorbri@guamlegislature.gov](mailto:office.senatorbri@guamlegislature.gov)  
• 671-989-2572

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Invitation PH 2026.04.08.pdf  
345K

Mail Delivery Subsystem <mailer-daemon@googlemail.com>  
To: [office.senatorbri@guamlegislature.gov](mailto:office.senatorbri@guamlegislature.gov)

Fri, Apr 3, 2026 at 8:00 AM



### Address not found

Your message wasn't delivered to [claire.frianeza@gmh.org](mailto:claire.frianeza@gmh.org) because the address couldn't be found, or is unable to receive mail.

The response from the remote server was:

550 5.1.1 User Unknown

Final-Recipient: rfc822; [claire.frianeza@gmh.org](mailto:claire.frianeza@gmh.org)  
Action: failed  
Status: 5.1.1  
Remote-MTA: dns; [mx0-00574802.gslb.pphosted.com](https://mx0-00574802.gslb.pphosted.com). (205.220.170.43, the server for the domain [gmh.org](https://gmh.org).)  
Diagnostic-Code: smtp; 550 5.1.1 User Unknown  
Last-Attempt-Date: Thu, 02 Apr 2026 15:00:34 -0700 (PDT)

noname  
5K

Mail Delivery Subsystem <[mailer-daemon@googlemail.com](mailto:mailer-daemon@googlemail.com)>  
To: [office.senatorbri@guamlegislature.gov](mailto:office.senatorbri@guamlegislature.gov)

Fri, Apr 3, 2026 at 8:00 AM



### Address not found

Your message wasn't delivered to [zaldy.tugade@gmha.guam.gov](mailto:zaldy.tugade@gmha.guam.gov) because the address couldn't be found, or is unable to receive mail.

**LEARN MORE**

▲ This link will take you to a third-party site

The response from the remote server was:

550 5.4.1 Recipient address rejected: Access denied. For more information see <https://aka.ms/EXOSmtpErrors> [SA2PEPF00002252.namprd09.prod.outlook.com 2026-04-02T22:00:35.790Z 08DE8F53C79F0E84]

Final-Recipient: rfc822; [zaldy.tugade@gmha.guam.gov](mailto:zaldy.tugade@gmha.guam.gov)  
Action: failed  
Status: 5.4.1  
Remote-MTA: dns; [gmha-guam-gov.mail.protection.outlook.com](https://gmha-guam-gov.mail.protection.outlook.com). (2a01:111:f403:f90e::1, the server for the domain [gmha.guam.gov](https://gmha.guam.gov).)  
Diagnostic-Code: smtp; 550 5.4.1 Recipient address rejected: Access denied. For more information see <https://aka.ms/EXOSmtpErrors> [SA2PEPF00002252.namprd09.prod.outlook.com 2026-04-02T22:00:35.790Z 08DE8F53C79F0E84]

Last-Attempt-Date: Thu, 02 Apr 2026 15:00:35 -0700 (PDT)

noname  
6K

Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>  
To: Claire Frianeza <claire.frianeza@gmha.org>, zaldy.tugade@gmha.guam.gov

Fri, Apr 3, 2026 at 9:37 AM

[Quoted text hidden]  
[Quoted text hidden]

postmaster@gmha.guam.gov <postmaster@gmha.guam.gov>  
To: office.senatorbri@guamlegislature.gov

Fri, Apr 3, 2026 at 9:37 AM

Your message to [zaldy.tugade@gmha.guam.gov](mailto:zaldy.tugade@gmha.guam.gov) couldn't be delivered.

[zaldy.tugade](mailto:zaldy.tugade@gmha.guam.gov) wasn't found at [gmha.guam.gov](http://gmha.guam.gov).

office.senatorbri  
**Action Required**

Office 365

zaldy.tugade  
Recipient

Unknown To address

### How to Fix It

The address may be misspelled or may not exist. Try one or more of the following:

- Send the message again following these steps: In Outlook, open this non-delivery report (NDR) and choose **Send Again** from the Report ribbon. In Outlook on the web, select this NDR, then select the link "**To send this message again, click here.**" Then delete and retype the entire recipient address. If prompted with an Auto-Complete List suggestion don't select it. After typing the complete address, click **Send**.
- Contact the recipient (by phone, for example) to check that the address exists and is correct.
- The recipient may have set up email forwarding to an incorrect address. Ask them to check that any forwarding they've set up is working correctly.
- Clear the recipient Auto-Complete List in Outlook or Outlook on the web by following the steps in this article: [Fix email delivery issues for error code 5.1.10 in Office 365](#), and then send the message again. Retype the entire recipient address before selecting **Send**.

If the problem continues, forward this message to your email admin. If you're an email admin, refer to the **More Info for Email Admins** section below.

*Was this helpful? Send feedback to Microsoft.*

### More Info for Email Admins

Status code: 550 5.1.10

This error occurs because the sender sent a message to an email address hosted by

Office 365 but the address is incorrect or doesn't exist at the destination domain. The error is reported by the recipient domain's email server, but most often it must be fixed by the person who sent the message. If the steps in the **How to Fix It** section above don't fix the problem, and you're the email admin for the recipient, try one or more of the following:

**The email address exists and is correct** - Confirm that the recipient address exists, is correct, and is accepting messages.

**Synchronize your directories** - If you have a hybrid environment and are using directory synchronization make sure the recipient's email address is synced correctly in both Office 365 and in your on-premises directory.

**Errant forwarding rule** - Check for forwarding rules that aren't behaving as expected. Forwarding can be set up by an admin via mail flow rules or mailbox forwarding address settings, or by the recipient via the Inbox Rules feature.

**Recipient has a valid license** - Make sure the recipient has an Office 365 license assigned to them. The recipient's email admin can use the Office 365 admin center to assign a license (Users > Active Users > select the recipient > Assigned License > Edit).

**Mail flow settings and MX records are not correct** - Misconfigured mail flow or MX record settings can cause this error. Check your Office 365 mail flow settings to make sure your domain and any mail flow connectors are set up correctly. Also, work with your domain registrar to make sure the MX records for your domain are configured correctly.

For more information and additional tips to fix this issue, see [Fix email delivery issues for error code 5.1.10 in Office 365](#).

## Original Message Details

**Created Date:** 4/2/2026 11:37:04 PM  
**Sender Address:** office.senatorbri@guamlegislature.gov  
**Recipient Address:** zaldy.tugade@gmha.guam.gov  
**Subject:** Re: Delivery Status Notification (Failure)

## Error Details

**Error:** 550 5.1.10 RESOLVER.ADR.RecipientNotFound; Recipient zaldy.tugade@gmha.guam.gov not found by SMTP address lookup

**Message rejected by:** PH7PR09MB12289.namprd09.prod.outlook.com

## Notification Details

**Sent by:** PH7PR09MB12289.namprd09.prod.outlook.com

## Message Hops

HOP	TIME (UTC)	FROM	TO	WITH	RELAY TIME
1	4/2/2026 11:37:19 PM		mail-qk1-x72b.google.com	SMTP	15 sec
2	4/2/2026 11:37:19 PM	mail-qk1-x72b.google.com	DS1PEPF00017E07.mail.protection.outlook.com	Microsoft SMTP Server (version=TLS1_3, cipher=TLS_AES_256_GCM_SHA384)	*
3	4/2/2026 11:37:20 PM	DS1PEPF00017E07.namprd09.prod.outlook.com	CYXPR09CA0009.outlook.office365.com	Microsoft SMTP Server (version=TLS1_3, cipher=TLS_AES_256_GCM_SHA384)	1 sec
4	4/2/2026 11:37:21 PM	CYXPR09CA0009.namprd09.prod.outlook.com	PH7PR09MB12289.namprd09.prod.outlook.com	Microsoft SMTP Server (version=TLS1_2, cipher=TLS_ECDHE_RSA_WITH_AES_256_GCM_SHA384)	1 sec

### Original Message Headers

ARC-Seal: i=2; a=rsa-sha256; s=arcselector10001; d=microsoft.com; cv=pass;  
 b=GaReIlhhTYxy9IqlsMncgIrYrOujXnKcqFU17kxiExBmKov6SFkn0eGTJPLz7KQugD+EW2T7rkU/OZ8QyAo4YpW4Z0HBgXVNIiRwpzn1L6  
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 ak0AMdi5z73wbAAFDwyVQ==

ARC-Message-Signature: i=2; a=rsa-sha256; c=relaxed/relaxed; d=microsoft.com;  
 s=arcselector10001;  
 h=From:Date:Subject:Message-ID:Content-Type:MIME-Version:X-MS-Exchange-AntiSpam-MessageData-ChunkCount:X-MS-Exchange-  
 AntiSpam-MessageData-0:X-MS-Exchange-AntiSpam-MessageData-1;  
 bh=wh1412as70/HZTSjvCwAqKRvovb48Zc58n5jrMYyZ0s=;  
 b=W0/cdLcsH/mCubMNMhKM6m06UmgF8qPw8bozhoutVPCziotTB4k0PLQPTTo1rTHQ11Q7SDVgn07igrmDzv8uL8pL+  
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Authentication-Results: spf=softfail (sender IP is 2607:f8b0:4864:20::72b)  
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Received-SPF: SoftFail (protection.outlook.com: domain of transitioning  
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 sender)

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In-Reply-To: <69cee702.050a0220.201836.429a.GMR@mx.google.com>

From: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Date: Fri, 3 Apr 2026 09:37:04 +1000

X-Gm-Features: AQR0BzBW58zjls0f1zuj04KKKIu2hXuCTrdfZdDy1azjx2D4Bah\_QzI-9vG177M

Message-ID: <CAJVthY1=UXiqVM9GjE\_aMvt7Y=6qxxWnBW4y4WymvEian4A37Q@mail.gmail.com>

Subject: Re: Delivery Status Notification (Failure)

To: Claire Frianeza <claire.frianeza@gmha.org>, zaldy.tugade@gmha.guam.gov

Content-Type: multipart/related; boundary="00000000000050c8f3064e82ae69"

Return-Path: office.senatorbri@guamlegislature.gov

X-EOPAttributedMessage: 0

X-EOPTenantAttributedMessage: f22121ce-aa3c-49fc-bcc6-30e8e1c4eb9d:0

X-MS-PublicTrafficType: Email

X-MS-TrafficTypeDiagnostic: DS1PEPF00017E07:EE\_|PH7PR09MB12289:EE\_

X-MS-Office365-Filtering-Correlation-Id: 093f8a92-82ca-4a16-3000-08de9110c836

Final-Recipient: rfc822;zaldy.tugade@gmha.guam.gov

Action: failed

Status: 5.1.10

Diagnostic-Code: smtp;550 5.1.10 RESOLVER.ADR.RecipientNotFound; Recipient zaldy.tugade@gmha.guam.gov not found by SMTP address lookup

----- Forwarded message -----

From: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

To: Claire Frianeza <claire.frianeza@gmha.org>, zaldy.tugade@gmha.guam.gov

Cc:

Bcc:

Date: Fri, 3 Apr 2026 09:37:04 +1000

Subject: Re: Delivery Status Notification (Failure)

On Fri, Apr 3, 2026 at 8:00 AM Mail Delivery Subsystem <mailer-daemon@googlemail.com> wrote:



**Address not found**

Your message wasn't delivered to **claire.frianeza@gmh.org** because the address couldn't be found, or is unable to receive mail.

The response from the remote server was:

550 5.1.1 User Unknown

--



Office of Legislative Secretary  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan | 38th Guam Legislature*  
Chairperson, Committee on Health and Veterans Affairs  
163 W. Chalan Santo Papa, Hagåtña, Guam 96910  
• office.senatorbri@guamlegislature.gov  
☎ 671-989-2572

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Office of Legislative Secretary  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guahan* | 38th Guam Legislature  
Chairperson, Committee on Health and Veterans Affairs

## Public Hearing

Wednesday April 8, 2026, 8:00AM  
Public Hearing Room, Guam Congress Building

### Agenda

8:00AM

**Bill No. 290-38 (COR)-AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 295-38 (LS)- AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

This Public Hearing will broadcast on local television, GTA Channel 21, Docomo Channel 117 and stream online via I Liheslaturan Guahan's live feed.



The Office of the Legislative Secretary  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
 Chairwoman, Committee on Health and Veterans Affairs

**PUBLIC HEARING**  
 Wednesday April 08, 2026, 8:00AM  
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Check all that apply. Please provide staff with written testimony for photocopying.

Name (Please Print)	Agency /Organization	Contact Information	Bill No./Doc No.	Participation	Stance
<i>Rodolfo Gerardo</i>	<i>GMH</i>	[REDACTED]	290-38 295-38	<input type="checkbox"/> Observing <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input type="checkbox"/> In Support <input type="checkbox"/> Not In Support
<i>Chris Anderson</i>	<i>QDOL</i>	[REDACTED]	290-38 295-38	<input type="checkbox"/> Observing <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input type="checkbox"/> In Support <input type="checkbox"/> Not In Support
<i>Tomia Pasa</i>	<i>GDDE</i>	[REDACTED]	290-38 295-38	<input type="checkbox"/> Observing <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input checked="" type="checkbox"/> In Support <input type="checkbox"/> Not In Support
<i>Mamie Balajadea</i>	<i>GRATE</i>	[REDACTED]	290-38 295-38	<input type="checkbox"/> Observing <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input checked="" type="checkbox"/> In Support <input type="checkbox"/> Not In Support
<i>Breanna Silva</i>	<i>DPHS</i>	[REDACTED]	290-38 295-38	<input checked="" type="checkbox"/> Observing <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input checked="" type="checkbox"/> In Support <input type="checkbox"/> Not In Support
<i>Tibu Lujan</i>	<i>GMHA</i>	[REDACTED]	290-38 295-38	<input type="checkbox"/> Observing <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input checked="" type="checkbox"/> In Support <input type="checkbox"/> Not In Support
<i>Ulrich Aguon</i>	<i>PDN</i>	[REDACTED]	290-38 295-38	<input checked="" type="checkbox"/> Observing <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input type="checkbox"/> In Support <input type="checkbox"/> Not In Support
<i>Tony Cruz</i>	<i>GDDE</i>	[REDACTED]	290-38 295-38	<input type="checkbox"/> Observing <input type="checkbox"/> Written <input checked="" type="checkbox"/> Verbal	<input type="checkbox"/> In Support <input type="checkbox"/> Not In Support



The Office of the Legislative Secretary  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
 Chairwoman, Committee on Health and Veterans Affairs

**PUBLIC HEARING**  
 Wednesday April 08, 2026, 8:00AM  
 Public Hearing Room, Guam Congress Building

**Bill No. 290-38 (COR.) AN ACT TO AMEND § 80109(u), CHAPTER 80, TITLE 10 GUAM CODE ANNOTATED, RELATIVE TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY.**

**Bill No. 293-38 (LS)- AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

Check all that apply. Please provide staff with written testimony for photocopying.

Name (Please Print)	Agency /Organization	Contact Information	Bill No./Doc No.	Participation	Stance
Jesse Baldo	GDGE	[REDACTED]	38 38	<input type="radio"/> Observing <input checked="" type="radio"/> Written <input type="radio"/> Verbal	<input checked="" type="radio"/> In Support <input type="radio"/> Not In Support
Brian Hahn	Tahge	[REDACTED]	38 38	<input type="radio"/> Observing <input type="radio"/> Written <input checked="" type="radio"/> Verbal	<input checked="" type="radio"/> In Support <input type="radio"/> Not In Support
Rebecca Motta	Tahge	[REDACTED]	38 38	<input type="radio"/> Observing <input type="radio"/> Written <input checked="" type="radio"/> Verbal	<input checked="" type="radio"/> In Support <input type="radio"/> Not In Support
Georgelina M. Cyeda	GAES	[REDACTED]	38 38	<input type="radio"/> Observing <input type="radio"/> Written <input type="radio"/> Verbal	<input type="radio"/> In Support <input type="radio"/> Not In Support
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The Office of the Legislative Secretary  
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Check all that apply. Please provide staff with written testimony for photocopying.

Name (Please Print)	Agency /Organization	Contact Information	Bill No./Doc No.	Participation	Stance
Dr. Judith Wan Pat	GDDE	[REDACTED]	290-38	<input type="radio"/> Observing	<input type="radio"/> In Support
			295-38	<input checked="" type="radio"/> Written <input checked="" type="radio"/> Verbal	<input type="radio"/> Not In Support
Dr. Edward Santos	GDDE		290-38	<input type="radio"/> Observing	<input checked="" type="radio"/> In Support
			295-38	<input checked="" type="radio"/> Written <input checked="" type="radio"/> Verbal	<input type="radio"/> Not In Support
Nadine Cepeda	GDDE		290-38	<input type="radio"/> Observing	<input type="radio"/> In Support
			295-38	<input checked="" type="radio"/> Written <input checked="" type="radio"/> Verbal	<input type="radio"/> Not In Support
Jessi Gray	GMH		290-38	<input type="radio"/> Observing	<input checked="" type="radio"/> In Support
			295-38	<input type="radio"/> Written <input type="radio"/> Verbal	<input type="radio"/> Not In Support
Dr. Juleen Aguiar	GMH		290-38	<input type="radio"/> Observing	<input checked="" type="radio"/> In Support
			295-38	<input checked="" type="radio"/> Written <input type="radio"/> Verbal	<input type="radio"/> Not In Support
Belke Rado	GMH	290-38	<input type="radio"/> Observing	<input type="radio"/> In Support	
		295-38	<input type="radio"/> Written <input checked="" type="radio"/> Verbal	<input type="radio"/> Not In Support	
Yuka Hechanova	VI	290-38	<input type="radio"/> Observing	<input type="radio"/> In Support	
		295-38	<input type="radio"/> Written <input checked="" type="radio"/> Verbal	<input type="radio"/> Not In Support	
Carlos Pangelinan	d	290-38	<input type="radio"/> Observing	<input type="radio"/> In Support	
		295-38	<input type="radio"/> Written <input checked="" type="radio"/> Verbal	<input type="radio"/> Not In Support	



# Guam Board of Allied Health Examiners

Department of Public Health and Social Services  
Health Professional Licensing Office

April 6, 2026

Sabrina Salas Mantanane  
Chairperson, Committee on Health and Veteran Affairs  
38<sup>th</sup> Guam Legislature

Re: **Bill No. 295-38 (LS)** – An Act To Add A New Article 12 To Chapter 12, Title 10, Guam Code Annotated, §121201, §121202, And §121203, Relative To School Psychology Licensure; And To Amend §12101(B) And §12802(A) Of Chapter 12, Title 10, Guam Code Annotated, Relative To Including School Psychology In The Healing Arts And Allied Health Professions Definitions.

Håfa Adai Senator Sabrina Salas Mantanane and Honorable Members of the Committee on Health and Veteran Affairs:

I am Dr. Mamie Balajadia, a Guam Clinical Psychologist for 41 years. I have been serving on the Guam Board of Allied Health Examiners (GBAHE) for 23 years and elected Chairperson for the last 16 years. Also, I have served on the Commission on the Healing Arts (COHA) for the past 6 years and the Chairperson elect.

Thank you for introducing the Subject Bill to include the profession of School Psychology for licensure under the auspices of the GBAHE. In Guam, School Psychology should be an integral part of the general practice of Health Service Psychology. Properly establishing School Psychologist in the Government of Guam professional classification system speak highly of employees currently providing psychological services in the school system. The Subject Bill put in place that the profession of School Psychologist is valued and necessary in the required services of our school system.

I am hopeful that Distinguished Senators of the 38<sup>th</sup> Guam Legislature will agree with me. Therefore, I urge that this Bill be passed unanimously which is set only to benefit the children and parents of Guam and this community.

Si Yu'us Ma'åse,

**Mamie C. Balajadia, Ed.D.**

Clinical Psychologist

Chairperson, GBAHE

Fellow, American Psychological Association (APA) 2024

APA Presidential Citation 2000

APA Karl F. Heiser Award, 2000

Sandra F. Bordallo



WRITTEN TESTIMONY FOR PUBLIC HEARING Bill No. 295-38 (LS)

Submitted to the Guam Legislature

Submitted by:

Sandra F. Bordallo, *MA, LPC, MFT, MAC*

Subject: Support for Bill No. 295-38 (LS) School Psychology Licensure

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

Thank you for the opportunity to submit testimony on Bill No. 295-38 (LS). This bill proposes to add a new Article 12A to Chapter 12 of Title 10 of the Guam Code Annotated relative to school psychology licensure and to amend the Healing Arts and Allied Health Professions definitions to include school psychology.

I am Sandra F. Bordallo, a licensed professional counselor (LPC), licensed marriage and family therapist (MFT), and Master's in Addiction Counseling (MAC) certification. I currently serve as a District School Psychologist (DSP) with the Guam Department of Education (GDOE). I have over 20 years of professional experience in the mental health and counseling field. Though I do not hold a doctoral degree in school psychology, I was recruited and hired into this DSP role 2½ years ago based on my credentials and experience at the time.

I support the intent to strengthen school psychological services on Guam. However, I respectfully urge the Legislature to adopt grandfathering provisions for current DSPs under Bill No. 295-38 (LS).

For years, Guam has faced challenges in recruiting and retaining professionals with doctoral level school psychology credentials. In response, the Guam Department of Education has employed qualified mental health professionals such as myself who are fulfilling the daily responsibilities expected of school psychologists. These duties include:

- Assessment and Evaluation: Determining students' academic, behavioral, and social emotional needs.
- Intervention and Counseling: Supporting students through individual and group interventions, and crisis response.
- Behavioral Support: Assisting with behavior planning and positive support strategies.
- Consultation and Collaboration: Working with educators, administrators, and families to enhance student success.
- Program Development and Data Use: Helping design school wide initiatives and using data to guide decisions and monitor progress.

These services are aligned with the broad roles recognized nationally for school psychologists, and we have been performing them effectively to support mental health and academic success for students across Guam.

I support Bill No. 295-38 (LS) because establishing a clear licensure framework for school psychology in statute will strengthen the profession on Guam and help clarify expectations for future practitioners. It will also help ensure that students continue receiving consistent and professional psychological services.

In summary:

- I support the intent of Bill No. 295-38 (LS) to recognize school psychology under Guam's Healing Arts and Allied Health code.
- I urge that its implementation honor the experience and work of current DSPs who have been effectively serving Guam students.
- Our students deserve continuity of care and services delivered by competent, experienced professionals.


Thank you for your time, consideration, and commitment to improving education and student wellness on Guam.

Respectfully,



Sandra F. Bordallo, MA, LPC, MFT, MAC  
District School Psychologist  
Guam Department of Education

Nadine T. Cepeda



April 6, 2026

The Honorable Senator Sabrina Salas Matanane  
38th Guam Legislature  
163 W. Chalan Santo Papa,  
Hagatna, Guam 96910

Re: Support for Bill No. 295-38

Good morning, members of the Health Committee. My name is Nadine T. Cepeda, the Lead District School Psychologist at the Guam Department of Education. I stand before you as a mental health provider with 25 years of experience, serving children and families on Guam at the Department of Mental Health and Substance Use, now called the Guam Behavioral Health and Wellness Center, Client Services and Family Counseling at the Judiciary of Guam, and currently at the Guam Department of Education. I have watched children and adolescents carry heavy issues that no child should have to carry.

I ask you to vote yes on this bill to establish a school psychologist because behind every attendance chart and test score is a human being whose heart, fears, and hopes shape their ability to learn.

I think of a sixth grader I knew when I first started at GDOE ten years ago, who came to school with a clenched jaw and a backpack that was more than expected. She could do the math, but when a question was asked, her hands shook, and she left the room. Without help for three years, she was labeled “disruptive” or “unmotivated.” She was in high school and was often suspended for smoking and skipping school. She was finally referred to me for assessment and recommendations. She learned simple breathing tools, practiced coping skills in a safe space, and felt seen. She loves numbers and is currently in college studying to be a math teacher. It took someone like me, who is trained to provide assessments and therapeutic services, to help students like her believe in themselves, stay regulated, and feel encouraged that all things are possible.

I think of a kind, quiet student who, after several losses during COVID, stopped trusting adults. Teachers wanted to help but did not know how to reach him. I trained faculty and support staff on trauma-informed care and signs of trauma, which guided staff, consulted with me, and, in return, the school team, including the district office, supported the family and held that child through grief so he could keep learning instead of being left behind. Proudly, he is graduating this year as a top student in one of our high schools. He will be going to college off the island with a full scholarship.

These are not isolated stories. Anxiety, grief, trauma, substance misuse, depression, and overwhelm are showing up earlier and more intensely. Students with untreated emotional needs miss days, fall behind, act out, or withdraw. Every lost learning day chips away at a child's future. Every missed opportunity to intervene increases the chance they will need far more intensive and more costly services later. Not every student is as lucky as I mentioned previously and has success stories, but rather students who are sexually assaulted, neglected, homeless, hungry, exposed to violence, and substance use are often labeled as delinquents or frequently suspended.

There are currently six (6) psychologists at the Guam Department of Education serving over 23,000 students. The National Association of School Psychologists (NASP) recommends a school psychologist-to-student ratio of 1:600, but the current ratio is 1:4,600. Universal screening was conducted in eight (8) pilot schools, including four (4) middle and 4 high schools, and only 7th- and 10th-grade students were screened. In SY 23-24, 216 students were orientated to the universal screening, and 57 were screened using the Columbia-Suicide Severity Rating Scale; one student had active thoughts of suicide. Six (6) students were referred to Child Protective Services (CPS). In SY 24-25, 1,828 students were orientated, and only 264 students were screened, with 31 students referred to CPS, and 63 students screened for suicide ideation or attempts. In SY 25-26, 1,710 were orientated, with 63 students screened for suicide ideation, and 31 CPS referrals. The data is alarming. I emphasize that the grandfather provision in this bill is critical to ensuring a consistent level of care for all students at GDOE. We need to build capacity to prevent suicide and other mental health and substance use issues so students can succeed and graduate.

This bill is not just a definition of a school psychologist that includes rigorous education and intense training. It is a commitment that our schools will meet children where they are emotionally, not just academically. A school psychologist focused on emotions will build schoolwide social-emotional learning, identify students who are struggling before crises occur, provide targeted interventions, coach teachers in trauma-informed practices, and respond when emergencies arise. That work keeps students in classrooms, reduces suspensions, strengthens families, and restores a sense of safety that makes learning possible.

Investing now saves more than money; it restores childhood. It gives a scared child a trusted adult who knows how to listen and help. It gives teachers tools to reach students rather than burn out trying to do so. It gives families hope that their children are seen and supported.

Please pass this bill. Vote to establish a school psychologist so every child in our district has a chance to come to school feeling safe in their body and mind, ready to learn. Our children's futures depend on it.

Sincerely,

Nadine T. Cepeda, M.A.  
Licensed Mental Health Counselor

Licensed Marriage and Family Therapy  
Licensed Professional Counselor  
Certified Substance Abuse Counselor III  
International Alcohol & Drug Counselor

Dear Senators,

I am writing to express my full and heartfelt support for proposed Bill 295-38 (LS).

My name is Dr. Edward Santos, I hold a Ph.D. in clinical psychology from Palo Alto University. After graduate school, I worked for several years in Denver. I was asked by my Santos family to serve the community on Guam. After the request I made the decision to move to Guam the homeland of my Father.

Bill 295-38 seeks to establish and define the educational training requirements for school psychologists. This legislation is not only timely—it is deeply necessary. Every day, our students walk into classrooms carrying burdens that are often unseen: anxiety, grief, family instability, and overwhelming academic pressure. These challenges do not stay at the door; they follow students into their learning, shaping their ability to focus, participate, and succeed.

School psychologists stand at the intersection of education and mental health, offering a lifeline to students who might otherwise go unnoticed. Their role is both critical and compassionate, encompassing:

- Early identification of learning and behavioral needs, often catching struggles before they become crises
- Delivery of essential mental health interventions that help students regain stability and confidence
- Crisis response during moments of profound loss and trauma—such as recent efforts supporting schools after the loss of a student and faculty member, and trainings on relevant issues in mental health
- Collaboration with teachers, staff, and families to build environments where students feel safe, understood, and supported
- Participation in initiatives like the Enhancing Your Mental Health State, which has already provided screening and intervention to vulnerable students across multiple schools
- Serving as trusted adults for students who may never otherwise seek help, quietly changing the course of their lives

Despite their extraordinary impact, our schools remain critically underserved. Currently, just six school psychologists serve our entire student population of 23,000—an overwhelming ratio of 1:4,600 students. This stands in stark contrast to the National Association of School Psychologists' recommended ratio of 1:600. Behind these numbers are real children waiting too long for help, slipping through the cracks, or going without support altogether.

Expanding the number of school psychologists is not simply an operational improvement—it is an investment in human potential. When students receive the mental health support they need, the transformation is undeniable:

- They show renewed engagement and improved academic performance
- They attend school more consistently, feeling safer and more connected
- They are less likely to face disciplinary action, as underlying issues are addressed with care
- They gain the tools to cope, grow, and build resilience

Bill 295-38 also strengthens the proposed implementation of the Multi-Tiered System of Supports (MTSS), a proactive and comprehensive framework that ensures students receive the right level of care at the right time—from universal supports to intensive, individualized interventions. By addressing challenges early, we reduce the need for more severe and costly interventions later.

We must also recognize the long-term implications. Research has shown that academic failure is one of the strongest predictors of juvenile delinquency. When we support students academically and emotionally, we are not just improving report cards—we are shaping futures, strengthening communities, and preventing hardship before it takes root.

At its core, this bill is about care, dignity, and responsibility. It reflects a commitment to seeing every child not just as a student, but as a whole person deserving of support, understanding, and opportunity. By increasing access to school psychologists, we are sending a clear message: our students matter, their struggles matter, and their futures are worth investing in.

I am reminded of a student a gifted athlete...a boxer who wanted to compete in the Golden Gloves. We shall call him "Timber the Boxer"

Timber the Boxer was failing in school due to learning challenges. This student was on the edge of dropping out. Due to his problems at school, he was struggling with negative self-esteem, he was starting to associate with negative peers that had already were disassociated from the world of school.

Unfortunately, the social bonds between himself and his teachers were on the brink of being broken. He started engaging in delinquent acts of vandalism, petty theft, substance use and assaults. Statistically he was starting on the dark road of incarceration.

Then a the unpredicted happened, somehow, some way his path led to referral to the behavioral health team. The Team brought in the people who had a stake in his life: his coach, the parents, a peer mentor and his favorite teacher.

He was provided intervention at the right place and right time. Maybe it was a miracle or maybe the souls of his ancestors were guiding him. All I know he was able to turn his life around.

The Team was able to support his learning with encouragement of important people including his coach. He thrived and soon was able to apply to his academics the same passion as his athletics in boxing.

Timber the Boxer went on to graduate from High School and entered the military. He strived with the discipline of the military and finished an Active Duty career. He continued his boxing in the military and went on to participate in national competitions.

So rather than entering the judicial system, Timber the Boxer became a productive member of society who proudly served his country. I dare to say our Justice System has many "struggling

students" that would have turned their lives around if just given that opportunity as in the small miracle of the "Timber the Boxer".

Therefore, I respectfully urge you to support this vital legislation. The need is urgent, the impact is profound, and the cost of inaction is far too great. Our students deserve to be seen, heard, and supported—not just when they are struggling, but before they reach that point.

Thank you for your time, your leadership, and your commitment to the well-being of our students and communities.

IN THE WORDS OF Arthur Fletcher who once said:

A mind is a terrible thing to waste...but a mind is also a wonderful thing to invest in...

Sincerely,  
Edward L. Santos, Ph.D.  
District School Psychologist  
501 Mariner, Tiyan 96921



Judith T. Won Pat, Ed. D.  
Superintendent of Education

**DEPARTMENT OF EDUCATION  
OFFICE OF THE ADMINISTRATOR  
STUDENT SUPPORT SERVICES DIVISION**

501 Mariner Road, Barrigada Guam, Bldg. B (3<sup>rd</sup> floor)  
Telephone: (671)475-0457 or 300-1623/1624  
Email: [cjanderson@gdoe.net](mailto:cjanderson@gdoe.net) / [sssd@gdoe.net](mailto:sssd@gdoe.net)



CHRISTOPHER ANDERSON  
Administrator

April 7, 2026

Senator Sabrina Salas Matanane  
I Mina'trentai Ocho Na Liheslaturan Guåhan  
Chairperson, Committee on Health and Veteran's Affairs  
Guam Congress Building  
163 Chalan Santo Papa Street  
Hagåtña, 96910, Guam

RE: Testimony on Bill 295-38 (LS)

Dear Honorable Sabrina Salas Mantanane and Committee Members,

*Si Yu'us ma'åse* for your continued partnership and support of the Guam Department of Education (GDOE). I respectfully submit testimony in support of Bill 295-38 that provides for School Psychology Licensure and includes this new job title in the Healing Arts and Allied Health professional definitions. The proposed amendments will greatly support the six (6) Psychologists who have been providing behavioral health supports, ranging from five-twenty years for students and families in all GDOE schools.

The department has been recruiting and hiring psychologist using the Civil Service Commission job description adopted in 1980. For the past 46 years to date, psychologists have been helping students succeed by administering and interpreting psychometric evaluations used to assess cognitive, perceptual, academic, and affective domains. They have been instrumental in providing early intervention for Tier 2 and 3 at risk students using targeted and intensive interventions under a Multi-Tiered System of Supports (MTSS) framework for generations of Tier 2 and 3 students. These clinical services include but not limited to: 1. Small/large group counseling, 2. Screening, 3. Individual and family therapy, 4. Functional Behavioral Assessments, 5. Behavioral Intervention Plans, 6. Wrap Around Services, and 7. Crisis Support for students in acute distress.

Establishing a definition for School Psychologist, qualifications for licensure, and a grandfather provision for current employees are all critical remedies for the six (6) individuals hired by the department before § 121201(f) was passed into law in 2022. The current language restricts the use of psychology in a job title for those not meeting the qualifications of a clinical psychologist. The passage of Bill 295-38 will provide continuity of critical services provided by the impacted GDOE employees.

One common malady that students exhibit across the district is emotional dysregulation. The underlying reasons are varied but one important factor is exposure to trauma in early childhood. Untreated, students can develop all sorts of harmful coping mechanisms that negatively impact their ability to succeed in school such as substance abuse.

A 2024 national youth survey conducted by the Substance Abuse and Mental Health Services Administration (SAMHSA), showed that drug use, alcohol, nicotine, and marijuana continue to be the most commonly used substances among Americans. One in four (25%) Americans 12 years or older reported illicit drug use in the past year.

Based on five years of data from the department's Student Information System (PowerSchool), the average number of substance use/drug and nicotine offenses adjudicated by school administrators was 380; males being two to three times more likely than females to use substance/drugs.

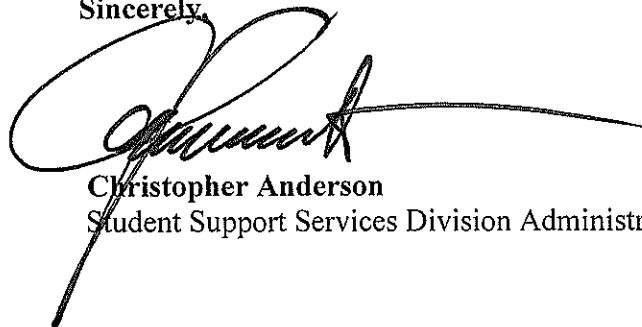
The department has invested heavily in mental health supports by establishing a Behavioral Health Services (BHS) team comprised of psychologists and social workers under the Student Support Services Division (SSSD). The BHS team uses a multi-tiered system to support student's mental health. Tier 1 involves universal strategies and supports, Tier 2 offers targeted interventions, and Tier 3 provides intensive, individualized interventions for students with significant learning or behavioral challenges, often involving specialized personnel or programs.

Behavioral Health Services consist of three areas of care; Psychological Services, School-Based Behavioral Health (SBBH), and Enhancing Your Mental Health State (EYMHS). Psychological Services include psychological evaluations, providing mental health diagnoses, and creating treatment recommendations. School-Based Behavioral Health (SBBH) is designed to provide students with therapeutic services that foster positive student connections with peers, family, school, and community. The Enhancing Your Mental Health State (EYMHS) is a pilot program in eight secondary schools designed to screen students in need of mental health and substance use services through the use of a universal screening tool. The goal is to identify Tier 2 and 3 students who may be experiencing mental health challenges and provide targeted support through case management and therapeutic counseling. Table 1 in Attachment 2 provides four years of data disaggregated by referrals, services, and the number of students served. One of the key highlights in the data is the requirement to wait 45 days before screening students based on PL 31-202. The attrition rate from orientation to screening, to actual services provided is high. To address this issue, the department is currently working with Sen Borja to introduce changes to the law. The intent is to provide EYMHS in all schools for SY 26-27.

Guam's youth are faced with a myriad of challenges and life altering decisions that can negatively impact their academic success and motivation to complete their education. School psychologists are an important resource for schools establishing safe learning environments that empower students to make healthier choices that navigate them through potential storms.

In closing, I want to recognize my six colleagues who work tirelessly each day to service the most at-risk and in need of support. Their impact on students and contribution to the overall success of the department is immeasurable. Special thanks to Dr. Mamie Balajadia, Chairperson of the Guam Board of Allied Health Examiners for her expertise and collaborative effort in proposing the opportunity for school psychologist licensure. Lastly, I want to thank Senator Sabrina Salas Matanane and the other members of the Committee on Health and Veteran's Affairs for their forward thinking and responsiveness to the needs of the GDOE and the Guam Board of Allied Health Examiners. When passed into law, Bill 295-38 will go far to help students succeed and become productive members of society. Again, Si Yu'us ma'ase for the continued partnership in education.

Sincerely,



Christopher Anderson  
Student Support Services Division Administrator

cc: Superintendent of Education  
DSECL



**Office of Legislative Secretary**  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
 Chairperson, Committee on Health and Veterans Affairs

**COMMITTEE VOTE SHEET**

**Bill No. 295-38 (LS)**- as amended-AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.

COMMITTEE MEMBERS	SIGNATURE AND DATE	TO DO PASS	TO NOT PASS	TO REPORT OUT ONLY	TO ABSTAIN	TO PLACE IN INACTIVE FILE
Senator Sabrina Salas Matanane Chairperson	<i>Smat</i> 4/24/26	X				
Vice Speaker V. Anthony Ada Vice Chair, Committee on Health	E-Vote 4/27/26	X				
Senator Vincent A.V. Borja Vice Chair, Committee on Veterans Affairs	E-Vote 4/28/26			X		
Speaker Frank F. Blas, Jr. Member						
Senator Jesse A. Lujan Member	E-Vote 4/24/26	X				
Senator Shelly V. Calvo Member	E-Vote 4/28/26	X				
Senator Christopher M. Duenas Member	E-Vote 4/27/26			X		
Senator Eulogio Shawn Gumataotao Member	E-Vote 4/27/26	X				
Senator Tina Rose Muna Barnes Member	E-Vote 4/28/26	X				



Sabrina Salas Matanane &lt;office.senatorbri@guamlegislature.gov&gt;

## URGENT SECOND REQUEST FOR EVOTE: BILL No. 295-38

8 messages

Office of Legislative Secretary Senator Sabrina Salas Matanane

Fri, Apr 24, 2026 at  
5:05 PM

<office.senatorbri@guamlegislature.gov>

To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>, Vice Speaker Tony Ada <vicespeakertonyada@guamlegislature.gov>, Senator Chris Duenas <senator.duenas@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Rose Muña-Barnes <senator.munabarnes@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, Senator Jesse Lujan <senator.lujan@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>  
Bcc: Ann San Nicolas <ann.sn@guamlegislature.gov>, senator.sabrina@guamlegislature.gov, Sergio Salas <sergio.salas@guamlegislature.gov>, joesir@guamlegislature.gov, john.mafnas@guamlegislature.gov

Hafa adai Committee Members:

Please see the attached committee report on Bill No. 295-38 (COR) in which your action is respectfully requested.

Please be advised that this is the **SECOND** routing of the committee report on this bill. This includes the mark up Bill 295 which includes recommendations and discussions with Dennis Mohatt, Vice President for Behavioral Health at the Western Interstate Commission for Higher Education (WICHE), Guam Allied Health Board, and Guam Department of Education.

Please indicate your preferred action, based on the following options:

- TO DO PASS
- TO NOT PASS
- TO REPORT OUT ONLY
- TO ABSTAIN
- TO PLACE IN INACTIVE FILE

Please submit your response by **ASAP**. Your responses will be logged into the vote sheet which will be submitted as part of the final Committee Report to the Committee on Rules.

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Office of Legislative Secretary

**SENATOR SABRINA SALAS MATANANE**

*I Mina'trentai Ocho Na Liheslaturan Guáhan* | 38th Guam Legislature

Chairperson, Committee on Health and Veterans Affairs

163 W. Chalan Santo Papa, Hagåtña, Guam 96910

☎ office.senatorbri@guamlegislature.gov

📞 671-989-2572

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**Committee Report - 295-38 (1) (1) (1)\_Redacted (1) (2).pdf**  
13950K

Senator Jesse Lujan <senator.lujan@guamlegislature.gov>

Fri, Apr 24, 2026 at 5:11 PM

To: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Cc: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>, Vice Speaker Tony Ada <vicespeakertonyada@guamlegislature.gov>, Senator Chris Duenas <senator.duenas@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Rose Muña-Barnes

<senator.munabarnes@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>

To do pass.



### Office of Majority Leader Jesse A. Lujan

*Chairman, Committee on Transportation, Tourism, Customs, Utilities and Federal & Foreign Affairs*

259 Martyr St., Hagatna, Guam 96910

[senator.lujan@guamlegislature.gov](mailto:senator.lujan@guamlegislature.gov)

(671) 969-6525

[Quoted text hidden]

**Senator Shawn Gumataotao** <office.senatorshawn@guamlegislature.gov>

Mon, Apr 27, 2026 at 8:55 AM

To: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Cc: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>, Vice Speaker Tony Ada <vicespeakertonyada@guamlegislature.gov>, Senator Chris Duenas <senator.duenas@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Rose Muña-Barnes <senator.munabarnes@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, Senator Jesse Lujan <senator.lujan@guamlegislature.gov>

To Do Pass

On Fri, Apr 24, 2026 at 5:05 PM Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov> wrote:

[Quoted text hidden]

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Office of Senator Eulogio Shawn Gumataotao  
Chairman, Committee on Public Safety, Emergency Management, and Guam National Guard  
38th Guam Legislature  
[120 Father Duenas Avenue](#) Capitol Plaza Building, Suite 103, Hagåtña, Guam 96910  
(671) 647-1409/1411

**Vice Speaker V. Anthony Ada** <vicespeakertonyada@guamlegislature.gov>

Mon, Apr 27, 2026 at 9:05 AM

To: Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>

Cc: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>, "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>, Senator Chris Duenas <senator.duenas@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Rose Muña-Barnes <senator.munabarnes@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, Senator Jesse Lujan <senator.lujan@guamlegislature.gov>

To do pass

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### Office of Vice Speaker V. Anthony Ada

38th Guam Legislature

*I Mina trentai Ocho Na Liheslaturan Guåhan*

Guam Congress Building, 2nd Floor

163 Chalan Santo Papa

Hagåtña, Guam 96910

**Phone:** (671) 989-0855

**Email:** [vicespeakertonyada@guamlegislature.gov](mailto:vicespeakertonyada@guamlegislature.gov)

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**Senator Chris Duenas** <senator.duenas@guamlegislature.gov>

Mon, Apr 27, 2026 at 9:06 AM

To: "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>

Cc: Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>, "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Rose Muña-Barnes <senator.munabarnes@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, Senator Jesse Lujan <senator.lujan@guamlegislature.gov>

Report Out Only



**Office of Senator Christopher M. Dueñas**

*Chairman, Committee on Finance and Government Operations*

259 Martyr St., Hagatna, Guam 96910

senator.duenas@guamlegislature.gov

(671) 989-9554

[Quoted text hidden]

**Senator Tina Rose Muña-Barnes** <senator.munabarnes@guamlegislature.gov>

Tue, Apr 28, 2026 at 9:04 AM

To: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Cc: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>, Vice Speaker Tony Ada <vicespeakertonyada@guamlegislature.gov>, Senator Chris Duenas <senator.duenas@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, Senator Jesse Lujan <senator.lujan@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>

to do pass

On Fri, Apr 24, 2026 at 5:05 PM Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov> wrote:

[Quoted text hidden]

**Office of Senator Vince Borja** <contact@senatorvinceborja.com>

Tue, Apr 28, 2026 at 9:10 AM

Reply-To: Office of Senator Vince Borja <contact@senatorvinceborja.com>

To: office.senatorbri@guamlegislature.gov

Cc: speakerblas@guamlegislature.gov, vicespeakertonyada@guamlegislature.gov, senator.duenas@guamlegislature.gov, officeofsenatorshellycalvo@guamlegislature.gov, senator.munabarnes@guamlegislature.gov, senator.lujan@guamlegislature.gov, office.senatorshawn@guamlegislature.gov, office.senatorbri@guamlegislature.gov

To report out

Respectfully,



**Office of Senator Vincent A.V. Borja**

Committee on Education, Libraries, & Public

Broadcasting

**38th Guam Legislature**  
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**Office of Senator Shelly Calvo** <[officeofsenatorshellycalvo@guamlegislature.gov](mailto:officeofsenatorshellycalvo@guamlegislature.gov)>

Tue, Apr 28, 2026 at 9:32 AM

To: Office of Senator Vince Borja <[contact@senatorvinceborja.com](mailto:contact@senatorvinceborja.com)>  
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To Do Pass

Respectfully,



**Office of the People | Senator Shelly V. Calvo**

**Majority Whip & Chairwoman**

*Committee on Child Welfare, Youth Affairs, Senior Citizens, Women's Affairs, Disability Services, the Arts, Culture, Historic Preservation & Hagåtña Restoration*

**38th Guam Legislature**  
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The Office of the Legislative Secretary  
**SENATOR SABRINA SALAS MATANANE**  
*I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature  
Chairwoman, Committee on Health and Veterans Affairs

**COMMITTEE REPORT DIGEST**

**I. OVERVIEW:**

The Committee on Health and Veterans Affairs conducted a Public Hearing on Wednesday April 8, 2026, scheduled to begin at 8:00 A.M., in the Public Hearing Room of the Guam Congress Building.

Among other items, on the agenda for discussion was [Bill No. 295-38 \(LS\)](#)- as amended-AN ACT TO **ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

**Public Notice Requirements**

In accordance with Open Government Law, the public notice for this public hearing was disseminated via email to all senators and main media broadcasting outlets on April 1, 2026, and April 6, 2026. This public notice was also posted on the Guam Legislature website and the Public Notice Portal.

**Senators Present**

Senator Sabrina Salas Matanane, Chairperson of the Committee on Health and Veterans Affairs  
Senator Shawn Gumataotao  
Senator Telo T. Taitague  
Senator Therese M. Terlaje

**Appearing before the Committee:**

Jesse Baletto  
Brian Hahn  
Rebecca Morta  
Rodalyn Gerardo  
Chris Anderson  
Breanna Sablan  
Mamie Balajadia  
Evangeline Cepeda  
Dr. Judith WonPat  
Dr. Edward Santos  
Nadine Cepeda  
Jesse Quenga  
Dr. Joleen Aguon  
Belle Radi

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Yuka Hechanova  
Carlos Pangelinan

**II. SUMMARY OF TESTIMONY AND DISCUSSION:**

*This Public Hearing was called to order at 8:00 A.M.*

**SENATOR SABRINA SALAS MATANANE**

BUENAS AND HAFA ADAI. THE COMMITTEE ON HEALTH AND VETERANS AFFAIRS IS NOW CALLED TO ORDER. THE TIME IS 8:00. IT IS WEDNESDAY, APRIL 8TH, 2026. THANK YOU TO EVERYONE JOINING US THIS MORNING BOTH IN PERSON AND ONLINE. TODAY WE WILL BE CONDUCTING A PUBLIC HEARING ON THE FOLLOWING MEASURES. BILL 290-38 COR INTRODUCED BY MYSELF AND CO-SPONSORED BY SENATORS SHAWN GUMATAOTAO, SPEAKER FRANK BLAS JR., SENATOR TINA ROSE MUNA BARNES, SENATOR JESS LUJAN, AND VICE SPEAKER TONY ADA. THIS MEASURE RELATES TO THE OUTSOURCING OF DIETARY SERVICES FOR THE GUAM MEMORIAL HOSPITAL AUTHORITY. BILL NUMBER 295-38 COR INTRODUCED BY MYSELF RELATIVE TO ESTABLISHING LICENSURE FOR SCHOOL PSYCHOLOGISTS AND INCLUDING SCHOOL PSYCHOLOGY WITHIN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS. NOTICE OF TODAY'S HEARING WAS PROVIDED TO ALL SENATORS, STAKEHOLDERS, AND MEMBERS OF THE MEDIA IN COMPLIANCE WITH THE OPEN GOVERNMENT LAW. THE NOTICE WAS ALSO POSTED ON THE GUAM LEGISLATURE'S WEBSITE AND THE PUBLIC NOTICE PORTAL. ALL MATERIALS HAVE BEEN UPLOADED TO THE COMMITTEE DRIVE AND ARE AVAILABLE IN PRINT UPON REQUEST. THIS HEARING IS ALSO BEING RECORDED AND WILL BE AVAILABLE ON THE GUAM LEGISLATURES YOUTUBE CHANNEL. AT THIS TIME, I WOULD LIKE TO RECOGNIZE MEMBERS OF THE COMMITTEE WHO ARE PRESENT. SENATOR SHAWN GUMATAOTAO AND WE WILL GO AHEAD AND START TODAY'S PUBLIC HEARING ON BILL 290. THIS MEASURE WAS INTRODUCED AT THE REQUEST OF THE GUAM MEMORIAL HOSPITAL AS PART OF ITS ONGOING EFFORTS TO OPERATE MORE EFFICIENTLY, REDUCE COSTS, AND FOCUS RESOURCES ON PATIENT CARE. CURRENTLY, GUAM LAW PLACES UNNECESSARY RESTRICTIONS ON HOW GMH CAN MANAGE ITS DIETARY SERVICES. THESE OUTDATED LIMITATIONS PREVENT THE HOSPITAL FROM FULLY EXPLORING MORE COST-EFFECTIVE AND EFFICIENT OPTIONS. THIS BILL REMOVES THAT BARRIER. IT SIMPLY GIVES GMH THE FLEXIBILITY TO EVALUATE WHETHER FOOD AND NUTRITION SERVICES SHOULD BE PROVIDED IN-HOUSE, OUTSOURCED, OR THROUGH A HYBRID APPROACH BASED ON WHAT IS MOST EFFECTIVE AND IN THE BEST INTEREST OF THE HOSPITAL AND THE PATIENTS IT SERVES. THIS IS NOT ABOUT REDUCING QUALITY. IT IS ABOUT MODERNIZING OPERATIONS, IMPROVING EFFICIENCY, AND ALLOWING HOSPITAL LEADERSHIP TO MAKE RESPONSIBLE DATA DRIVEN DECISIONS. AT THE END OF THE DAY, THIS IS A COMMONSENSE UPDATE THAT SUPPORTS GMH'S EFFORTS TO STABILIZE ITS OPERATIONS WHILE KEEPING PATIENT CARE AT THE CENTER. AT THIS TIME, I'D LIKE TO INVITE THOSE WHO ARE HERE TO TESTIFY TO PLEASE HAVE A SEAT AT THE TABLE BEFORE US. AND IF EVERYBODY COULD PLEASE INTRODUCE THEMSELVES AND THE CAPACITY IN WHICH YOU ARE TESTIFYING TODAY. WE WILL START WITH DR. AGUON.

**DR. DR. JOLEEN AGUON**

HAFA ADAI. GOOD MORNING, SENATOR SABRINA SALAS MATANANE OVERSIGHT CHAIR FOR HEALTH CARE, SENATOR SHAWN GUMATAOTAO, AND SENATOR TELO TAITAGUE. I AM DR. JOLEEN AGUON, INTERIM CEO FOR GUAM MEMORIAL HOSPITAL.

**BELLE RADA**

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Hafa Adai, Senators. Good morning, everyone. My name is Belle Rada. I'm the Assistant Administrator of Professional Support. Good morning.

**RUDALYN GERARDO**

Hafa Adai. Good morning everyone. My name is Rudalyn Gerardo, Assistant Administrator of Operations.

**JESSE QUENGA**

Good morning, Senators. Jesse Quenga, the Acting Associate Hospital Administrator for Operations.

**YUKA HECHANOVO**

Good morning, Yuka Hechanovo, Chief Financial Officer.

**CARLOS PANGELINAN**

Good morning, Carlos Panglelinan, Assistant CFO.

**SENATOR SABRINA SALAS MATANANE**

You can begin with your testimony on the bill.

**DR. JOLEEN AGUON**

Thank you, dear Senator Sabrina Salas Matanane. Thank you for the opportunity to provide testimony in support of Bill Number 290-38, which allows GMHA to outsource dietary services. This legislation provides GMHA an option that can bring meaningful benefits and opportunities for cost savings, operational efficiencies, and improved food quality without compromising quality or accountability. Outsourcing dietary services allows GMHA to focus on its core mission to deliver quality health care by reducing the administrative, financial, and operational burden of running food services. Food service operations are resource intensive and cost GMHA 4 million to 5 million a year for personnel supplies and equipment repair and maintenance. The current calculated cost per meal served has nearly doubled, going from \$14.12 in 2015 to \$26.97 in 2025. This is due to increased in the general pay plan and the high cost of supplies such as meat and vegetables. Qualified vendors can leverage bulk purchasing and operational efficiencies, helping to reduce expenses and redirect funds to critical medical services. Vendors can also provide enhanced menu options to improve patient, visitor, and employee experiences. For FY2027, we anticipate an overall savings of 1.4 million in dietary services outsourcing. This cost savings is contingent upon the successful procurement of such services and negotiations with an awarded vendor. Importantly, this bill does not require outsourcing. It simply provides flexibility and GMHA can evaluate what works best for its patients, workforce and operational needs. Further, this legislation is not about replacing people. It's about strengthening systems with proper implementation. Outsourcing can provide opportunities to current staff for pathways for continued employment under new management as well as retraining, upskilling, and promotional growth. Si Yuus Maase.

**SENATOR SABRINA SALAS MATANANE**

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ANYONE ELSE GOING TO BE TESTIFYING FROM GMH ON THIS BILL? NO. OKAY. WE WILL NOW OPEN IT UP FOR QUESTIONS. SENATOR SHAWN GUMATAOTAO.

**SENATOR SHAWN GUMATAOTAO**

YES. THANK YOU, MADAM CHAIR, AND GOOD MORNING TO YOU AND GOOD MORNING TO THE GMHA FAMILY THAT ARE WITH US TODAY. AND LET ME JUST START BY SAYING IT'S ONLY BEEN A COUPLE DAYS SINCE THE OVERSIGHT HEARING. SO, IT'S GOOD TO SEE YOU ALL AGAIN ON THIS SIDE OF THE ISLAND. SO, THANK YOU FOR JOINING US THIS MORNING. FOR THE BENEFIT OF OUR COMMUNITY WHO ARE FOLLOWING THE DISCUSSION ON THIS BILL, WHAT PORTION OF GMHA'S PROJECTED INCOME OF 133.6 MILLION IN FY 2026 REPRESENTS REVENUE THAT WAS GENERATED SPECIFICALLY BY THE HOSPITAL'S DIETARY AND CAFETERIA SERVICES.

**YUKA HECHANOVO**

THE ANNUAL REVENUE FROM DIETARY SERVICES IS ABOUT \$400,000 A YEAR.

**SENATOR SHAWN GUMATAOTAO**

ALL RIGHT. THANK YOU SO MUCH, YUKA. I'M JUST GOING TO ADD A BIT OF A PERSONAL STORY. I WATCHED MY LATE AUNT AT GMH WHEN SHE WAS THERE. WHETHER SHE ATE HER MEAL OR PUSHED IT AWAY, TOLD OUR FAMILY EVERYTHING ABOUT HOW HER RECOVERY WAS GOING. CAN YOU SPEAK TO HOW PATIENT FOOD SATISFACTION AND INTAKE WOULD BE MONITORED UNDER AN OUTSOURCED TYPE OF MODEL?

**BELLA RADA**

GOOD MORNING SENATORS. SO THE WAY WE DO IT UH WE HAVE THE GUEST RELATIONS WHO SPEAK WITH THE PATIENTS ALSO AND WE HAVE CLINICAL DIETICIAN REGISTERED DIETICIANS WHO FOLLOWED THE PATIENTS WHETHER THEY FINISH ALL THE FOOD THEIR WEIGHT GAIN OR WEIGHT LOSS. SO IN THIS INSTANCE WE WOULD LIKE TO KEEP THE CLINICAL NUTRITION SO THAT THEY CAN STILL FOLLOW WHATEVER IS BEING DONE RIGHT NOW BECAUSE THIS REGISTERED DIETICIANS ARE THE ONE WHO FOLLOWED ALL THE PATIENTS NUTRITION WISE IF THEY'RE MALNOURISHED FROM THE START OF ADMISSION TO DISCHARGE.

**SENATOR SHAWN GUMATAOTAO**

ALL RIGHT. THANK YOU. OUR PEOPLE ON GUAM HAVE SPECIFIC CULTURAL FOOD PREFERENCES. WHAT ASSURANCE CAN YOU GIVE THE COMMITTEE THAT A CONTRACTED VENDOR WOULD PERHAPS HONOR THAT?

**DR. JOLEEN AGUON**

SO THAT WOULD BE PART OF OUR SCOPE OF SERVICES THAT WE REQUIRE. WE CAN INCLUDE CULTURAL FOODS.

**SENATOR SHAWN GUMATAOTAO**

ALL RIGHT. THANK YOU SO MUCH FOR THAT. ALSO, WHAT INFORMATION IS AVAILABLE TO CONFIRM WHETHER ANY PERFORMANCE-BASED REVIEW HAS BEEN CONDUCTED BY THE AUTHORITIES' CURRENT OR PAST LEADERSHIP OF THE ORGANIZATION'S DIETARY AND CAFETERIA SERVICES. RECOGNIZING THAT ALTHOUGH, AND I KNOW YOU MENTIONED A BIT EARLIER, WE'RE NOT TALKING ABOUT THE STAFFING OR IMPACTS TO IT. ALTHOUGH THE STAFFING LEVEL FOR THESE SERVICES AVERAGED AROUND 50 POSITIONS DURING FY2025 AND

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FY2026, THE HOSPITAL REQUIRES 1.5 MILLION FOR DIETARY FOOD SERVICE SUPPLIES OR \$250,000 LESS THAN ITS FY2025 BUDGET OF \$1.7 MILLION ACCORDING TO YOUR BUDGET REQUEST IN 2026.

**YUKA HECHANOVO**

I'M SORRY. COULD YOU REPEAT THAT?

**SENATOR SHAWN GUMATAOTAO**

YEAH. HAVE YOU GUYS REVIEWED THE PERFORMANCE WHEN YOU'RE GIVING MONEY FOR SPECIFIC SERVICE? ARE YOU EVEN LOOKING AT WHETHER IT'S IN FACT DELIVERING AS IT'S SUPPOSED TO?

**YUKA HECHANOVO**

YES, WE HAVE THE PATIENT EXPERIENCE SURVEYS THAT ARE GIVEN TO THE PATIENTS AND THEY DO PROVIDE FEEDBACK ON A VARIETY OF THINGS INCLUDING THE QUALITY OF THE FOOD.

**SENATOR SHAWN GUMATAOTAO**

RIGHT. AND SO IF THE SURVEY I MEAN CAN YOU FOR THE COMMITTEE CAN YOU TELL US HOW WHAT PERCENTAGE ACTUALLY DO THE SURVEY? I KNOW THAT PEOPLE ARE ON THERE THEY WANT TO GO HOME. THEY DON'T WANT TO BE THERE ANY MINUTE LONGER THAN THEY HAVE TO BE. OBVIOUSLY, JUST THE STRESS OF BEING IN A MEDICAL FACILITY, BUT IS IT A PRETTY HIGH PERCENTAGE, LOW PERCENTAGE OF PEOPLE THAT ACTUALLY DO THAT SURVEY, ESPECIALLY WHEN WE THINK ABOUT THE FOOD PART OF IT ALL OR DIETARY PART OF IT ALL. IF YOU DON'T HAVE IT, THAT'S OKAY. BUT I'M HOPING THAT YOU CAN AT LEAST GET IT BACK TO THE COMMITTEE AS WE ARE IN BEFORE WE DO THE MARKUP OF THE BILL. IS THAT OKAY? THAT'S FAIR. OKAY, NO PROBLEM. LET ME JUST GO TO MY LAST QUESTION, MADAM CHAIR. ACKNOWLEDGING THAT THE TRUSTEES HAS MANDATED HOSPITAL MANAGEMENT TO SUBMIT A DETAILED REDUCTION IN FORCE IMPLEMENTATION PLAN. WHAT INFORMATION IS PUBLICLY AVAILABLE ON THE EXTENT TO WHICH THE OUTSOURCING OF NON-PATIENT DIETARY AND CAFETERIA SERVICES HAS BEEN CONSIDERED SINCE THE ADOPTION OF RESOLUTION NUMBER 2026-08 ON OCTOBER 29TH, 2025.

**JESSE QUENGA**

SENATOR TO SPEAK TO THE COMMUNICATIONS WITH THE EMPLOYEES. WHAT LEGAL HAD FOUND AND DISCOVERED WORKING WITH THE COMMITTEE IS THAT THERE IS A RESTRICTION ON THE OUTSOURCING OF ALL DIETARY SERVICES AT THE HOSPITAL. SO, THE DISCUSSIONS WERE HALTED UNTIL SUCH TIME WE COULD FIND THERE'S A LEGISLATIVE APPETITE TO CHANGE THAT POLICY. SO WE KNOW EXACTLY HOW WE FORMULATE THE RULES.

**SENATOR SHAWN GUMATAOTAO**

YES. AND THANK YOU UH FOR SHARING THAT IMPORTANT ASPECT UH TO THE COMMITTEE. MADAM CHAIR, THAT'S ALL THE QUESTIONS I HAVE. THANK YOU, GMH, FOR BEING WITH US THIS MORNING. I APPRECIATE YOUR TIME.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, SENATOR SHAWN GUMATAOTAO. COULD YOU PROVIDE US HOW MANY EMPLOYEES ARE CURRENTLY WORKING IN THE CAFETERIA?

**BELLE RADA**

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RIGHT NOW, SENATOR, WE HAVE ABOUT 38 IN THE CAFETERIA ITSELF. SEVEN OF WHICH ARE IN SNU AND THAT DOESN'T INCLUDE THE AND IT INCLUDES THE FOOD AND BEVERAGE MANAGER AND THE CHEF'S SUPERVISOR. THOSE ARE JUST IN THE CAFETERIA. IT DOESN'T INCLUDE THE REGISTERED DIETICIANS, THE DIETARY TECHNICIANS. IT DOESN'T INCLUDE THAT.

**SENATOR SABRINA SALAS MATANANE**

HOW MANY MEALS DO YOU GUYS PREPARE ON AVERAGE A DAY?

**BELLE RADA**

ON AVERAGE, WE HAVE BREAKFAST, LUNCH, AND DINNER. SO, I CAN SPEAK ABOUT MONTHLY. WE PREPARE ABOUT IF I'M REMEMBER CORRECTLY ABOUT THREE NO MORE THAN THAT 347 IF NOT MORE PER MONTH BECAUSE THAT'S FOR BREAKFAST LUNCH AND DINNER FOR ALL THE PATIENTS.

**CARLOS PANGELINAN**

WE HAVE DATA FROM OUR COST REPORTS THAT TELL US HOW MANY MEALS HAVE ACTUALLY BEEN DISTRIBUTED ON AN ANNUAL BASIS FOR FISCAL YEAR 2025 IT WAS ABOUT 1962 266. IN 2020 IT WAS 191265 AND IN 2015 IT WAS ACTUALLY A BIT HIGHER AT 218 897. SO AS YOU CAN SEE THERE ACTUALLY HAS BEEN SOMEWHAT OF AN ADJUSTMENT OR A DECLINE OVER THE YEARS OVER THE LAST 10 YEARS BUT THE COST OF THE DIETARY SERVICES HAS GRADUALLY BEEN GOING UP. SO WE NEED TO FIGURE OUT WAYS TO ALIGN PATIENT DEMAND WITH THE ACTUAL OPERATIONAL COST OF THE DIETARY SERVICES.

**SENATOR SABRINA SALAS MATANANE**

WHAT ABOUT FOR THE PUBLIC? BECAUSE YOU CAN GO THERE, RIGHT, AND JUST GO GET LUNCH IF YOU WANT OVER AT THE GMH CAFETERIA OR DO THESE NUMBERS INCORPORATE MEALS THAT ARE.

**CARLOS PANGELINAN**

NO. THESE MEALS ARE PURELY FOR PATIENT SERVICES. THE CAFETERIA ITSELF IS KIND OF AT LEAST IN TERMS OF HOW CMS LOOKS AT OUR COSTS, IT'S REALLY MORE OF A SORT OF LIKE AN EMPLOYEE BENEFIT IN A WAY IF YOU WANTED TO THINK ABOUT IT. WHEREAS THE BULK OF THE COST IS REALLY THE FOOD SERVICES THAT ARE DISTRIBUTED OUT TO THE PATIENTS.

**SENATOR SABRINA SALAS MATANANE**

OKAY. AND SO JUST SO I'M CLEAR, SO THE REVENUE YOU GENERATE FROM DIETARY SERVICES IS \$400,000 ANNUALLY, BUT IT COSTS ANYWHERE BETWEEN 4 TO 5 MILLION DOLLARS FOR PERSONNEL SUPPLIES AND EQUIPMENT.

**CARLOS PANGELINAN**

YEAH. AND OVERHEAD AS WELL. NOT JUST THE COST, THE DIRECT COST OF THE DIETARY SERVICES, BUT ALSO MAINTENANCE OF THE FACILITY, ADMINISTRATIVE, UTILITIES, AND ETC.

**SENATOR SABRINA SALAS MATANANE**

AND IF THIS BILL WERE TO BECOME LAW, YOU'RE LOOKING AT SAVING AT LEAST \$1.4 MILLION.

**YUKA HECHANOVO**

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THE PRELIMINARY PROJECTIONS SHOW THAT.

**SENATOR SABRINA SALAS MATANANE**

YES. OKAY. THANK YOU, SENATOR TELO TAITAGUE.

**SENATOR TELO TAITAGUE**

SI YUUS MAASE AND GOOD MORNING COLLEAGUES, ESPECIALLY GOOD MORNING TO THE GUAM MEMORIAL HARD WORKING GUAM MEMORIAL HOSPITAL INDIVIDUALS. I KNOW I WANT TO THANK YOU FOR THAT TOUR THAT YOU GAVE THE SENATORS THE OTHER DAY AND SEE THE PROGRESS FROM IT. SO, I GREATLY APPRECIATE IT. IT'S NICE TO SEE YOU KNOW ALL THE HARD WORK ON BOTH SIDES THAT HAVE BEEN DOING. WE'VE BEEN GIVING YOU THE FUNDING AND IT'S GLAD TO SEE THAT IT'S WORKING. BUT THAT BEING SAID UH GOING FURTHER AND DEEPER INTO THE GUAM MEMORIAL HOSPITAL ON AREAS THAT YOU CAN CORRECT AND THIS IS ONE WAY THAT OR NOT CORRECT BUT JUST YOU KNOW MINIMIZE THE COST AND BE MORE EFFICIENT WITH YOUR FUNDING. I KNOW YUKA YOU'VE TRIED VERY HARD TO FIND WAYS TO YOU KNOW GIVE THE SAME QUALITY OF SERVICE. NOT LOSING THAT BUT FINDING A MORE COST-EFFICIENT WAY OF DOING SO. NOW THIS BILL IF IT WERE TO PASS IT DOESN'T OBLIGATE YOU TO DO SO. IT JUST GIVES YOU THE AUTHORITY. DR. IS THAT TRUE? JUST GIVES YOU THE AUTHORITY TO DO SO IF YOU WANT TO.

**DR. JOLEEN AGUON**

THAT IS CORRECT.

**SENATOR TELO TAITAGUE**

WILL YOU STILL HAVE TO GO TO THE BOARD AFTER YOU'VE IF THE BILL PASSES, WOULD YOU STILL NEED TO GO TO THE BOARD TO GET THEIR APPROVAL OR CAN YOU JUST MOVE FORWARD WITHOUT THE BOARD'S APPROVAL?

**DR. JOLEEN AGUON**

THE BOARD HAS ALREADY CONCURRED WITH THIS PLAN.

**SENATOR TELO TAITAGUE**

OKAY. SO, IT AND THEN THEY LEAVE IT UP TO THE ADMINISTRATION TO MOVE FORWARD WITH THAT.

**DR. JOLEEN AGUON**

THAT IS CORRECT, SENATOR.

**SENATOR TELO TAITAGUE**

OKAY. SO, WE ALWAYS WORRY ABOUT, YOU KNOW, WHEN WE'RE CONTRACTING OUT SERVICES AND WE LOOK AT OUR EMPLOYEES THAT ARE CURRENTLY THERE. NOW, WILL THERE BE NEGOTIATIONS WITH A VENDOR OR, YOU KNOW, THERE'S OF COURSE GOING TO GO THROUGH THE PROCUREMENT PROCESS? YOU'RE GOING TO PUT THE SPECIFICATIONS IN THERE. WOULD ONE OF THEM BE THERE TO AVAIL THE COMPANY OF USING THE CURRENT EMPLOYEES?

**JESSE QUENGA**

THAT'S A GREAT UH QUESTION, SENATOR. YES, OUR RFPS INCLUDE FIRST RIGHT OF REFUSAL FOR OUR EMPLOYEES. AND IF YOU LOOK AT THE COST FOR THE EMPLOYEE, THEIR WAGE EARNERS AT

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APPROXIMATELY 12, MAYBE \$14 AN HOUR. BUT IT'S WHERE THE GOVERNMENT BENEFITS BRING, I THINK SUBSTANTIAL INCREASE TO THE COST ON THE GOVERNMENT SIDE. WE CAN POTENTIALLY SEE THE VENDOR OFFER THESE EMPLOYEES A HIGHER WAGE AND MORE TRAINING OPPORTUNITIES. THAT'S BEEN OUR EXPERIENCE.

**SENATOR TELO TAITAGUE**

YOU KNOW, AS THE OVERSIGHT CHAIR OF RETIREMENT, YOU KNOW, I LOOK AT OF OUR EMPLOYEES. ONCE UPON A TIME IN BACK IN THE 80S, BEING A GOVERNMENT OF GUAM EMPLOYEE HAD SO MANY GREAT BENEFITS TO A POINT IT COULD BANKRUPT OUR RETIREMENT AND THAT'S WHY PEOPLE WANTED TO GO WITH THE GOVERNMENT OF GUAM. BUT IT DOES HAVE SOME SECURITY WITH THAT PERSPECTIVE. SO, WHAT HAPPENS THEN OF THESE EMPLOYEES IF THEY DECIDE TO JUMP, YOU KNOW, DO THEY I MEAN WE NOW HAVE LIKE 401KS AND STUFF LIKE THAT. SO HOW ARE YOU GOING TO ASK THE VENDOR HOW THEY'RE GOING TO ABIDE WITH THE RETIREMENT OR HOW ARE THEY GOING TO FULFILL THE RETIREMENT BENEFITS?

**JESSE QUENGA**

SO IT WOULD BE DEPENDENT ON THE SELECTED OFFERORS FRINGE BENEFIT OFFERING TO THOSE EMPLOYEES THAT ARE AFFECTED BY THE OUTSOURCING AND ULTIMATELY THE GOVERNMENT HAS A LOT OF LATITUDE TO INCLUDE IN THE SPECIFICATIONS WHAT EXTENT THEY FIRST RIGHT REFUSAL BEING ONE COMPENSATION AND OTHER FACTORS ARE EVALUATED WHEN THEY SUBMIT THE REQUEST TO OFFER.

**SENATOR TELO TAITAGUE**

OKAY, PLEASE KEEP THAT IN MIND WHEN YOU'RE DOING YOUR RFP AND YOU'RE SOLICITING TO HELP THESE EMPLOYEES. THE OTHER QUESTION I HAD IS THERE ANYTHING IN THERE WHEN WELL YOU KNOW WHAT WHAT'S GOING ON WITH OPERATION EPIC FURY AND EVERYBODY EXPERIENCING ISSUES WITH PROVIDING SERVICES. IS THERE ANYTHING DURING THE SERVICE OF SUPPLYING YOU KNOW FOOD TO THOSE AT GMH IF THERE'S A DISRUPTION OR ANYTHING LIKE THAT? IS THERE GOING TO BE ANYTHING IN THE RFP TO PROVIDE ANY KIND OF BACKUP CONSIDERING THIS SITUATION THAT WE'RE IN RIGHT NOW? IT'S SAFETY PRECAUTIONS, IN OTHER WORDS, AND INCORPORATING THAT INTO A CONTRACT IS I THINK WE NEED TO DO THAT NOW. I MEAN, WE'RE LOOKING AT THE WORLD TODAY, WHAT'S HAPPENING. WE NEED TO PUT SOMETHING LIKE THAT IN THERE.

**JESSE QUENGA**

ABSOLUTELY, SENATOR. AND WE CAN SHARE WITH THE COMMITTEE AND YOURSELF ONCE WE SEE A FAVORABLE POLICY DECISION FOR THIS BILL AND WE BEGIN TO FORMULATE THE FULL RFP, WE CAN SHARE THAT WITH THE COMMITTEE SO THEY CAN REVIEW WHAT EXACTLY THE GOVERNMENT IS IN SEARCH FOR.

**SENATOR TELO TAITAGUE**

AND IN THE EVENT FOR SOME REASON YOUR CONTRACTOR, WHOEVER YOU CONTRACT PULLS OUT AT LAST MINUTE, WILL YOU HAVE A CONTINGENCY PLAN IN PLACE? AND I HOPE YOU DO BECAUSE EVERYBODY NEEDS THAT, YOU KNOW, BACKUP PLAN A, PLAN A, PLAN B, PLAN C, YOU KNOW, SCENARIO. SO, THERE'S NO QUESTION TO THAT JUST TO FOR A CONSIDERATION IN THE EVENT THEY BACK UP FOR SOME REASON THAT YOU HAVE A CONTINGENCY PLAN. OKAY. OTHER THAN THAT, I'M SURE THAT YOU'VE DONE EVERYTHING YOU CAN POSSIBLE TO FIND WAYS TO CUT COST, YOU KNOW, AND SO I JUST HOPE THAT IT'S NOT AT THE DETRIMENT OF THOSE

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HARDWORKING INDIVIDUALS AT GUAM MEMORIAL HOSPITAL THAT IF YOU DO THAT THEY'RE PLACED IN OTHER AREAS TO CONTINUE TO PROVIDE YOU KNOW THEIR FAMILIES WITH A LIVING. OKAY. SO, OTHER THAN THAT, THANK YOU SO MUCH AND AGAIN THANK YOU FOR THAT TOUR. I GREATLY APPRECIATE ALL THE HARD WORK THAT YOU DID. THANK YOU,

**SENATOR SABRINA SALAS MATANANE**  
**SENATOR THERESE TERLAJE.**

**SENATOR THERESE TERLAJE**

THANK YOU. GOOD MORNING, EVERYONE. SO, I JUST WANTED TO CHECK ON A COUPLE THINGS. SO, I DON'T THINK WE WERE PROVIDED THE WRITTEN TESTIMONY, BUT I WANTED TO FIND OUT IF SO, YOU SAID THERE'S YOU CURRENTLY SPEND \$4 MILLION. HOW MUCH OF THAT IS ON PERSONNEL ON THIS

**JESSE QUENGA**

I CAN OFFER THAT YUKA. SO INCLUSIVE OF THE TECHNICIANS BOTH SALARY AND BENEFITS AMOUNTS TO 2 MILLION 726,000 AND THEN WE CAN PROVIDE THIS ALSO TO THE COMMITTEE SO YOU CAN HAVE THAT FOR THE REPORT.

**SENATOR THERESE TERLAJE**

ALL RIGHT. SO, AND THEN YOU SAID YOU ESTIMATE THAT IF YOU CONTRACT THIS OUT, YOU'RE GOING TO HAVE A \$1.4 MILLION SAVINGS. DO YOU HAVE A LIKE A COST ANALYSIS ON THAT? CAN WE GET THAT? WE HAVE NOTHING IN FRONT OF US THAT SHOWS.

**YUKA HECHANOVO**

YES, WE CAN PROVIDE THE COST ANALYSIS.

**SENATOR THERESE TERLAJE**

ALL RIGHT. SO, THAT DOES THAT COST ANALYSIS OF \$1.4 MILLION SAVINGS INCLUDE THE VENDOR IS GOING TO PICK UP THE \$2.7 MILLION IN EMPLOYEES.

**YUKA HECHANOVO**

YES.

**SENATOR THERESE TERLAJE**

ALL RIGHT. AND YOU WERE SAYING THAT THERE WAS THAT YOU'RE ESTIMATING THEY'RE GOING TO GET SAVINGS IN BULK PURCHASES. I DON'T KNOW. I JUST REMEMBER WHEN WE DID THIS OR NOT ME BUT WHEN THE SENATORS DID THIS FOR DOE AND THOUGHT THERE WAS GOING TO BE COST SAVINGS THAT'S NOT WHAT ENDED UP HAPPENING AND THE EMPLOYEES I THINK ALL PREFERRED TO HAVE THE GOVERNMENT OF GUAM JOBS AND BENEFITS AND I THINK EVEN SOME OF YOU CAME FROM THE PRIVATE SECTOR SO I THINK THAT'S STILL RELEVANT TODAY AS TO WHETHER THEY WANT THAT AND I KNOW ONE OF THE OTHER THINGS STATED THIS MORNING WAS THAT THIS IS NOT ABOUT GETTING RID OF PEOPLE, BUT I'M LOOKING AT THE BILL AND THE LAW THAT CURRENTLY EXISTS. SO, THE LAW CURRENTLY SAYS THAT YOU CAN CONTRACT THESE SERVICES OUT. IT SAYS SHALL NOT THAT IF YOU DO CONTRACT SHALL NOT APPLY OR PERTAIN TO REPLACING, SUPPLANTING, AND OR ELIMINATING GMH'S IN-HOUSE DIETETIC SERVICES DEPARTMENT. AND THAT'S THE PART OF THE LAW THAT WE WANT TO HAVE STRICKEN BY THIS

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BILL. SO, TO ME, IT'S ABSOLUTELY ABOUT THAT ABILITY TO GET RID OF EMPLOYEES AS OPPOSED TO PROTECTING THEM LIKE THIS REQUIRES. SO, THE BILL, IF IT'S PASSED THE WAY IT IS, HAS NO PROTECTION AT ALL FOR THOSE EMPLOYEES. AND, I KNOW YOU'RE SAYING YOU HAVE AN RFP ALREADY MADE.

**JESSE QUENGA**

NO, WE DON'T. SENATOR TO CLARIFY ALL EMPLOYEES ESPECIALLY THOSE THAT ARE MERIT RECRUITED EMPLOYEES WILL STILL HAVE TO GO THROUGH ANY MERIT PROCESS FOR THEIR POTENTIAL REDUCTION IN FORCE AND WE WOULD FOLLOW THE PERSONAL RULES AND REGULATIONS. SO WE ENSURE THAT WE PROTECT THE MERIT CLASS EMPLOYEES.

**SENATOR THERESE TERLAJE**

SO YOU'RE GOING TO YOUR THAT'S THE PROCESS THAT THEY'RE ALLOWED. THERE'S NO SPECIAL PROCESS IN THIS THAT YOU'RE SAYING I THOUGHT YOU WERE SAYING THEY'RE GOING TO BE PICKED UP BY THESE CONTRACTORS.

**JESSE QUENGA**

IT WILL BE BUILT INTO THE RFP, SENATOR, THAT THEY BE GIVEN THE FIRST RIGHT OF REFUSAL FOR ANY EMPLOYMENT OPPORTUNITY GENERATED BY THE OUTSOURCING OF THESE SERVICES. FOR THOSE EMPLOYEES THAT DO NOT SELECT TO TAKE THE OFFER UP, THEY'RE NOT AUTOMATICALLY DISPLACED IF THAT'S THE CLARIFICATION YOU'RE SEEKING BECAUSE THEY'RE STILL MERIT EMPLOYEES AND WE HAVE A PROCESS TO UNDERGO

**SENATOR THERESE TERLAJE**

THAT THEY GET OFFERED IN ANOTHER DIV AGENCY OR THEY COULD IF THERE'S AN OPENING RIGHT THAT'S THE PROCESS

**JESSE QUENGA**

OR RATHER SENATOR IF THERE ARE OTHER AREAS OF THE HOSPITAL THAT THEIR SKILL SETS ARE NEEDED THAT THEY COULD BE REASSIGNED TO THOSE DEPARTMENTS.

**SENATOR THERESE TERLAJE**

YEAH. SO, HOW MANY EMPLOYEES ARE WE TALKING ABOUT?

**BELLE RADA**

WE HAVE 38 EMPLOYEES.

**SENATOR THERESE TERLAJE**

CAN YOU TELL US YUKA, WHY? YEAH, JUST TELL US A LITTLE MORE ABOUT YOUR ANALYSIS OF WHY YOU THINK THERE'S A \$1.4 MILLION SAVINGS.

**YUKA HECHANOVO**

THE SAVINGS WILL CONSIST OF THE REDUCTION IN THE STAFF BENEFITS AND THE BENEFITS AND ALSO A BIG PORTION OF THAT IS ALSO THE PURCHASES OF SUPPLIES WHICH IS MAINLY IN THE DIETARY DEPARTMENT. IT'S FOR THE MEATS, VEGETABLES, THE INGREDIENTS THAT WE USE TO

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PREPARE ALL THE MEALS. WE ALSO HAVE SIGNIFICANT MAINTENANCE COSTS TO MAINTAIN ALL OF THE AGING EQUIPMENT IN THE KITCHEN. THAT WILL ALSO BE REDUCED AS WELL.

**SENATOR THERESE TERLAJE**

WHEN THEY DID ANALYSIS WHEN THAT GEDA HIRED THE GMH CONSULTANT, WHAT DID THE GMH CONSULTANT SAY ABOUT REDUCING EMPLOYEES OR DIETARY SERVICES? DOES ANYONE KNOW? I KNOW YOU GUYS REVIEWED THE CON THE REPORTS AND PROVIDED YOUR FEEDBACK AS WELL. DID THEY SAY THAT'S THE PROBLEM THAT GMH HAS THAT THEY NEED TO REDUCE DIETARY EMPLOYEES?

**YUKA HECHANOVO**

NOT SPECIFICALLY. NO.

**SENATOR THERESE TERLAJE**

WHAT DOES ANYONE KNOW WHAT THAT CONSULTANT SAY SAID ABOUT IT? COULD WE GET A COPY OF THAT SO THAT WE COULD ALSO LOOK AT THAT COMPARED TO THIS I GUESS PROPOSAL TO IMPROVE THE HOSPITAL VERSUS WHAT THE GEDA CONSULT GMH CONSULTANT SAID ABOUT IMPROVING THE HOSPITAL.

**JESSE QUENGA**

I THINK YOU ANSWERED THE QUESTION SENATOR IS A GEDA CONSULTANT AND A GEDA REPORT. THE HOSPITAL WAS ASKED IF WE WOULD SUPPORT THE RELEASE OF THE REPORT AND THE BOARD OF TRUSTEES EXTENDED THAT SUPPORT TO GEDA. WE CAN DEFINITELY FOLLOW UP ON YOUR BEHALF IF THEY CAN SHARE A COPY OF SAID REPORT.

**SENATOR THERESE TERLAJE**

ALL RIGHT. SO, AS FAR AS YOU KNOW, THERE'S NO RECOMMENDATION THOUGH FOR WHAT WE'RE SEEING TODAY.

**JESSE QUENGA**

NO. AND TO THE BEST OF OUR RECOLLECTION, THAT REPORT INSTEAD TALKED ABOUT THE GOVERNMENT OF GUAM MERIT SYSTEM AND HOW IT HAD IMPOSED SOME UNFAIR PRACTICES OF MAINTAINING EMPLOYEES WHEN THERE WOULD BE IN THEIR EYES A PREFERRED METHOD FOR DISPLACING EMPLOYEES EASILY WHICH I THINK IS OPPOSITE OF WHAT THAT WE HAVE.

**SENATOR THERESE TERLAJE**

SAY THAT AGAIN.

**JESSE QUENGA**

YES. THE PART OF THE REPORT DIDN'T OFFER DIETARY SERVICES. INSTEAD, THEY DISCUSSED TO MY BEST RECOLLECTION AN ADDRESSING OF OUR MERIT SYSTEM. AND THEY WERE HOPING THAT THE POLICY MAKERS MIGHT ENTERTAIN A NEW SENSE OF UNCLASSIFIED STATUS AT THE HOSPITAL IN ORDER FOR EMPLOYEES TO EASILY BE OFFLOADED OR DISMISSED AT WILL BY MANAGEMENT.

**SENATOR THERESE TERLAJE**

ALL RIGHT. AND WHEN YOU SAID THAT THERE'S A LEGAL IMPEDIMENT, CAN YOU READ THAT TO US? WHAT YOU WERE TOLD ABOUT THE LEGAL IMPEDIMENT? DO YOU HAVE A LEGAL OPINION OR SOMETHING?

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**JESSE QUENGA**

WE CAN REFER BACK TO THE BILL. SENATOR, THE BILL ITSELF IS A DIRECT EXTRACTION OF THE CITATION OF LAW.

**SENATOR THERESE TERLAJE**

THE LAW CURRENTLY ALLOWS CONTRACTING, RIGHT?

**JESSE QUENGA**

IT DOES ALLOW CONTRACTING FOR SERVICES EXCEPT FOR INPATIENT DIETARY SERVICES

**SENATOR THERESE TERLAJE**

EXCEPT THAT YOU CAN'T GET RID OF THE CURRENT IN-HOUSE DIETETIC SERVICES DEPARTMENT. THAT'S WHAT IT DID. IT PROTECTED THE EMPLOYEES AND THAT'S THE IMPEDIMENT.

**JESSE QUENGA**

AND SENATOR, WHAT WE'RE HOPING TO ACHIEVE THROUGH THE PASSAGE OF THIS BILL IS TO PRESENT A FULL ANALYSIS OF WHAT OUTSOURCING CAN TRULY ACHIEVE. WE'RE UNABLE TO DELIVER THAT IF OUTSOURCING IS RESTRICTED TO ONLY OUTPATIENT SERVICES WHICH AS YOU CAN HEAR FROM EARLIER TESTIMONY THAT PRESENTS SUCH A SMALL FRACTION OF THE TOTAL COST AND EXPENSES FOR THE OPERATION.

**SENATOR THERESE TERLAJE**

SO THERE IS NO ANALYSIS YET. YOU'RE SAYING

**JESSE QUENGA**

WE HAVE FINANCIAL ANALYSIS THAT WE DID OFFER TO SHARE WITH THE COMMITTEE.

**SENATOR THERESE TERLAJE**

SO YOU DO HAVE A FINANCIAL ANALYSIS EVEN WITH THIS IMPEDIMENT TO KEEP THE EMPLOYEES RIGHT. IT'S NOT AN IMPEDIMENT. IT WAS PURPOSELY PUT IN THERE. BUT RIGHT NOW GMH IS ALLOWED TO CONTRACT BUT JUST HAS NOT DECIDED TO DO THAT. RIGHT.

**JESSE QUENGA**

THE AUTHORIZATION TO CONTRACT SENATOR RESTRICTED ONLY TO OUTPATIENT DIETETIC SERVICES. THE INTENT AND PURPOSE OF THE BILL IS TO EXPAND TO ALLOW THE HOSPITAL TO CONSIDER OUTSOURCING OF ALL DIETARY SERVICES.

**SENATOR THERESE TERLAJE**

WELL, IT SAYS IT SHOULD NOT REPLACE THE PLANT OR ELIMINATE THE IN-HOUSE DIETETIC SERVICES DEPARTMENT THOSE PEOPLE, BUT IT DIDN'T SAY YOU COULDN'T CONTRACT THAT OUT. I DON'T THINK THAT'S WHY I WANT TO SEE WHAT WHAT'S YOUR WHAT YOU'VE BEEN TOLD.WHAT'S YOUR LEGAL ANALYSIS THAT YOU'RE WORKING ON? YOUR COST BENEFIT ANALYSIS AS WELL. IF THERE'S A SAVINGS AND WE'RE GOING TO GET EQUAL QUALITY, THEN OF COURSE IT'S A GOOD IDEA. BUT I'M JUST SAYING IN PAST EXPERIENCE, WE HAVEN'T SEEN THAT.

**DR. JOLEEN AGUON**

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SO, I'D LIKE SORRY, SENATOR. THERE'S TWO ISSUES HERE. ONE IS SO THE CURRENT LAW ALLOWS US TO OUTSOURCE THE CAFETERIA, BUT IT DOESN'T ALLOW THE VENDOR WHO IS COOKING IN THE CAFETERIA TO ALSO COOK FOR THE PATIENTS. SO, THE COST SAVINGS WOULD BE THAT THIS VENDOR CAN DO BULK PURCHASING FOR ALL THE FOOD THAT'S PREPARED IN THE HOSPITAL WHETHER IT'S FOR THE CAFETERIA OR FOR THE PATIENTS. THAT'S WHERE THE COST SAVINGS IS GOING TO UNDERSTAND

**SENATOR THERESE TERLAJE**

THAT'S WHAT HE'S SAYING AS WELL. BUT I JUST I WANT THAT'S WHY I WANT TO SEE YOUR LEGAL ANALYSIS WHY YOU SAY THAT'S NOT ALLOWED BECAUSE THEY JUST WANT TO SEE THAT. YEAH. BECAUSE IT'S VERY CLEAR THAT CONTRACTING IS ALLOWED AND THEN THE ONLY RESTRICTION IS THAT YOU CAN'T GET RID OF THE IN-HOUSE DIETETIC SERVICES PEOPLE. YEAH. ALL RIGHT. THANK YOU, MADAM CHAIR. SI YUUS MAASE

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, SENATOR THERESE TERLAJE. IS THERE ANYBODY ELSE THAT IS HERE TO TESTIFY ON BILL 290? IF NOT, THANK YOU FOR ATTENDING TODAY'S, PUBLIC HEARING. ALSO, THANK YOU FOR THE WORK AND THE CHANGES THAT, YOU'RE DOING AT THE GUAM MEMORIAL HOSPITAL. BILL 290 IS FULLY HEARD BY THE COMMITTEE ON HEALTH AND VETERANS AFFAIRS. WE WILL NOW MOVE ON TO BILL 295. AGAIN, BILL 295 IS A MEASURE THAT WAS INTRODUCED TO ADDRESS THE NEED FOR CLEAR LICENSURE STANDARDS FOR SCHOOL PSYCHOLOGISTS. CURRENTLY, GUAM LACKS A FORMAL LICENSURE FRAMEWORK FOR THESE PROFESSIONALS DESPITE THE CRITICAL ROLE THEY PLAY IN SUPPORTING STUDENTS MENTAL HEALTH, BEHAVIORAL NEEDS, AND ACADEMIC SUCCESS. THE BILL ESTABLISHES CLEAR STANDARDS, ALIGNS GUAM WITH NATIONAL BEST PRACTICES, AND FORMALLY RECOGNIZES SCHOOL PSYCHOLOGY WITHIN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS. IMPORTANTLY, IT ALSO INCLUDES A GRANDFATHER PROVISION TO ENSURE CURRENT PRACTITIONERS CAN CONTINUE SERVING WITHOUT DISRUPTION. THIS IS ESPECIALLY URGENT AS OUR SCHOOLS FACE INCREASING DEMANDS FOR MENTAL HEALTH SERVICES AND EARLY INTERVENTION. IF WE ARE SERIOUS ABOUT SUPPORTING OUR STUDENTS, THEN WE MUST ENSURE THE PROFESSIONALS SERVING THEM ARE PROPERLY CREDENTIALLED, SUPPORTED, AND HELD TO CONSISTENT STANDARDS. THIS BILL CLOSES THAT GAP. AT THIS TIME I'D LIKE TO INVITE WELL YOU'RE ALREADY HERE SO IF YOU COULD UM INTRODUCE YOURSELVES AND LET US KNOW IN WHAT CAPACITY YOU ARE TESTIFYING TODAY AND PLEASE SPEAK CLOSELY INTO THE MICROPHONE. THANK YOU. WE'LL BEGIN WITH YOU AS SUPERINTENDENT.

**JUDITH WON PAT**

BUENAS AND Hafa Adai Honorable Senators Senator Sabrina Mantanane, Senator Shawn Gumataotao, Senator Therese Terlaje and Senator Teo Taitague Buenes Hafa Adai. I am Judith Won Pat Acting Superintendent of the Guam Department of Education I'm writing to express my strong support of Bill 295-38 that defines a school psychologist and establishes licensing requirements that meet national standards with a slight modification. I recommend that the qualifications for licensure section that references practice 2 in section 12A 12 02 C be non-specific in order to allow for alternative examinations that measure competency and national standards rather than a specific test name. The grandfather provision is an essential element of the proposed legislation and provides relief from the quandary facing the six employees who are currently employed by GDOE as

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PSYCHOLOGIST AND LICENSED BY THE GUAM ALLIED HEALTH BOARD EXAMINERS AS MENTAL HEALTH PROFESSIONALS. SINCE THE POST COVID PANDEMIC, THE DEPARTMENT HAS BEEN HAVE SEEN A SHARP INCREASE IN STUDENTS EXPERIENCING CASES OF EMOTIONAL DYSREGULATION SUCH AS ANXIETY, DEPRESSION, TRAUMA RESPONSES, AND BEHAVIORAL NEEDS ACROSS AGE AND GENDER. SCHOOL PSYCHOLOGISTS ARE THE BEST EQUIPPED TO ADDRESS THE INTENSIVE NEEDS OF TIER THREE STUDENTS WHO REQUIRE HIGHLY INDIVIDUALIZED DATA DRIVEN INTERVENTIONS. THEY BRING SPECIALIZED EXPERTISE IN MENTAL HEALTH, BEHAVIORAL SCIENCE, AND EDUCATIONAL ASSESSMENT THAT DIRECTLY BRIDGES THE GAP FOR THESE STUDENTS, ENABLING THEM TO THRIVE ACADEMICALLY, SOCIALLY, AND EMOTIONALLY. SCHOOL PSYCHOLOGISTS ARE SKILLED IN CONDUCTING PSYCHOEDUCATIONAL AND BEHAVIORAL ASSESSMENTS TO IDENTIFY MALADAPTIVE ADAPTIVE BEHAVIOR, LEARNING DISABILITIES, ATTENTION DEFICIT HYPERACTIVITY DISORDER, ADHD, AND SOCIAL EMOTIONAL NEEDS. TO ADDRESS ATTENDANCE, DISCIPLINE, AND ACADEMIC SUPPORT NEEDS, SCHOOL PSYCHOLOGISTS DESIGN, MONITOR, AND EVALUATE INDIVIDUALIZED TIER THREE INTERVENTIONS SUCH AS SHORT-TERM THERAPY, CRISIS INTERVENTION, AND SUICIDE RISK ASSESSMENT. THIS ALSO INCLUDES TRAINING FACULTY, STAFF AND FAMILIES IN BEHAVIOR SUPPORTS AND TRAUMA INFORMED PRACTICES ESSENTIAL TO STUDENT SUCCESS. THE DEPARTMENT HAS ESTABLISHED A MULTI-TIERED SYSTEM OF SUPPORT FRAMEWORK THAT EMBEDS THE SCHOOL PSYCHOLOGIST TO HELP CLOSE THE ADVANCEMENT THE ACHIEVEMENT GAPS IN PERFORMANCE, REDUCE BEHAVIORAL OFFENSES, IMPROVE ATTENDANCE AND GRADUATION RATES, AND CREATE A MORE INCLUSIVE LEARNING ENVIRONMENT FOR ALL STUDENTS. IN CLOSING, I WANT TO THANK DR. AMY BALAJADIA, THE CHAIRPERSON OF THE GUAM BOARD OF ALLIED HEALTH EXAMINERS, FOR HER TREMENDOUS EFFORT AND RESPONSE TO THE UNIQUE NEEDS OF THE GUAM DEPARTMENT OF EDUCATION. I URGE ALL SENATORS TO PRIORITIZE THIS LEGISLATION AS AN INVESTMENT IN STUDENT SUCCESS. ESTABLISHING A SCHOOL PSYCHOLOGIST POSITION IS BOTH A PRACTICAL AND EVIDENCE-BASED APPROACH THAT WILL IMPROVE STUDENT SAFETY, WELL-BEING, AND ACADEMIC SUCCESS. ON BEHALF OF THE DEPARTMENT, I THANK THE 38TH LEGISLATURE FOR INTRODUCING BILL 295-38, SI YUUS MAASE, FOR THEIR CONTINUED PARTNERSHIP IN EDUCATION.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, SPEAKER WON PAT. DR. BALAJADIA, DID YOU WANT TO TESTIFY NEXT?

**MAMIE BALAJADIA**

GOOD MORNING, SENATOR SABRINA SALAS MATANANE, SENATOR SHAWN GUMATAOTAO, SENATOR THERESE TERLAJE, AND SENATOR TELO TAITAGUE. THANK YOU. Hafa Adai. SENATOR SABRINA SALAS MATANANE AND HONORABLE MEMBERS OF THE COMMITTEE ON HEALTH AND VETERAN AFFAIRS. I'M DR. BALAJADIA, A CLINICAL PSYCHOLOGIST FOR 41 YEARS. I'VE BEEN SERVING ON THE GUAM BOARD OF ALLIED HEALTH EXAMINERS FOR 23 YEARS, AN ELECTED CHAIRPERSON FOR THE LAST 16 YEARS. ALSO HAVE SERVED ON THE COMMISSION ON THE HEALING ARTS FOR THE PAST SIX YEARS AND THE CHAIRPERSON ELECT. THANK YOU FOR INTRODUCING THE SELECT BILL TO INCLUDE THE PROFESSION OF SCHOOL PSYCHOLOGY FOR LICENSURE UNDER THE OFFICES OF THE GUAM BOARD OF LI HEALTH EXAMINER IN GUAM. SCHOOL PSYCHOLOGY SHOULD BE AN INTEGRAL PART OF THE GENERAL PRACTICE OF HEALTH SERVICE PSYCHOLOGY. PROPERLY ESTABLISHED SCHOOL PSYCHOLOGIST IN THE GOVERN GUAM PROFESSIONAL CLASSIFICATION SYSTEM SPEAK HIGHLY OF EMPLOYEES CURRENTLY PROVIDING PSYCHOLOGICAL SERVICES IN THE SCHOOL SYSTEM. THE SUBJECT BILL WOULD PUT IN PLACE OF THAT THE PROFESSION OF SCHOOL PSYCHOLOGIST IS VALUED AND NECESSARY IN THE REQUIRED

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SERVICE OF OUR SCHOOL SYSTEM. I'M HOPEFUL THAT THE DISTINGUISHED SENATORS OF THE 38TH GUAM LEGISLATURE WILL AGREE WITH ME. THEREFORE, I URGE THAT THIS BILL BE PASSED UNANIMOUSLY, WHICH IS SET ONLY TO BENEFIT THE CHILDREN AND PARENTS OF GUAM AND THIS COMMUNITY. THANK YOU.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, DR. BALAJADIA.

**NADINE CEPEDA**

GOOD MORNING, DISTINGUISHED HEALTH COMMITTEE MEMBERS. SENATOR SABRINA, CHAIR OF THIS COMMITTEE, SENATOR SHAWN GUMATAOTAO, SENATOR TELO TAITAGUE, AND SENATOR THERESE TERLAJE. MY NAME IS NADINE CEPEDA, THE LEAD DISTRICT SCHOOL PSYCHOLOGIST AT THE GUAM DEPARTMENT OF EDUCATION. I STAND BEFORE YOU AS A MENTAL HEALTH PROVIDER WITH 25 YEARS OF EXPERIENCE SERVING CHILDREN AND FAMILIES OF GUAM AT THE DEPARTMENT OF MENTAL HEALTH AND SUBSTANCE USE NOW CALLED THE GUAM BEHAVIORAL HEALTH AND WELLNESS CENTER, CLIENT SERVICES AND FAMILY COUNSELING AT THE JUDICIARY OF GUAM AND CURRENTLY AT THE GUAM DEPARTMENT OF EDUCATION. I HAVE WATCHED CHILDREN AND ADOLESCENTS CARRY HEAVY ISSUES THAT NO CHILD SHOULD HAVE TO CARRY. I ASK YOU TO VOTE YES ON THIS BILL TO ESTABLISH A SCHOOL PSYCHOLOGIST BECAUSE BEHIND EVERY ATTENDANCE CHART AND TEST SCORES IS A HUMAN BEING WHOSE HEART, FEARS, AND HOPES SHAPE THEIR ABILITY TO LEARN. I THINK OF A SIXTH GRADER I KNEW WHEN I FIRST STARTED AT GDOE 10 YEARS AGO WHO CAME TO SCHOOL WITH A CLENCHED JAW AND A BACKPACK THAT WAS MORE THAN EXPECTED. SHE COULD DO THE MATH, BUT WHEN A QUESTION WAS ASKED, HER HANDS SHOOK AND SHE LEFT THE ROOM WITHOUT HELP FOR THREE YEARS. SHE WAS LABELED AS DESTRUCTIVE OR UNMOTIVATED. SHE WAS IN HIGH SCHOOL AND WAS OFTEN SUSPENDED FOR SMOKING AND SKIPPING. SHE WAS FINALLY REFERRED TO ME FOR ASSESSMENT AND RECOMMENDATIONS. SHE LEARNED SIMPLE BREATHING TOOLS, PRACTICED COPING SKILLS IN A SAFE SPACE, AND FELT SEEN. SHE LOVES NUMBERS AND IS CURRENTLY IN COLLEGE STUDYING TO BE A MATH TEACHER. IT TOOK SOMEONE LIKE ME WHO WAS TRAINED TO PROVIDE ASSESSMENTS AND THERAPEUTIC SERVICES TO HELP STUDENTS LIKE HER BELIEVE IN THEMSELVES, STAY REGULATED, AND FEEL ENCOURAGED THAT ALL THINGS ARE POSSIBLE. I THINK OF A KIND, QUIET STUDENT WHO AFTER SEVERAL LOSSES DURING COVID STOPPED TRUSTING ADULTS. TEACHERS WANTED TO HELP OUT BUT DIDN'T KNOW HOW TO HELP HIM. I TRAINED FACULTY AND SUPPORT STAFF ON TRAUMA INFORMED CARE AND SIGNS OF TRAUMA WHICH GUIDED STAFF, CONSULTED WITH ME AND IN RETURN IN THE SCHOOL TEAM INCLUDING THE DISTRICT OFFICE SUPPORTED THE FAMILY AND HELD THAT THE CHILD THROUGH GRIEF SO HE COULD KEEP LEARNING INSTEAD OF BEING LEFT BEHIND. PROUDLY HE IS GRADUATING THIS YEAR AS A TOP STUDENT IN ONE OF OUR HIGH SCHOOLS. HE WILL BE GOING OFF TO COLLEGE OFF ISLAND. THESE ARE NOT ISOLATED STORIES. ANXIETY, GRIEF, TRAUMA, SUBSTANCE MISUSE, DEPRESSION, AND OVERWHELM ARE SHOWING UP EARLY AND MORE INTENSELY. STUDENTS WITH UNTREATED EMOTIONAL NEEDS, MISS DAYS, FALL BEHIND, ACT OUT, OR WITHDRAWN. EVERY LOST LEARNING DAY CHIPS AWAY AT A CHILD'S FUTURE. EVERY MISSED OPPORTUNITY TO INTERVENE INCREASES THE CHANCE THEY WILL NEED FAR MORE INTENSIVE AND MORE COSTLY SERVICES LATER. NOT EVERY STUDENT IS AS LUCKY AS I MENTIONED PREVIOUSLY AND HAD SUCCESS STORIES, BUT RATHER STUDENTS WHO ARE SEXUALLY ASSAULTED, NEGLECTED, HOMELESS, HUNGRY, EXPOSED TO VIOLENCE, AND SUBSTANCE USE ARE OFTEN LABELED AS DELINQUENTS OR FREQUENTLY SUSPENDED. THERE ARE CURRENTLY SIX PSYCHOLOGISTS AT THE GUAM DEPARTMENT OF EDUCATION SERVING OVER 23,000 STUDENTS. YES, THAT NUMBER IS

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23. THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS RECOMMENDS A SCHOOL PSYCHOLOGIST TO STUDENT RATIO IS 1 TO 600, BUT THE CURRENT RATIO IS 1 TO 4,600. UNIVERSAL SCREENING WAS CONDUCTED IN EIGHT PILOT SCHOOLS, INCLUDING FOUR MIDDLE AND FOUR HIGH SCHOOLS, AND ONLY SEVENTH AND EIGHTH AND 10TH GRADERS WERE SCREENED. IN SCHOOL YEAR 2324, 216 STUDENTS WERE ORIENTED TO THE UNIVERSAL SCREENING AND 57 WERE ONLY SCREENED USING 57 WERE SCREENED FOR THE COLOMBIA SUICIDE TO VARY RATING SCALE. ONE STUDENT HAD ACTIVE THOUGHTS OF SUICIDE. SIX STUDENTS WERE REFERRED TO CHILD PROTECTIVE SERVICES. IN SCHOOL YEAR 24-25, 1,828 STUDENTS WERE ORIENTED AND ONLY 264 WERE SCREENED WITH 31 STUDENTS REFERRED TO CPS. 63 STUDENTS SCREENED FOR SUICIDE, IDEATION, OR ATTEMPTS. IN SCHOOL YEAR 25-26, 1,710 WERE ORIENTED WITH THE SAME ALARMING NUMBERS. 63 WERE STUDENTS WERE SCREENED FOR SUICIDE AND 31 CPS REFERRALS. THE DATA IS ALARMING AND THIS IS WHY I EMPHASIZE THAT THE GRANDFATHER PROVISION IN THIS BILL IS CRITICAL TO ENSURING A CONSISTENT LEVEL OF CARE FOR ALL STUDENTS AT GDOE. WE NEED TO BUILD CAPACITY TO PREVENT SUICIDE AND OTHER MENTAL HEALTH AND SUBSTANCE USE ISSUES SO KIDS SO STUDENTS CAN SUCCEED AND GRADUATE. THIS BILL IS JUST NOT A DEFINITION OF A SCHOOL PSYCHOLOGIST THAT INCLUDES RIGOROUS EDUCATION AND INTENSE TRAINING. IT IS A COMMITMENT THAT OUR SCHOOLS WILL MEET CHILDREN WHERE THEY ARE EMOTIONALLY, NOT JUST ACADEMICALLY. A SCHOOL PSYCHOLOGIST FOCUSES ON EMOTIONS WHILE THEY BUILD SCHOOLWIDE SOCIAL EMOTIONAL LEARNING. IDENTIFY STUDENTS WHO ARE STRUGGLING BEFORE CRISIS OCCUR. PROVIDE TARGETED INTERVENTIONS. COACH TEACHERS IN TRAUMA-INFORMED PRACTICES AND RESPOND WHEN EMERGENCIES ARISE. THE WORK KEEPS STUDENTS IN CLASSROOMS, REDUCES SUSPENSIONS, STRENGTHENS FAMILIES, AND RESTORES A SENSE OF SAFETY THAT MAKES LEARNING POSSIBLE. INVESTING NOW AND VOTING ON THIS BILL SAVES MONEY, MORE THAN MONEY. IT RESTORES CHILDHOOD. IT GIVES A SCARED CHILD A TRUSTED ADULT WHO KNOWS HOW TO LISTEN AND HELP. IT GIVES TEACHERS TOOLS TO REACH STUDENTS RATHER THAN BURN OUT TRYING TO DO SO. IT GIVES FAMILIES HOPE AND THEIR FAMILIES ARE SEEN AND SUPPORTED. PLEASE PASS THIS BILL. VOTE TO ESTABLISH A SCHOOL PSYCHOLOGIST SO EVERY CHILD IN OUR DISTRICT HAS A CHANCE TO COME TO SCHOOL FEELING SAFE IN THEIR BODY AND MIND READY TO LEARN. OUR CHILDREN'S FUTURE FUTURES DEPEND ON IT. THANK YOU AND SI YUUS MAASE.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, MR. ANDERSON.

**CHRIS ANDERSON**

CHAIRWOMAN, SENATOR SABRINA SALAS MATANANE, SENATOR SHAWN GUMATAOTAO, SENATOR THERESE TERLAJE, AND SENATOR TELO TAITAGUE, SI YUUS MAASE FOR YOUR CONTINUED PARTNERSHIP AND SUPPORT OF THE GUAM DEPARTMENT OF EDUCATION. I RESPECTFULLY SUBMIT TESTIMONY IN SUPPORT OF BILL 29538 THAT PROVIDES FOR SCHOOL PSYCHOLOGY LICENSURE AND INCLUDES THIS NEW JOB IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONAL DEFINITIONS. THE PROPOSED AMENDMENTS WILL GREATLY SUPPORT THE SIX PSYCHOLOGISTS WHO HAVE BEEN PROVIDING BEHAVIORAL HEALTH SUPPORTS RANGING FROM 5 TO 20 YEARS FOR STUDENTS AND FAMILIES AT ALL DOE SCHOOLS. THE DEPARTMENT HAS BEEN RECRUITING AND HIRING PSYCHOLOGISTS USING THE CIVIL SERVICE COMMISSION JOB DESCRIPTION ADOPTED IN 1980. FOR THE PAST 46 YEARS TO DATE, PSYCHOLOGISTS HAVE BEEN HELPING STUDENTS SUCCEED BY ADMINISTERING AND INTERPRETING PSYCHOMETRIC EVALUATIONS USED TO ASSESS COGNITIVE, PERCEPTUAL, ACADEMIC, AND ACT EFFECTIVE DOMAINS. THEY HAVE BEEN INSTRUMENTAL IN PROVIDING

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EARLY INTERVENTION FOR AT RISK STUDENTS USING TARGETED AND INTENSIVE INTERVENTIONS UNDER A MULTI-TIERED SYSTEM OF SUPPORTS FRAMEWORK FOR GENERATIONS OF TIER 2 AND THREE STUDENTS. THESE CLINICAL SERVICES INCLUDE, BUT ARE NOT LIMITED TO, SMALL AND LARGE GROUP COUNSELING, SCREENING, INDIVIDUAL AND FAMILY THERAPY, FUNCTIONAL BEHAVIORAL ASSESSMENTS, BEHAVIORAL INTERVENTION PLANS, WRAPAROUND SERVICES, AND CRISIS SUPPORT FOR STUDENTS WITH ACUTE DISTRESS. ESTABLISHING A DEFINITION FOR SCHOOL PSYCHOLOGISTS, QUALIFICATIONS FOR LICENSURE AND A GRANDFATHER PROVISION FOR CURRENT EMPLOYEES ARE ALL CRITICAL REMEDIES FOR THE SIX INDIVIDUALS HIRED BY THE DEPARTMENT BEFORE SUBSECTION 121201 F WAS PASSED INTO LAW IN 2022. THE CURRENT LANGUAGE RESTRICTS THE USE OF PSYCHOLOGY IN A JOB TITLE FOR THOSE NOT MEETING THE QUALIFICATIONS FOR A CLINICAL PSYCHOLOGIST. THE PASSAGE OF BILL 295-38 WILL PROVIDE CONTINUITY OF CRITICAL SERVICES PROVIDED BY IMPACTED DOE EMPLOYEES. ONE COMMON MALADY THAT STUDENTS EXHIBIT ACROSS THE DISTRICT IS EMOTIONAL DYSREGULATION. THE UNDERLYING REASONS ARE VARIED, BUT ONE IMPORTANT FACTOR IS EXPOSURE TO TRAUMA IN EARLY CHILDHOOD. UNTREATED STUDENTS CAN DEVELOP ALL SORTS OF HARMFUL COPING MECHANISMS THAT NEGATIVELY IMPACT THEIR ABILITY TO SUCCEED IN SCHOOL, SUCH AS SUBSTANCE ABUSE. A 2024 NATIONAL YOUTH SURVEY CONDUCTED BY THE SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION SHOWED THAT DRUG USE, ALCOHOL, NICOTINE, AND MARIJUANA CONTINUE TO BE THE MOST COMMONLY USED SUBSTANCES AMONG AMERICANS. ONE IN 25 ONE IN FOUR OR 25% AMERICANS 12 YEARS OR OLDER REPORTED ILLICIT DRUG USE IN THE PAST YEAR. BASED ON FIVE YEARS OF DATA FROM THE DEPARTMENT STUDENT INFORMATION SYSTEM, THE AVERAGE NUMBER OF SUBSTANCE USE, DRUG, AND NICOTINE OFFENSES ADJUDICATED BY SCHOOL ADMINISTRATORS WAS 380. MALES BEING TWO OR THREE TIMES MORE LIKELY THAN FEMALES TO USE SUBSTANCES, DRUGS. THE DEPARTMENT HAS INVESTED HEAVILY IN MENTAL HEALTH SUPPORTS BY ESTABLISHING A BEHAVIORAL HEALTH SERVICES TEAM COMPRISED OF PSYCHOLOGISTS AND SOCIAL WORKERS UNDER THE STUDENT SUPPORT SERVICES DIVISION. THE BEHAVIORAL HEALTH SERVICES TEAM USES A MULTI-TIERED SYSTEM OF SUPPORT TO ADDRESS MENTAL HEALTH ISSUES. TIER ONE INVOLVES UNIVERSAL STRATEGIES AND SUPPORTS. TIER 2 OFFERS TARGETED INTERVENTIONS AND TIER THREE PROVIDES INTENSIVE INDIVIDUALIZED INTERVENTIONS FOR STUDENTS WITH SIGNIFICANT LEARNING OR BEHAVIORAL CHALLENGES OFTEN INVOLVING SPECIALIZED PERSONNEL OR PROGRAMS. BEHAVIORAL HEALTH SERVICES CONSIST OF THREE AREAS OF CARE. PSYCHOLOGICAL SERVICES, SCHOOL-BASED BEHAVIORAL HEALTH, AND ENHANCING YOUR MENTAL HEALTH. PSYCHOLOGICAL SERVICES INCLUDE PSYCH EVALUATIONS, PROVIDING MENTAL HEALTH DIAGNOSES, AND CREATING TREATMENT RECOMMENDATIONS. SCHOOL-BASED BEHAVIORAL HEALTH IS DESIGNED TO PROVIDE STUDENTS WITH THERAPEUTIC SERVICES THAT FOSTER POSITIVE STUDENT CONNECTIONS WITH PEERS, FAMILY, SCHOOL, AND COMMUNITY. THE ENHANCING YOUR MENTAL HEALTH STATE IS A PILOT PROGRAM IN EIGHT SECONDARY SCHOOLS DESIGNED TO SCREEN STUDENTS IN NEED OF MENTAL HEALTH AND SUBSTANCE USE SERVICES THROUGH THE USE OF A UNIVERSAL SCREENING TOOL. THE GOAL IS TO IDENTIFY TWO TIER 2 AND THREE STUDENTS WHO MAY BE EXPERIENCING MENTAL HEALTH CHALLENGES AND PROVIDE TARGETED SUPPORT THROUGH CASE MANAGEMENT AND THERAPEUTIC COUNSELING. ONE OF THE KEY HIGHLIGHTS IN THE PILOT PROGRAM IS THE REQUIREMENT TO WAIT 45 DAYS BEFORE SCREENING STUDENTS BASED ON PUBLIC LAW 31202. THE ATTRITION RATE FROM ORIENTATION TO SCREENING TO ACTUAL SERVICES PROVIDED IS QUITE HIGH. TO ADDRESS THIS ISSUE, THE DEPARTMENT IS CURRENTLY WORKING WITH SENATOR BORJA TO INTRODUCE CHANGES TO THE LAW. THE INTENT IS TO PROVIDE ENHANCING YOUR MENTAL HEALTH STATE SERVICES IN ALL SCHOOLS FOR 26-27 WHICH IS COMING UP VERY

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SHORTLY. GUAM'S YOUTH ARE FACED WITH A MYRIAD OF CHALLENGES AND LIFE ALTERING DECISIONS THAT CAN NEGATIVELY IMPACT THEIR ACADEMIC SUCCESS AND MOTIVATION TO COMPLETE THEIR EDUCATION. SCHOOL PSYCHOLOGISTS ARE AN IMPORTANT RESOURCE FOR SCHOOLS ESTABLISHING SAFE LEARNING ENVIRONMENTS THAT EMPOWER STUDENTS TO MAKE HEALTHIER CHOICES THAT NAVIGATE THEM THROUGH POTENTIAL STORMS. IN CLOSING, I WANT TO RECOGNIZE MY SIX COLLEAGUES WHO WORK TIRELESSLY EACH DAY TO SERVICE THE MOST AT RISK AND IN NEED OF SUPPORT. THEIR IMPACT ON STUDENTS AND CONTRIBUTION TO THE OVERALL SUCCESS OF THE DEPARTMENT IS IMMEASURABLE. ALSO, SPECIAL THANKS TO DR. BALAJADIA, CHAIRPERSON OF THE GUAM BOARD OF ALLIED HEALTH AND EXAMINERS FOR HER EXPERTISE AND COLLABORATIVE EFFORT IN PROPOSING THE OPPORTUNITY FOR SCHOOL PSYCHOLOGIST LICENSURE. AND LASTLY, I WANT TO THANK SENATOR SABRINA SALAS MANTANANE AND THE OTHER MEMBERS OF THE COMMITTEE ON HEALTH AND VETERANS AFFAIRS FOR THEIR FORWARD THINKING AND RESPONSIVENESS TO THE NEEDS OF THE DEPARTMENT OF EDUCATION AND THE GUAM BOARD OF ALLIED HEALTH EXAMINERS. WHEN PASSED INTO LAW, BILL 295-38 WILL GO FAR TO HELP STUDENTS SUCCEED AND BECOME PRODUCTIVE MEMBERS OF SOCIETY. AGAIN, SIYUUS MAASE FOR YOUR CONTINUED PARTNERSHIP IN EDUCATION.

**SENATOR SABRINA SALAS MATANANE**  
THANK YOU, MR. ANDERSON.

**EDWARD SANTOS**

Hafa Adai Good Morning Senators. Senator Shawn Gumataotao, Matanane, Terlaje, and Taitague. I'm writing to express my full and heartfelt support for proposed Bill 29538. My name is Dr. Edward Santos. I hold a PhD in Clinical Psychology from Palo Alto University. After graduate school, I worked for several years in Denver. I was asked by my Santos family to serve the community on Guam. After the request, I made the decision to move to Guam, the homeland of my father. I'm currently a psychologist with the Guam Department of Education. Bill 29538 seeks to establish and define the educational training requirements for school psychologists. This legislation is not only timely, it's deeply necessary. Every day, our students walk into classrooms carrying burdens that are often unseen, anxiety, grief, family instability, and overwhelming academic pressure. These challenges do not stay at the door. They follow the students into their learning, shaping their ability to focus, participate, and succeed. School psychologists stand at the intersection of education and mental health, offering a lifeline to students who might otherwise go unnoticed. Their role is both critical and compassionate. They encompass early identification of learning and behavioral needs, often catching struggles before they become crisis. Delivery of essential mental health interventions that help students regain stability and confidence. Crisis response during moments of profound loss and trauma, such as recent efforts with sporting at schools after loss of a student and a faculty member. And trainings on relevant issues and mental health. Collaboration with teachers, staff, and families to build environments where students feel safe, understood, and supported. Participating in initiatives like the Enhancing Your Mental Health State, which has already provided screening and intervention to vulnerable students across multiple schools. And lastly, serving as trusted adults for students who may never otherwise seek help, quietly changing the course of their lives. Despite the

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EXTRAORDINARY IMPACT, OUR SCHOOLS REMAIN CRITICALLY UNDERSERVED. CURRENTLY, JUST SIX SCHOOL PSYCHOLOGISTS SERVE AN ENTIRE STUDENT POPULATION OF OVER 23,000, AN OVERWHELMING RATIO OF 1 TO 4,600 STUDENTS. THIS STANDS IN STARK CONTRAST TO THE NATIONAL ASSOCIATE OF SCHOOL PSYCHOLOGIST RECOMMENDED RATIO OF 1 TO 600. BUT BEHIND THESE NUMBERS ARE REAL CHILDREN WAITING LONG FOR HELP, SLIPPING THROUGH THE CRACKS OR GOING WITHOUT SUPPORT ALTOGETHER. EXPANDING THE NUMBER OF SCHOOL PSYCHOLOGISTS IS NOT SIMPLY AN OPERATIONAL IMPROVEMENT. IT IS AN INVESTMENT IN HUMAN POTENTIAL. WHEN STUDENTS RECEIVE THE MENTAL HEALTH SUPPORT THEY NEED, THE TRANSFORMATION IS UNDENIABLE. THEY SHOW NOTE RENEWED ENGAGEMENT AND IMPROVED ACADEMIC PERFORMANCE. THEY ATTEND SCHOOL MORE CONSISTENTLY, FEELING SAFER AND MORE CONNECTED. THEY ARE LESS LIKELY TO FACE DISCIPLINARY ACTION AND UNDERLYING ISSUES ARE ADDRESSED WITH CARE. THEY GAIN THE TOOLS TO COPE, GROW, AND BUILD RESILIENCE. BILL 295-38 ALSO STRENGTHENS THE PROPOSED IMPLEMENTATION OF THE MULTI-TIERED SYSTEM OF SUPPORTS AS KNOWN AS MTSS. A PROACTIVE AND COMPREHENSIVE FRAMEWORK THAT ENSURES STUDENTS RECEIVE THE RIGHT LEVEL CARE AT THE RIGHT TIME. FROM UNIVERSAL SUPPORTS TO INTENSIVE INDIVIDUALIZED INTERVENTIONS BY ADDRESSING THESE CHALLENGES EARLY, WE REDUCE THE NEED FOR MORE SEVERE AND COSTLY INTERVENTIONS LATER. WE MUST ALSO RECOGNIZE THE LONG-TERM IMPLICATIONS. RESEARCH HAS SHOWN THAT ACADEMIC FAILURE IS ONE OF THE STRONGEST PREDICTORS FOR JUVENILE DELINQUENCY. WHEN WE SUPPORT STUDENTS ACADEMICALLY AND EMOTIONALLY, WE ARE NOT JUST IMPROVING THE REPORT CARDS. WE ARE SHAPING FUTURES, STRENGTHENING COMMUNITIES, AND PREVENTING HARDSHIP BEFORE IT TAKES ROOT. AT ITS CORE, THIS BILL IS ABOUT CARE, DIGNITY, AND RESPONSIBILITY. IT REFLECTS A COMMIT TO SEEING EVERY CHILD NOT JUST AS A STUDENT BUT AS A WHOLE PERSON DESERVING THE SUPPORT, UNDERSTANDING AND OPPORTUNITY. BY INCREASING ACCESS TO SCHOOL PSYCHOLOGISTS, WE ARE SENDING A CLEAR MESSAGE. OUR STUDENTS MATTER. THEIR STRUGGLES MATTER. THEIR FUTURES ARE WORTH INVESTING IN. I'M REMINDED OF A STUDENT, A GIFTED ATHLETE, A BOXER WHO WANTED TO COMPETE IN THE GOLDEN GLOVES. WE SHALL CALL HIM TIMBER THE BOXER. TIMBER THE BOXER WAS FAILING IN SCHOOL DUE TO LEARNING CHALLENGES. THIS STUDENT WAS ON THE EDGE OF DROPPING OUT DUE TO HIS PROBLEMS IN SCHOOL. HE WAS STRUGGLING WITH NEGATIVE SELF-ESTEEM. HE WAS STARTING TO ASSOCIATE WITH PEERS THAT HAD ALREADY DISASSOCIATED WITH THE WORLD OF SCHOOL. UNFORTUNATELY, THE SOCIAL BONDS BETWEEN HIMSELF AND TEACHERS WERE ON THE BRINK OF BEING BROKEN. HE STARTED ENGAGING IN DELINQUENT ACTS OF VANDALISM, PETTY THEFT, SUBSTANCE USE, AND ASSAULTS. STATISTICALLY, HE WAS STARTING ON THE DARK ROAD OF INCARCERATION. THEN THE UNPREDICTED HAPPENED. SOMEHOW SOMEWAY HIS PATH LED TO THE REFERRAL TO THE BEHAVIORAL HEALTH TEAM. THE TEAM BROUGHT IN THE PEOPLE WHO HAD A STAKE IN HIS LIFE. HIS COACH, THE PARENTS, A PEER MENTOR AND HIS FAVORITE TEACHER. HE WAS PROVIDED INTERVENTION AT THE RIGHT PLACE AT THE RIGHT TIME. MAYBE IT WAS A MIRACLE OR MAYBE IT WAS THE SOULS OF HIS ANCESTORS WHO WERE GUIDING HIM. ALL I KNOW HE WAS ABLE TO TURN HIS LIFE AROUND. THE TEAM WAS ABLE TO SUPPORT HIS LEARNING WITH ENCOURAGEMENT OF IMPORTANT PEOPLE INCLUDING HIS COACH. HE THRIVED AND SOON WAS ABLE TO APPLY TO HIS ACADEMICS THE SAME PASSION AS IN BOXING. TIMBER THE BOXER WENT ON TO GRADUATE FROM HIGH SCHOOL AND ENTER THE MILITARY. HE STRIVED WITH THE DISCIPLINE OF THE MILITARY AND FINISHED AN ACTIVE DUTY CAREER. HE CONTINUED HIS BOXING IN THE MILITARY AND WENT ON TO PARTICIPATE IN NATIONAL COMPETITIONS. SO RATHER THAN ENTERING THE JUDICIAL SYSTEM, TIMBER THE BOXER BECAME A PRODUCTIVE MEMBER OF SOCIETY WHO PROUDLY SERVED HIS COUNTRY. I DARE TO SAY OUR JUSTICE SYSTEM

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HAS MANY STRUGGLING STUDENTS THAT WOULD HAVE TURNED THEIR THAT WOULD HAVE TURNED THEIR LIVES AROUND IF JUST GIVEN THE OPPORTUNITY AS IN THE SMALL MIRACLE OF TIMBER THE BOXER. THEREFORE, I RESPECTFULLY URGE YOU TO SUPPORT THIS VITAL LEGISLATION. THE NEED IS URGENT AND PROFOUND. THE COST OF INACTION IS FAR TOO GREAT. OUR STUDENTS DESERVE TO BE SEEN, HEARD, AND SUPPORTED. NOT JUST WHEN THEY ARE STRUGGLING, BUT BEFORE THEY REACH THAT POINT. THANK YOU FOR YOUR TIME, YOUR LEADERSHIP, AND YOUR COMMITMENT TO THE WELL-BEING OF OUR STUDENTS AND COMMUNITIES. IN THE WORDS OF ARTHUR FLETCHER WHO ONCE SAID, "A MIND IS A TERRIBLE THING TO WASTE, BUT A MIND IS ALSO A WONDERFUL THING TO INVEST IN." THANK YOU.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, DR. SANTOS.

**TONY CRUZ**

Hafa Adai Buenas and Hafa Adai. Chairwoman Senator Sabrina Salas Matanane, Senator Shawn Gumataotao, Senator Therese Terlaje, and Senator Telo Taitague. Buenas, and thank you for having myself and my colleagues here to express our support for Bill 295-38. My name is Dr. Tony Cruz and I am submitting this testimony in strong support for this bill. This bill establishes a clear road for future school psychology professionals within GDOE through implementing a school psychology licensure requirement in Guam. As a school psychologist myself for GDOE, I understand the magnitude of ensuring that mental health professionals serving our GDOE students are held at a high standard. Students within the GDOE system ought to have access to school psychologists who are trained and licensed under the Guam Board of Allied Health Examiners. And Bill Number 295-38 provides a framework for school psychologist licensure that established this qualification for school psychologist practitioner in Guam. Through this licensure, school psychologist in Guam would have the necessary education training the expertise to provide quality service that fulfills the needs and goals for GDU students, their families and the communities. You know, I've just been hearing the other testimonies of my other colleagues, and I really appreciate the stories. And I was sitting here trying to find out what type of stories I would like to say to influence and to advocate for this bill to be passed. And what I can come up with instead of trying to read from my testimony here which I will submit was that I was working at the Guam Behavior Health and Wellness Center before maybe six years six years ago before coming into GDOE as a school psychologist and I remember working with adults who were in emotional pain, emotional behavioral pain diagnosed with from adjustment to severe mental illness. And I remember to thinking to myself that it's very difficult for them to live day by day in order for them to come out and come to the clinic and take their medications and go to counseling and therapy in order to kind of work on themselves. It's a very hard long-term procedure. And I'm very glad that my colleagues who are there and myself were there to help the people in the community. But I also thought to myself, you know what? If we could help these, if only we could help these adults when they were little, when they were children, when they're adolescents, we could some sort of intervene intervention or guidance so that they could prevent their lives from being very difficult at the time. So, one of my goals, my thoughts were at the time were to work with a population with the childhood and adolescent population so

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I COULD HELP PREVENT THE STRUGGLES THAT CHILDREN ADOLESCENCE WILL HAVE WHEN THEY BECOME ADULTS. ONE OF MY GOALS WAS TO HELP THEM PREVENT TO LIVE A FULFILLING PRODUCTIVE HAPPY LIFE. AND SO, THAT'S MY THAT'S MY THOUGHT AND MY GOALS WHEN I'M WORKING WITH STUDENTS AT THIS TIME. MY COLLEAGUES AND WE WORKED VERY HARD EVERY DAY WITH STUDENTS WHO STRUGGLE WITH WHO DON'T WANT TO COME TO SCHOOL, WHO ARE DEPRESSED BECAUSE THEY DON'T WANT TO BE SEEN BY THE OTHER STUDENTS. THEY'RE HAVING SUBSTANCE USE. THEY HAVE DEPRESSION. THEY HAVE FEELINGS OF HOPELESSNESS AND ANXIETY. AND SO, SCHOOL PSYCHOLOGISTS ARE DEEPLY NEEDED WITHIN OUR COMMUNITY, WITHIN OUR HOMETOWN, OUR ISLAND. AND SO, I WANT TO ENCOURAGE ALL 12 SENATORS FOR HAVING US HERE TO ADVOCATE FOR THIS BILL. IT'S GREATLY NEEDED. SO I ENCOURAGE THE SENATORS PLEASE VOTE PASS THIS BILL. LASTLY, I WOULD LIKE TO THANK DR. BALAAJADIA. THANK YOU VERY MUCH DR. BALAJADIA AND ALSO TO THANK YOU TO NADINE CEPEDA AND CHAIRWOMAN, SENATOR SABRINA SALAS MATANANE FOR MAKING THIS THING HAPPEN, FOR HAVING US HERE, TO ADVOCATE, AND TO MY SUPERINTENDENT AND TO MY STUDENT SUPPORT SERVICES ADMINISTRATOR FOR THEIR, DEEP SUPPORT. SO, THANK YOU SO MUCH FOR THIS OPPORTUNITY.

**SENATOR SABRINA SALAS MATANANE**  
THANK YOU, DR. CRUZ.

**SONIA PABLO**

GOOD MORNING, Hafa Adai. SENATOR SHAWN GUMATAOTAO SENATOR SABRINA MATANANE, SENATOR THERESE TERLAJE, AND SENATOR TELO TAITAGUE. THANK YOU FOR ALLOWING US TO BE HERE THIS MORNING. I'M HERE TO TESTIFY FOR BILL 29538. MY NAME IS SONIA PABLO AND I CURRENTLY WORK FOR THE GUAM DEPARTMENT OF EDUCATION AS A SCHOOL PSYCHOLOGIST. THIS BILL WILL ALLOW CURRENT PSYCHOLOGIST TO BE EMPLOYED AND THIS BILL IS REALLY URGENT. IT'S CRITICAL. THIS IS NECESSARY BECAUSE WE NEED TO CONTINUE TO PROVIDE SERVICES TO OUR STUDENTS. IN MY ROLE, I HAVE WITNESSED THE CRITICAL IMPACT OF OUR WORK ON THE ACADEMIC SUCCESS AND WELL-BEING OF STUDENTS. IN PARTICULAR, THIS BILL IS VITAL AS IT MORE ACCURATELY REFLECTS THE SPECIALIZED NATURE OF OUR WORK. SCHOOL PSYCHOLOGISTS PLAY A DISTINCT ROLE IN A SCHOOL SETTING BY CONDUCTING PSYCHOLOGICAL ASSESSMENTS, PROVIDING MENTAL HEALTH SUPPORT AND COUNSELING, COLLABORATING WITH TEACHERS AND ADMINISTRATORS AND HELPING STUDENTS OVERCOME BARRIERS TO LEARNING. HOWEVER, ON GUAM, THE NUMBER OF SCHOOL SIDE COLLEGES AVAILABLE TO SERVE THE NEEDS OF THE GDOE IS SEVERELY LIMITED. THERE ARE ONLY SIX OF US TO REACH ACROSS THE WHOLE ENTIRE DISTRICT. I MEAN, THEY WERE LOOKING AT 23,000 STUDENTS TO BE ABLE TO ACCOMMODATE, RIGHT? IT'S DIFFICULT. SO, THE LACK OF SUFFICIENT SCHOOL PSYCHOLOGIST IN GUAM HAS LED TO AN OVERWHELMING RESPONSIBILITY FOR THOSE OF US CURRENTLY WORKING IN THE FIELD. SO AS YOU CAN SEE THE KNOW SIX OF US HERE IS WE HAVE A LOT THERE'S A LOT OF DEMANDS ACROSS THE DISTRICT THAT NEEDS TO BE ANSWERED. SO WE NEED TO BE ABLE TO ADDRESS ALSO THE MENTAL HEALTH NEEDS OF OUR STUDENTS. SO, THIS CREATES CHALLENGES MANY CHALLENGES THAT EVEN OUR STAKEHOLDERS ARE NOT EVEN AWARE OF. THERE'S REALLY COMPLEX CASES THAT HAVE CAME ABOUT ALSO BECAUSE OF COVID 19 AND EVEN WITH THAT THERE'S STILL SOME LINGERING, I WOULD SAY REMNANTS OF THE WHOLE PANDEMIC THAT WE STILL SEE TODAY AND MANY PEOPLE ARE NOT REALLY EVEN AWARE OF IT BECAUSE THE KIDS ARE STILL SOMEWHAT ANXIOUS, THEY HAVE TRAUMA FROM THAT AND SO BECAUSE OF THAT YOU KNOW WE REALLY NEED TO STILL BE ON THE FOREFRONT OF ALL OF THIS AND THAT'S WHAT WE DO WE PROVIDE VIDE THAT SUPPORT AND WE ADVOCATE

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FOR OUR STUDENTS SO THAT THEY ARE HEARD AND THEY ARE BEST FELT IN IN THE SCHOOL SYSTEM BECAUSE IF WE DON'T DO THAT WHO ELSE IS GOING TO DO IT WHO US AND THAT'S WHAT WE DO IS WE CREATE THAT VOICE FOR THEM WHERE NO ONE CAN HEAR THEM AND SO I BEST WANT TO SAY THAT IS ABSOLUTELY APPARENT THAT WE PROVIDE THAT SUPPORT AND WE COULDN'T BE THERE. SO, WITH THIS BILL, THIS WILL ALLOW US TO KIND OF SERVE US IN THAT CAPACITY SO THAT WE ARE NOT JUST A YOU KNOW A BYSTANDER. WE NEED TO BE ABLE TO REALLY SPEAK UP FOR THEM BECAUSE NO ONE ELSE WILL. AND THAT'S WHAT WE DO IN THE SCHOOLS WHEN WE GO TO OUR MEETINGS, OUR STAFFING, WE ARE ABLE TO SAY, "HEY, LET'S TAKE A LOOK AT THIS, LET'S TAKE A LOOK AT THAT." BECAUSE IF WE DON'T CREATE THAT SUPPORT FOR THEM AND IT'S VERY DIFFICULT BECAUSE THE ACADEMIC SETTING IS ONE SETTING BUT WHEN WE COME IN AS MENTAL HEALTH PROFESSIONALS AS SCHOOL PSYCHOLOGIST WE PLAY A VERY DISTINCT ROLE AND I STRONGLY RECOMMEND THAT WE HIRE MORE SCHOOL PSYCHOLOGISTS WHO CAN BE ABLE TO FUNCTION IN THAT CAPACITY. SO, SENATORS, I IMPLOR YOU AND I SINCERELY HOPE THAT WE PASS THIS BILL IN ORDER TO PROVIDE THAT CONTINUITY OF SERVICES THAT SO BADLY NEED IN OUR DEPARTMENT. THANK YOU.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, MISS PABLO.

**JESSE BALETO**

HABA ADAI AND GOOD MORNING, HONORABLE SENATORS. MY NAME IS JESSE BALETO AND I'M A PSYCHOLOGIST WITH THE GUAM DEPARTMENT OF EDUCATION BEHAVIORAL HEALTH SERVICES PROGRAM. I RESPECTFULLY COME BEFORE YOU AND REQUEST YOUR SUPPORT AND ADOPT THE PROPOSED LEGISLATION THAT DEFINES AND STRENGTHENS THE TITLE OF THE SCHOOL PSYCHOLOGIST POSITION AND TO PROTECT THOSE WHO CURRENTLY ARE PROVIDING SCHOOL PSYCHOLOGY SERVICES THROUGH A GRANDFATHER PROVISION. SCHOOL PSYCHOLOGISTS ARE UNIQUELY TRAINED TO ASSESS LEARNING AND ADDRESS SOCIAL EMOTIONAL NEEDS. WE PROVIDE EVIDENCE-BASED INTERVENTIONS TO SUPPORT STUDENTS AND THEIR FAMILIES. WE CONSULT WITH SCHOOL ADMINISTRATORS, SCHOOL COUNSELORS, TEACHERS, AND THEIR FAMILIES. AND WE SUPPORT SCHOOL LEVEL SYSTEMS STRATEGIES THAT IMPROVE SCHOOL CLIMATE AND STUDENT OUTCOMES. SCHOOL PSYCHOLOGISTS ARE INVOLVED IN EARLY IDENTIFICATION AND INTERVENTION TO REDUCE SPECIAL EDUCATION REFERRALS WHEN APPROPRIATE, IMPROVE ATTENDANCE. WE COLLABORATE WITH COMMUNITY PARTNERS TO LOWER SUSPENSION RATES AND AIM TO INCREASE ACADEMIC ACHIEVEMENT. SCHOOL PSYCHOLOGISTS PLAY A CRUCIAL ROLE IN CRISIS RESPONSE, SUICIDE PREVENTION, TRAUMA-INFORMED CARE, AND OTHER BEHAVIOR SUPPORTS SUPPORT SERVICES TO MAINTAIN STUDENT ENGAGED IN LEARNING AND PREPARATION FOR LIFE. SUPPORTING SCHOOL PSYCHOLOGISTS IS AN INVESTMENT IN SUPPORTING SCHOOLS, PREPARING PRODUCTIVE STUDENTS, AND BUILDING RESILIENT COMMUNITIES. THANK YOU FOR YOUR TIME AND CONSIDERATION.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, MR. BALETO.

**EVANGELINE CEPEDA**

HABA ADAI AND GOOD MORNING, SENATORS. SENATOR SABRINA SALAS MATANANE. THANK YOU FOR SENATOR THERESE TERLAJE, SENATOR TELO TAITAGUE, AND SENATOR SHAWN GUMATAO. THANK YOU. MY NAME IS EVANGELINE CEPEDA. I'M COMING HERE WITH A DIFFERENT HAT. MY HAT IS AS A PARENT AND AS A BOARD MEMBER, A FORMER BOARD MEMBER

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OF THE DEPARTMENT OF EDUCATION. OKAY, SO FIRST THINGS FIRST, WHY I RAN FOR DOE FOR THREE TERMS. I RAN BECAUSE I HAD A CHILD WITH SPECIAL NEEDS AND WHEN I NOT PHYSICAL DISABILITY, MENTAL AND WITHOUT VIOLATING HIS RIGHTS, I TRY TO WORK WITH DOE. THIS WAS YEARS AGO. OKAY. WHAT 25 20 YEARS AGO THERE WAS NO ASSISTANCE. GO TO DIVISION OF SPECIAL ED. THAT WAS THE PROCESS. GO TO MENTAL HEALTH. THAT WAS THE PROCESS AT THE TIME. THEY HAD A SCHOOL PSYCHOLOGIST, BUT THAT IN PART WAS MORE OF A SURVEY BASE, RESEARCH BASE. IT WASN'T TO STEP UP AND STEP OUT. SO, AS I USUALLY DO, INSTEAD OF GRIPING AND COMPLAINING, I RAN FOR THE BOARD. AND I FOUGHT TO GET FEDERAL PROGRAMS AND DIVISION OF SPECIAL ED AS I CHAIRED THAT COMMITTEE. THE FIRST THING WE DID WORK ON WAS IEPS AND THE HIPPA LAW. WORKING WITH THE STUDENTS, WORKING WITH THE PARENTS, WE TOOK A VERY PROACTIVE APPROACH. IT WAS CHANGE WAS DIFFICULT. I WAS THE ENEMY. OKAY, I WAS INSIDE, BUT I WAS THE ENEMY TRYING TO TELL THESE EXPERTS WHAT I NEEDED AS A PARENT AND AS A BOARD MEMBER. THAT WAS TOUGH. YOU KNOW, THAT CHANGE IS REALLY TOUGH. I'M A TOUGH PERSON. I'M OKAY WITH BEING THE BAD GUY. I'M OKAY WITH THAT. I CAN LIVE AT NIGHT. I CAN SLEEP AT NIGHT. THAT WAS ONE THING. THEN WE SAW THE OKAY, MISS CEPEDA, WE'VE GOT THIS SECTION UNDER THE FEDERAL LAW. YOU CAN'T CHANGE. YOU CAN'T DO THIS, BUT YOU'RE VIOLATING THE HIPPA LAW. YOU HAVE THE NURSE TALKING TO THE CLERK ABOUT MY SON. WHAT'S GOING ON HERE? YOU VIOLATED EVERY RIGHT. SO, I SPOKE UP. I STOOD UP. AND THAT HAS CHANGED. IT'S COME FULL CIRCLE AND I'M GLAD FOR THAT BECAUSE CHILDREN NEED TO BE PROTECTED. WE LIVE IN A ENVIRONMENT WHERE STIGMATISM IS VERY HIGH. THERE'S A REASON WHY MENTAL HEALTH PEOPLE DON'T WANT TO GO THERE. I'M NOT EMBARRASSED TO GO IN THERE AND SAY, "I NEED HELP." BUT HOW MANY OF THEM ARE? THERE'S A SENSE OF STIGMATISM. OH, YOU'RE MENTALLY SICK. YOU'RE BIPOLAR. YOU'RE GOT SCHIZOPHRENIA. WHATEVER IT MAY BE, WE LIVE IN THAT SOCIETY ALL ACROSS AMERICA. IT'S STILL THERE'S A STRONG STIGMATISM AND I'M SAYING TO YOU TODAY WE'VE COME NOW EVEN TO TODAY THERE'S A RESISTANCE. I'M NOT GOING TO SIT HERE. I'M GOING TO TELL YOU THAT YES MY SISTER NADINE CEPEDA SHE'S THE YOUNGEST AND I'M THE ELDEST OF FIVE SISTERS. SHE THINKS SHE LIKES TO THINK SHE'S STRONGER THAN I AM BUT I'M MORE VOCAL AND SOMETIMES I'M OKAY WITH THAT. I'M CHAMMORO NATION AT ONE AT ITS BEST. WITH THAT SAID, I'M HERE BECAUSE I'M NOT ADVOCATING FOR MY SISTER. NO, I'M NOT. I'M ADVOCATING FOR THE POSITION OF THIS BILL, PROPOSED BILL 295-38 LS FIGHTING FOR THIS TO BE A PART OF THE GROUP THAT 30 YEARS AGO SCHOOL PSYCHOLOGIST AH COME ON SEND THEM TO MENTAL HEALTH. THE PEOPLE DEMAND MORE TODAY. THEY EXPECT MORE FROM YOU AND I WHO SIT AND WEAR A DIFFERENT HAT. THEY EXPECT IT AND THEY DEMAND IT. YOU HEAR THIS FROM PEOPLE EVERYWHERE. WE FAILED THEM IF WE DO NOT PASS THIS. THERE SHOULD BE NO ONE IN THIS TABLE OR ANYONE THAT'S GOING TO WRITE A TESTIMONY THAT IS ANTI- THIS BILL. STOP MAKING IT DIFFICULT. THIS BILL IS VERY SIMPLE. ADD THIS TO THE TABLE. MAKE THIS BE ESSENTIAL. WHY? I'M GOING TO TELL YOU WHY. OUR CHILDREN ARE FRAGILE. THEY ARE FRAGILE. THEY FEEL DEPRESSED. THEY WANT TO HANG THEMSELVES. NOBODY WANTS TO TALK ABOUT THAT. IT IS A FRAGILE STATE. NOBODY WANTS TO DISCUSS THAT. WE'LL LEAVE IT TO THE EXPERTS. I HAVE TO CALL MR. ANDERSON. MR. ANDERSON HAS TO CALL MY SISTER CRAZY. AND I'M PASSIONATE ABOUT THIS. TOO MANY OF OUR YOUTHS HAVE DIED, TAKEN THEIR LIFE FOR SOMETHING THAT SHOULD HAVE BEEN DEALT WITH. THIS MEDIOCRE CRAP. IT UPSETS ME. LET'S GO THROUGH THE PROCESS. I UNDERSTAND ABOUT LEGAL LEGALITY, LIFE, LIABILITY, LEGALITY. DEAL WITH IT LATER. THAT'S JUST MY THING AS A PARENT. AND I HAD TO FIGHT THIS EVERY SINGLE DAY. I HAD TO SAY, "SCREW THE STIGMATISM. I DON'T CARE, NADINE. I'M GOING TO MENTAL HEALTH. MY CHILD NEEDS IT. BUT I'M ONE OF THE VERY RARE. THERE'S A LOT THAT AREN'T THAT WAY. I'M HERE TODAY TO SAY, DON'T MAKE THIS PROLONG THIS PROPOSED BILL. PUT IT INTO ACTION. PUT IT TO

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THE TABLE. PUT IT IN PLACE. SO, THE KIDS EVERY DAY I HEARD THIS FROM THESE ARE EXPERTS. I'M NOT AN EXPERT. I'M A MOTHER. I'M WEARING A DIFFERENT HAT NOW. CHARTER SCHOOLS. JUST THIS YEAR IN CHARTER SCHOOLS, FOUR PEOPLE IN OUR CHARTER SCHOOL COMMITTED SUICIDE. THAT WAS DEVASTATING. I CRIED BECAUSE I WAS THINKING OF THEIR MOTHER, THE PARENTS, THE FAMILY. THEN I HAD TO CALL MR. ANDERSON. THANK GOD HE PICKED UP I THINK AT 7 AT NIGHT. I COULD HAVE GONE STRAIGHT TO MY SISTER. I BELIEVE IN PROPER PROTOCOL. I DID THAT. I WAS CALLED AND I SAID, "I NEED YOU TO HELP MY PEOPLE. MY COUNSELORS, I MEAN, I'M SORRY, MY TEACHERS, MY STUDENTS AT THIS CHARTER SCHOOL WERE DEVASTATED. THIS IS HAPPENING ON OUR FRONT DOORS AND IN OUR BACKYARDS. WE DON'T HAVE TO LOOK FAR. SO, ANYONE THAT'S GOING TO OPPOSE THIS BILL IS CRAZY. I WILL BE THE FIRST TO SAY IT. CRAZY." OR HAVE A POLITICAL AGENDA. THIS IS NOT HARD TO THINK ABOUT. THIS NEEDS TO BE DONE. 30 YEARS AGO, WE DIDN'T HAVE THE COUNSELORS. WHEN I WAS GOING TO SCHOOL, CORRECT ME IF I'M WRONG IF YOU'RE MY AGE. I WON'T REVEAL MY AGE, BUT I WILL SAY THIS. WHEN I WAS IN SCHOOL, THE SCHOOL COUNSELORS DID THIS. OH, VANGIE, YOU HAVE THREE CREDITS TO GO. THREE CREDITS AND YOU'RE GOING TO GRADUATE. THAT'S ALL THEY DID. I'M NOT TAKING AWAY FROM THE COUNSELORS BACK THEN, BUT THAT WAS THE NEED OF THAT TIME. IT'S NOT THE NEED OF TODAY. FORGET ABOUT THE THREE CREDITS. WHEN YOU HAVE A PER A CHILD THAT WANTS TO CUT HIMSELF, WHICH OF THE TWO LESSER EVIL, FORGET THE THREE SHORT CREDITS. WORK ON HIS MENTAL CONDITION. AND YOU CAN'T DO THAT WITH TEACHERS. TEACHERS ARE TOO BUSY TEACHING. WE NEED THE EXPERTS. I AM NOT AN EXPERT. BUT YOU DECIDE. A CHILD WAS CUTTING HIMSELF. LIFE OR DEATH. AND I HATE IT. I'M GOING TO SAY THIS AND I'M SHAKING. I HATE IT WHEN THEY SAY, "OH, WE DID ALL WE CAN." THAT'S NOT ENOUGH. THAT IS NOT AN ANSWER I WANT TO HEAR. IT SHOULD BE, "DID WE DO EVERYTHING?" AND I'M LOUD ABOUT IT BECAUSE I'M I FEEL LIKE I WANT TO CRY. I'M PASSIONATE ABOUT THIS. TOO MANY TIMES. DEPRESSION, SUICIDE, WE DON'T KNOW WHAT ELSE. THEY HAVE BULLY. WHEN I WAS THE BOARD ON THE BOARD, IT WAS BULLYING. WOW. SOMETHING SMALL, RIGHT? BULLYING. NOW IT'S OH MY GOD. CRISIS, DEPRESSION, SUICIDE. WOW. WHAT A TIMES HAVE CHANGED IN THE LAST 20 YEARS. THIS IS CRITICAL. THIS IS CRUCIAL. THIS IS ESSENTIAL. THIS IS LIKE AT THE YES. AT TODAY. THAT'S WHAT I'M TALKING ABOUT. SENATORS, WE'RE I'M SO SICK OF HEARING IN THE NOBODY WANTS TO TALK ABOUT IT. EVERYBODY WANTS TO WALK ON EGGSHELLS. IT'S WRONG. IT'S CRAZY. WE COME FROM A FAMILIAR SYSTEM WHERE WHEN ONE HURTS, EVERYBODY FEELS IT. BUT GUESS WHAT? WE DON'T TALK ABOUT IT. OH, WE LEAVE IT TO THE EXPERTS. THE SEVEN. I HEARD THE NUMBER SEVEN. I WROTE IT. SEVEN ON THE ENTIRE ISLAND. YOU GOT TO BE KIDDING ME. ONE, I'M CALLING MY SISTER AND I'M SAYING, "HOW IS MOM?" I CAN'T TALK TO YOU. I'M ON A PHONE. WHAT? I DRIVE TO MY MOM'S HOUSE TAKING MY ELDERLY MOTHER AND MY SISTER'S ON THE PHONE. DO NOT DISTURB HER. SHE'S IN HER ROOM, WHICH IS THEIR HER CONFERENCE ROOM. THIS IS WHAT WE I SEE. THEN I HAVE A BROTHER-IN-LAW WHO'S A DOCTOR IN THIS. MY SISTERS IN FORENSIC PSYCHOLOGY. SO IT HAPPENS TO BE I LIVE WITH PEOPLE THAT THESE ARE THE EXPERTS. SO I HAVE TO SAY I BEG TO DIFFER AND SOMETIMES I'M I AM NOT THE EXPERT BUT I'M THE MOTHER. I'M THE PERSON THAT DEALS WITH THIS. OKAY. SO I AM HERE TODAY IN A CAPACITY AS A MOTHER AS A PARENT AS MY HAT AS THE CHAIR ON CHARTER SCHOOL. FOUR DEATHS SUICIDE. THIS IS IMPORTANT. THE SCHOOL PSYCHOLOGIST IS IMPORTANT. I DON'T YOU KNOW AND I CAN UNDERSTAND WHY THE LAWMAKERS BACK THEN IT WASN'T A NEED BECAUSE THERE WASN'T THIS PROBLEM, THIS FRAGILE STATE OF EMERGENCY. TODAY IT IS AND TODAY IS NEEDED. AND MADAM CHAIR, I'M LOOKING AT YOU AS I ALWAYS DO WHEN I SAY THIS. THIS IS A CALL FOR CRY. THIS IS A DEMAND FROM YOU AND YOUR OTHER SENATORS TO MAKE THIS BILL PASS. IT'S NEEDED. WHETHER IT BE MY SISTER OR THE NEXT PERSON, I'M NOT LOOKING AT THE NAME. I'M LOOKING AT THE TITLE AND WHAT THAT TITLE HOLDS. IT'S A CRY

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FOR HELP. DON'T WAIT FOR NEXT YEAR. THE LEGISLATURE, I KNOW IT'S ELECTION YEAR. YOU CAN PASS THIS BILL. AND I IMPLORER THE 15 TO PASS THIS BILL. IT'S A CRY FOR HELP. AND WITH THAT, I DON'T MEAN TO, YOU KNOW, I'M SPEAKING FROM THE HEART HERE. I WANT TO SAY THAT WE ARE IN A CRISIS. WE THE YOUTH ARE FRAGILE SINCE COVID IT'S GOTTEN WORSE. YOU KNOW, IT'S GOTTEN WORSE AND OUR PEOPLE DEMAND AND EXPECT MORE FROM US, FROM US FOR LESS. WHAT I MEAN BY THAT IS THEY WANT MORE FROM US. AND UNFORTUNATELY, I'M ONE OF THOSE SENATORS THAT SAY YOU DESERVE TO GET PAID MORE. DON'T I'M NOT EMBARRASSED TO SAY IT. YOU DESERVE IT. BECAUSE UNFORTUNATELY WE LIVE IN A COMMUNITY WHERE YOU WOULD GO TO CHURCH AND SOMEONE WOULD SAY, "SENATOR SABRINA, I'M SORRY TO BOTHER YOU AFTER MASS, BUT CAN YOU I GOT THIS PROBLEM. THE HOSPITAL, I'M GIVING AN EXAMPLE. YOUR JOB IS NON-STOP. IT'S A TOUGH JOB AND YOU CAN'T PLEASE EVERYBODY. BUT YOU COULD TRY TO SLEEP WELL AT NIGHT. LIKE I SAY, I SLEEP GOOD AT NIGHT CUZ I DON'T OFFEND. IF I OFFENDED ANYBODY, IT WASN'T TO OFFEND ANYBODY. BUT I WILL SPEAK MY TRUTH." SO, I COME HERE BEFORE YOU AND I SAY NO MORE. PLEASE PASS THIS BILL, BILL 295-38 WITH THE 15. AND I HOPE THEY HEAR THIS TODAY BECAUSE THIS IS AN URGENT DIRE NEED. THANK YOU, SENATORS.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, MISS CEPEDA. AND I HEAR YOU. AND THAT'S WHY WHEN WE FIRST SPOKE WITH NADINE ABOUT THIS BILL WE ACTED AS QUICKLY AS WE COULD AND IT JUST WE WERE SHARING STORIES AND YOU KNOW WHEN YOU BROUGHT THAT BILL TO OUR ATTENTION AND THE NEED AND HOW THERE'S ONLY SIX SCHOOL PSYCHOLOGISTS AND VANGIE WHEN YOU WERE TALKING ABOUT YOU KNOW 20 YEARS AGO 20 YEARS AGO MY GODDAUGHTER SHE TOOK HER OWN LIFE AND HAD THEY HAD THE SCHOOL PSYCHOLOGIST THEN, YOU KNOW, MAYBE SHE WOULD STILL BE WITH US TODAY. AND SO, YES, WHEN I GOT THE BILL MOVED QUICKLY, I DIDN'T EVEN PUT IT OUT FOR CO-SPONSORS. IT WAS LIKE, LET'S GET THIS IN TODAY. AND SO, I'M GLAD WE'RE HERE TODAY AND THIS BILL IS HAVING A PUBLIC HEARING AND I'M GOING TO TRY MY BEST TO GET IT OUT AND GET IT PASSED DURING THE MAY SESSION. SO, MR. HAN, UM, OR OKAY.

**REBECCA MORTA**

GOOD MORNING, SENATORS, SENATOR TELO TAITAGUE SENATOR THERESE TERLAJE, AND SENATOR GUMATATAO, MOST ESPECIALLY SENATOR SALAS MATANANE. THANK YOU FOR THE OPPORTUNITY TO SPEAK TODAY IN STRONG SUPPORT OF BILL NUMBER 295-38 TO ESTABLISH SCHOOL PSYCHOLOGIST IN OUR SCHOOLS. MY NAME IS REBECCA MORTA AND I AM A PARENT OF TWO WONDERFUL STUDENTS AT UNTALAN MIDDLE SCHOOL. I COME BEFORE YOU TODAY BECAUSE I FIRMLY BELIEVE THAT OUR CHILDREN DESERVE TO HAVE THE EMOTIONAL, MENTAL, AND PSYCHOLOGICAL SUPPORT THEY NEED TO THRIVE ACADEMICALLY AND PERSONALLY. AND THIS BILL CAN MAKE THAT A REALITY. AS A PARENT, I'VE WITNESSED FIRSTHAND THE GROWING CHALLENGES THAT OUR CHILDREN FACE TO IN TODAY'S WORLD. FROM THE PRESSURES OF ACADEMIC PERFORMANCE TO THE MENTAL HEALTH CHALLENGES BROUGHT ABOUT SOCIAL MEDIA, SUBSTANCE MISUSE, BULLYING, AND FAMILY TRAUMA, MANY STUDENTS ARE STRUGGLING IN IN WAYS THAT ARE INVISIBLE TO MOST TEACHERS, ADMINISTRATORS, AND EVEN THEIR PEERS. WHILE OUR EDUCATORS DO THEIR BEST TO SUPPORT STUDENTS, THEY OFTEN LACK THE TRAINING AND RESOURCES TO EFFECTIVELY IDENTIFY OR ADDRESS THESE ISSUES. THIS IS WHERE SCHOOL PSYCHOLOGISTS CAN PLAY AN EMOTIONAL ROLE, AN ESSENTIAL ROLE. SCHOOL PSYCHOLOGISTS ARE TRAINED TO ASSESS, SUPPORT, AND PROVIDE INTERVENTIONS FOR STUDENTS MENTAL HEALTH NEEDS. THEY SERVE AS CRITICAL RESOURCES FOR STUDENTS WHO ARE EXPERIENCING ANXIETY, DEPRESSION, SUBSTANCE MISUSE, BEHAVIORAL ISSUES, OR

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EMOTIONAL STRUGGLES. BY HAVING A QUALIFIED SCHOOL PSYCHOLOGIST ON STAFF, WE NOT ONLY ENSURE THAT OUR CHILDREN RECEIVE THE SUPPORT THEY NEED TO OVERCOME THESE CHALLENGES, BUT ALSO HELP CREATE A HEALTHIER, MORE SUPPORTIVE LEARNING ENVIRONMENT FOR ALL STUDENTS. FOR EXAMPLE, I'M A PEER MENTOR WITH TOHGE. I HAVE SEEN FIRSTHAND HANDHELD CHILDREN AND FAMILIES STRUGGLE WITH FAMILY SEPARATION DUE TO SUBSTANCE USE AND MENTAL HEALTH CHALLENGES. MY CHILDREN ARE RESILIENT AS I WORKED ON MY RECOVERY AND THEY WERE GROWING. THEY WERE GOING THROUGH SOME EMOTIONAL CHALLENGES. THERE WAS NO IMMEDIATE ACCESS TO A MENTAL HEALTH PROFESSIONAL WHO COULD PROVIDE TARGETED STRATEGIES FOR COPING IN SCHOOLS. WITHOUT THAT SUPPORT, THE ISSUE ONLY ESCALATED AFFECTING MY CHILDREN'S P PERFORMANCE AND WELL-BEING. A SCHOOL PSYCHOLOGIST WOULD HAVE BEEN ABLE TO STEP IN SOONER, OFFERING INTERVENTIONS AND CONNECTING US WITH THE RESOURCES WE NEEDED TO ADDRESS THE ISSUES BEFORE IT GREW LARGER. I HAVE TAKEN STEPS TO REPRESENT TOHGE AND COLLABORATE WITH THE GUAM DEPARTMENT OF EDUCATION TO ESTABLISH THE FIRST EVER HOPE DEALERS COALITION AT OKKODO HIGH SCHOOL. THIS COALITION IS STUDENT LED, WHICH TURNS NEGATIVE INTO POSITIVE AND MAKES STUDENTS BELIEVE THAT THEY CAN CHANGE THEIR LIFE CHOICES FOR THE BETTER. WE HAVE AN AMAZING TEAM OF STUDENTS WANTING TO DO SO MANY THINGS AND WE ARE IN SUPPORT OF THIS EFFORT. ADDITIONALLY, SCHOOL PSYCHOLOGISTS ARE CRUCIAL IN HELPING TO IDENTIFY STUDENTS WHO MAY NEED SPECIALIZED SERVICES, ENSURING EARLY INTERVENTION FOR LEARNING DISABILITIES, EMOTIONAL DISTURBANCES, AND BEHAVIORAL ISSUES. EARLY SUPPORT CAN MAKE A WORLD OF A DIFFERENCE IN A CHILD'S ACADEMIC AND OVERALL MENTAL HEALTH. RESEARCH SHOWS THAT STUDENTS WHO RECEIVE PSYCHOLOGICAL SUPPORT AT SCHOOLS ARE MORE LIKELY TO HAVE IMPROVED ACADEMIC OUTCOMES, BETTER SOCIAL EMOTIONAL SKILLS, A GREATER SENSE OF BELONGING, AND SCHOOL PSYCHOLOGISTS ALSO WORK TO TRAIN TEACHERS AND STAFF TO CREATE A SAFE AND INCLUSIVE SCHOOL ENVIRONMENT, THEREBY BENEFITING THE ENTIRE STUDENT BODY. IN CLOSING, I URGE YOU TO PASS THIS BILL AND PRIORITIZE THE MENTAL HEALTH AND WELL-BEING OF OUR STUDENTS. BY ESTABLISHING SCHOOL PSYCHOLOGIST IN OUR SCHOOLS, WE TAKE AN IMPORTANT STEP IN PROVIDING THE SUPPORT OUR CHILDREN DESERVE. THIS IS AN INVESTMENT IN THE FUTURE AND THE FUTURE OF OUR COMMUNITY. THANK YOU AGAIN FOR YOUR TIME AND CONSIDERATION.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, MISS MORTON. IS THERE ANYONE ELSE HERE THAT WOULD LIKE TO TESTIFY ON BILL 295? OKAY.

**BRIAN HAHN**

HELLO. THANK YOU. DISTINGUISHED SENATORS AND Hafa Adai. I DON'T KNOW. THERE'S NOT REALLY I THINK EVERYBODY HAS SAID IT'S SO APPARENT AND SOLID OF WHAT WHY WE WOULD SHOULD PASS THIS BILL OR WHY NOT ME BUT THE DISTINGUISHED PEOPLE SHOULD VOTE ON THIS AND LET YOUR CONSCIENCE AND GOD AND WHAT THE RIGHT THING TO DO IS GUIDE YOUR DECISION WITH THAT. BY HEARING EVERYBODY'S TESTIMONY AND I COULD FEEL THE ENERGY IN THE ROOM AND THE SINCERE AND GENUINE AND IT WAS REALLY TOUCHING TO SEE THAT EVERYBODY PRETTY MUCH HAS BEEN TOUCHED BY THESE KIND OF SITUATIONS. SO I DON'T REALLY THERE'S NOT FOR YOU KNOW EVERYBODY HAS SAID EVERYTHING THAT THEY COULD SAY AND IT'S SO APPARENT AND IT WAS VERY MOVING AND IT'S VERY SENTIMENTAL TO ME AS WELL BECAUSE I HAVE FIVE CHILDREN FOUR ARE STILL IN THE SCHOOL SYSTEM SO IT DOES AFFECT ME DIRECTLY AND LIKE REBECCA WE BOTH WORK FOR OR WE SUPPORT AND REPRESENT

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TOHGE AN ORGANIZATION THAT SUPPORTS THESE THINGS AND WE'VE BEEN BLESSED ENOUGH TO BE ABLE TO GIVE AN GIVEN AN OPPORTUNITY WITH THE DEPARTMENT OF EDUCATION AND THEIR AMAZING TEAM TO GO INTO THE SCHOOLS AND TO HAVE A YOU KNOW A COUNSELING APPROACH, A CLINICAL AND AS WELL AS A PEER APPROACH WITH LIVED EXPERIENCES TO SUPPORT THE YOU KNOW TO TRY AND REACH THE CHILDREN. AND WE'VE BEEN IN THE SCHOOLS AND IT'S REALLY SAD. WE WERE REALLY BLESSED TO GO INTO PRICE ELEMENTARY FROM KINDERGARTEN TO FIFTH GRADE AND YOU KNOW YOU DON'T SO FOR SUICIDAL IDEATIONS HOW DO YOU DO THAT WHEN A KINDER GARTER TO A FIFTH GRADE AND I IF IT WASN'T FOR THE DEPARTMENT OF EDUCATION AND NADINE CEPEDA AND ALSO A FEW OTHER PEERS LIKE REBECCA WE WOULDN'T HAVE BEEN ABLE TO I THINK HAVE A POSITIVE IMPACT AND IF IT WASN'T ALSO FOR THAT COUNSELOR WHO REACHED OUT TO OUR ORGANIZATION TO HAVE THAT SITUATION I THINK THAT WOULDN'T HAVE BEEN OPPORTUNITY TO DO THAT. SO LIKE WHAT YOU WERE SAYING, SENATOR SABRINA SALAS MATANANE, IF SOMEONE WAS THERE FOR YOUR FAMILY MEMBER THAT PASSED BECAUSE OF THAT, MAYBE SOMEONE MAYBE THAT PRESENTATION, US BEING THERE AT THAT SCHOOL, THAT TIME MIGHT HAVE MIGHT HAVE MAYBE SAVED A LIFE. WHO KNOWS? BECAUSE WE CAN NEVER REALLY, YOU KNOW THAT FOR SURE. I DO KNOW THAT AND THE DATA ALL THE DATA SHOWS WHY WE WOULD WANT PSYCHOLOGISTS IN THE SCHOOL IF IT'S A TWO-PRONG THING. IT'S A YOU NEED A VILLAGE TO SAVE A VILLAGE. SO IF YOU JUST HAVE EDUCATORS WELL WHO TAKES CARE OF THEIR MENTAL HEALTH. SO THAT'S WHERE THE PSYCHOLOGISTS COME INTO PLAY WHERE THEY'RE TRAINED AND THEY HAVE THE BACKGROUND AND THEY HAVE THE PASSION AND THE DESIRE TO WANT TO HELP THE CHILDREN. ALSO THERE'S A THING CALLED ACES. IT'S CALLED ADULT CHILDHOOD ADVERSE CHILDHOOD EXPERIENCES. 64% OF ADULTS HAVE AT LEAST ONE ADULT CHILDHOOD I MEAN ADVERSE CHILDHOOD EXPERIENCE WHICH IS NEGLECT ABUSE OR DYSFUNCTIONAL FAMILY ENVIRONMENTS WHICH IS DIVORCE SUBSTANCE ABUSE AND STUFF LIKE THAT. SO THAT'S THE REALITY AND THAT'S IN OUR IN OUR FAMILIES AND I'VE SEEN THAT FIRSTHAND. THAT'S THE REASON WHY TOHGE HAS TAKEN A DIFFERENT MOVEMENT INTO GOING INTO AND TRYING OUR BEST TO REACH OUT TO THE YOUTH. AND THAT'S WHY WE DID THE HOPE DEALERS WITH A EXPERT FROM THE STATES NAMED JERIA MARTIN. AND WE HAD A TEAM WITH DEPARTMENT OF EDUCATION WITH JERIA MARTIN, THE HOPE DEALERS, AND ALSO TO GET TOGETHER SO THAT WE CAN AT LEAST TRY AND DO SOMETHING ABOUT IT LIKE MISS CEPEDA'S SISTER SAID. SO, NOT ACTUALLY JUST TALKING ABOUT IT, BUT ACTUALLY DOING SOMETHING ABOUT IT. SO, AT THE END OF THE DAY, I'LL JUST LEAVE YOU WITH THIS QUESTION AND I'VE SEEN IT BECAUSE I HAD PEOPLE LIKE OTHERS HERE TAKE THEIR LIFE. YOU KNOW, YOUNG BASKETBALL PLAYER, HE'S ONLY A SOPHOMORE A YEAR OR TWO AGO. HE TOOK HIS LIFE AND HE WAS AT JFK. I EVEN HAD ANOTHER A DOCTOR. HER SON WAS A SENIOR AT HARVEST. AND THEN ONE DAY HE LOOKED NORMAL. SHE SAID EVERYTHING WAS GOOD. SHE WOKE UP. HE WASN'T THERE IN THE KITCHEN WHERE THEY HAVE BREAKFAST TOGETHER. SHE WENT INTO HIS ROOM AND HE HAD TOOK HIS LIFE. SO YOU NEVER KNOW ABOUT THESE THINGS. BUT THE QUESTION I DO KNOW THAT IF WE HAVE CHILD PSYCHOLOGISTS BECAUSE THEY'VE EVEN BEEN THERE FOR MY CHILDREN. IF YOU HAVE THEM IN SCHOOL, YOU HAVE THEIR HAVING A FOOTPRINT THERE. THERE IS THERE IS SOME SOMEBODY THAT'S TRYING TO WORK ON AND SUPPORT A CHILD'S WELLNESS AND I THINK THAT'S VERY IMPORTANT TO HAVE IN OUR SCHOOLS AND IF WE CAN EXECUTE THAT AND HAVE IT DONE THEN I THINK IT'S AMAZING AND I THINK WE NEED TO GET THAT DONE BUT YOU KNOW I'M JUST A I'M JUST A GUY YOU KNOW WHAT AM I SAYING YOU KNOW SO BUT THE QUESTION I'D LIKE TO LEAVE YOU WITH IS THAT I ASK MYSELF EVEN WHEN WE WHEN I HAVE TO WORK AND WHY DO I ANSWER A CALL AT 3 IN THE MORNING WHEN A PEER IS CALLING YOU KNOW WHY DO I DO THIS AND GO OUT AND DO CRISIS INTERPRET INTERVENTION AND TAKE SOMEONE FROM GRMC OR

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GUAM BEHAVIORAL, I MEAN GUAM MEMORIAL HOSPITAL TO GUAM BEHAVIORAL TO GO INTO THE INPATIENT ADULT UNIT OR THE DETOX CENTER. I ASKED MYSELF HOW MUCH IS A LIFE WORTH? SO I IMPLORER YOU TO THINK ABOUT THAT QUESTION IS HOW MUCH IS A LIFE WORTH WHEN YOU THINK ABOUT PASSING OR NOT PASSING A BILL? WHAT IS THAT? WHAT IS ONE LIFE WORTH TO YOU? THANK YOU. SI YUUS MAASE.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, MR. HAHN. IS THERE ANYBODY ELSE THAT WOULD LIKE TO TESTIFY ON THIS BILL? WE WILL NOW OPEN IT UP TO QUESTIONS. SENATOR SHAWN GUMATAOTAO.

**SENATOR SHAWN GUMATAOTAO**

THANK YOU SO MUCH TO THE PANELS THAT WERE HERE TODAY AND THANK YOU, MADAM CHAIR, FOR HAVING THIS PUBLIC HEARING. MADAM CHAIR, I STUDIED PSYCHOLOGY IN COLLEGE BECAUSE I BELIEVED IN THE POWER OF UNDERSTANDING HUMAN BEHAVIOR AND MENTAL HEALTH. I INTERNEED AT A CHILD GUIDANCE CLINIC BECAUSE I WANTED TO SEE THAT BELIEF PUT INTO PRACTICE AND I SENT THREE OF MY CHILDREN TO GUAM'S PUBLIC SCHOOLS BECAUSE I BELIEVE IN THIS COMMUNITY. THIS PARTICULAR BILL SITS AT THE INTERSECTION OF ALL THREE OF THOSE THINGS FOR ME TODAY. I HAVE JUST A COUPLE OF QUESTIONS. MADAM CHAIR, AND MAYBE I CAN GET MAYBE TO PERHAPS ANSWER. DOES THE BILL REQUIRE AN AMENDMENT EXPLICITLY REQUIRING LICENSURE RENEWAL? AND IF SO, WHAT RECOMMENDATION SHOULD US AS POLICYMAKERS CONSIDER RELATIVE TO RENEWAL FREQUENCY AND CONTINUING EDUCATION REQUIREMENTS? OR IS THE CURRENT LAW 10GCA SECTION 122324 WHICH REQUIRES LICENSES TO BE RENEWED EVERY 2 YEARS? IS IT SUFFICIENT ENOUGH?

**MAMIE BALAJADIA**

CURRENTLY UNDER THE BOARD ALLIED HEALTH EXAMINERS THAT IS REQUIRED OF ALL PROFESSIONS UNDER THE ALLIED HEALTH PROFESSIONS. SO UNDER THE PROVISION OF THE PSYCHOLOGY SECTION WE ARE REQUIRED TO HAVE 40 YEARS HOW MANY OUT OF 40 EVERY TWO YEARS I THINK IT'S 50 RIGHT IT'S 40 YOU SURE REQUIRE I THINK PSYCHOLOGY SECTION REQUIRED THE MOST OF 40 CONTINUE EDUCATION EVERY TWO YEARS AND SIX ETHICS. SO IT IS THE SAME REQUIREMENT OF ALL THE PROFESSIONS UNDER THE ALLIED HEALTH EXAMINERS. I THINK PSYCHOLOGY HAS THE MOST OF NOT 40 I THINK IT'S 50. YEAH. CONTINUING EDUCATION.

**SENATOR SHAWN GUMATAOTAO**

SO YOU BELIEVE THAT IT IS SUFFICIENT ENOUGH?

**MAMIE BALAJADIA**

I THINK WE'RE FOLLOWING THE NATIONAL STANDARDS. I THINK WHEN ONE WANTS TO LEARN, IT DOESN'T MATTER THAT YOU HAVE SOMEBODY LOOKING OVER YOU, YOU KNOW, YOU GET THE CONTINUING EDUCATION BECAUSE YOU'RE INTERESTED WITH IN WHAT YOU WANTED TO AND BE MORE LEARNED, RIGHT? LEARN IT. SO, I DON'T KNOW I CANNOT ANSWER THE QUESTION WHETHER IT'S ENOUGH BECAUSE IT DEPENDS ON INDIVIDUAL. SO WHEN WE DESIRE TO LEARN MORE ABOUT THE SPECIFIC AREA IN PSYCHOLOGY THEY WANT TO THEY WILL DO SO AND PERHAPS THEY CAN ALSO GET CERTIFICATION TO BE AN EXPERT IN THE AREA TO LEARN MORE AND BECOME YEAH.

**SENATOR SHAWN GUMATAOTAO**

ALL RIGHT. THANK YOU. THE COURSEWORK DOMAINS REQUIRED BY THE BILL PSYCHOLOGICAL FOUNDATIONS ASSESSMENT INTERVENTIONS RESEARCH AND ETHICS. CAN YOU EXPLAIN WHY

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EACH OF THESE IS ESSENTIAL TO SOMEONE WORKING WITH CHILDREN IN A SCHOOL SETTING? I'M TRYING TO HELP GET YOUR HELP TO HELP THIS COMMITTEE UNDERSTAND WHAT A FULLY PREPARED SCHOOL PSYCHOLOGIST ACTUALLY KNOWS.

**NADINE CEPEDA**

ALL RIGHT, SENATOR SHAWN GUMATAOTAO, THESE ARE THE NATIONAL STANDARDS. SO, IF YOU'RE GRADUATING ON MINIMUM AS A MASTER'S DEGREE, THESE ARE THE REQUIRED COURSEWORK. THESE ARE NATIONAL STANDARDS. SO WE ARE TRYING TO WE WANT TO BE LEVEL THE GROUND AND MAKE IT NATIONAL STANDARDS. SO ALL THESE COURSE WORKS THAT WE PUT I WORKED CLOSELY WITH DR. MAMIE BALAJADIA BUT THESE ARE NATIONAL STANDARDS AND THIS IS A REQUIREMENT TO GET A DEGREE IN SCHOOL PSYCHOLOGY. SO THESE COURSE WORKS ARE ALL REQUIRED.

**SENATOR SHAWN GUMATAOTAO**

THANK YOU FOR THAT. RECOGNIZING THE BILL REQUIRES APPLICANTS TO PASS THE PRACTICE 2 SCHOOL PSYCHOLOGY EXAMINATION. WHAT RELATIONSHIP DO SCHOOL PSYCHOLOGISTS CURRENTLY SHARE WITH THE GUAM COMMISSION FOR EDUCATION EDUCATOR CERTIFICATION? AND WILL THE GCE SERVE ANY ROLE WITH RESPECT TO SCHOOL PSYCHOLOGIST LICENSING, RENEWAL REQUIREMENTS, AND CODE OF CONDUCT COMPLAINTS?

**NADINE CEPEDA**

SO, CURRENTLY THE GUAM COMMISSION DOES NOT CERTIFY SCHOOL PSYCHOLOGIST. THEY CERTIFY TEACHERS. AND THIS IS WHERE THE RIFT BECAUSE OF THE PSYCHOLOGIST TITLE THEY WANTED TO GO BACK TO THE GUAM ALLIED HEALTH BOARD. SO WE WERE IN LIMBO. SO FOR MYSELF I'M USING A TITLE AS PSYCHOLOGIST AND I DON'T HAVE THAT REQUIREMENT. THAT'S WHY I URGENTLY CAME TO SENATOR SABRINA MATANANE BECAUSE THERE'S SIX OF US. FIVE OF US DO NOT MEET THAT QUALIFICATION USING THAT TITLE. ONLY ONE OF US DOES. HOWEVER, WE'VE PROVIDE BEEN PROVIDING THESE SERVICES. WE'VE DONE MASTERS LIKE I GRADUATED FROM CAL STATE SACRAMENTO WITH A PSYCH DEGREE. I GOT A MASTER'S EXPERIMENTAL PSYCH FROM CAL STATE NORTHRIDGE AND I GOT A DOUBLE MASTERS HERE AT THE UNIVERSITY OF GUAM. AND EVEN WITH THAT, WE HAVE REALLY INTENSE COURSEWORK AND INTENSE TRAINING, RIGOROUS TRAINING. AND SO WHAT WE'RE SAYING IS IF SOMEONE COMES FROM THE STATES AND HAVE THESE MEET THESE CRITERIA THAT YOU MEET NATIONAL STANDARD AND OUR PEOPLE AND OUR STUDENTS DEMAND THAT WHY ANYTHING LESS LET'S HAVE THEM GET THE BEST PEOPLE TO HELP OUR STUDENTS AND WORK WITH OUR COMMUNITY.

**SENATOR SHAWN GUMATAOTAO**

AND AS A GRADUATE OF THE CALIFORNIA STATE UNIVERSITY SYSTEM MYSELF I APPRECIATE YOUR INPUT AS WELL. FOR THE RECORD, ARE SCHOOL PSYCHOLOGISTS COVERED BY THE GENERAL PAY PLAN? AND HOW CAN THE BILL AS DRAFTED HELP CONFIRM WHETHER THERE'S A NEED TO MOVE THESE POSITIONS TO ANOTHER PAY PLAN OR DEVELOP A STANDALONE COMPENSATION STUDY TO HELP ADDRESS RECRUITMENT AND RETENTION CHALLENGES FOR SCHOOL PSYCHOLOGISTS MOVING FORWARD?

**CHRIS ANDERSON**

SENATOR SHAWN GUMATAOTAO, THAT'S A VERY GOOD QUESTION. MY UNDERSTANDING IS THAT IT'S NOT INCLUDED IN THE GENERAL PAY PLAN. I THINK WITH THE PASSAGE OF THIS BILL, WHAT WILL HAPPEN IS THE DEPARTMENT OF ADMINISTRATION IS GOING TO NEED TO DEVELOP A JOB

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DESCRIPTION AND A PAY SCALE TO SUPPORT THAT POSITION. SO YEAH, I THIS IS DEFINITELY SOMETHING THAT NEEDS TO HAPPEN AND I APPRECIATE EVERYONE HERE HELPING US DEAL WITH THIS JEOPARDY THAT I THINK OUR PSYCHOLOGISTS, OUR SCHOOL PSYCHOLOGISTS ARE FACING BECAUSE AS I MENTIONED IN MY TESTIMONY, THEY WERE HIRED AS PSYCHOLOGISTS. THAT'S ACTUALLY THE JOB DESCRIPTION THAT'S ON THE BOOKS FOR CIVIL SERVICE COMMISSION. AND SO THEY'VE BEEN PUT IN JEOPARDY WHEN IN 202 THE AMENDMENTS WERE MADE TO SPECIFICALLY INDICATE THAT IN ORDER FOR YOU TO USE PSYCHOLOGIST IN THE TITLE, YOU HAD TO MEET CERTAIN CRITERIA THAT WAS MORE GEARED TOWARDS A CLINICAL PSYCHOLOGIST THAN JUST WHAT THESE FOLKS WERE DOING IN THE SCHOOL SYSTEM. SO YES, THEY'RE GOING TO NEED TO DEVELOP VERY QUICKLY AND ENSURE THAT THERE'S SOME KIND OF COMPENSATION SCHEDULE APPROPRIATE FOR THAT POSITION.

**SENATOR SHAWN GUMATAOTAO**

ALL RIGHT. THANK YOU SO MUCH FOR THAT. AND I HAVE ONE MORE QUESTION, MADAM CHAIR, IS CAN YOU DESCRIBE ANYONE ON THE PANEL FOR THIS OR MAYBE THAT ARE HERE? CAN ANYONE DESCRIBE FOR THE COMMITTEE THE RANGE OF STUDENTS WHO RELY ON SCHOOL PSYCHOLOGY SERVICES AT GDOE? I KNOW I HEARD IT EARLIER, BUT I JUST WANT TO LET ME JUST ASK AGAIN. THOSE STUDENTS, STUDENTS WITH LEARNING DISABILITIES, BEHAVIORAL CHALLENGES, TRAUMA HISTORIES, MENTAL HEALTH NEEDS. I WANT THE COMMITTEE AND THE PEOPLE OF GUAM TO UNDERSTAND EXACTLY WHO WE ARE TALKING ABOUT WHEN WE ARE DEBATING THE QUALIFICATIONS OF THE PROFESSIONALS THAT ARE IN FACT SERVING THEM.

**NADINE CEPEDA**

AND THAT'S A GREAT QUESTION. SO, LET ME RESPOND TO THAT. I WROTE A GRANT FOR \$1.6 MILLION THREE YEARS AGO FOR UNIVERSAL SCREENING. GUAM IS SO BEHIND. I'M NOT QUITE SURE WHY OUR PEOPLE OF GUAM DESERVE THE BEST, BUT I CAME FROM MENTAL HEALTH. WE ARE 20 YEARS BEHIND SADLY, BUT I WROTE THAT GRANT KNOWING WHAT IS THE PATHWAY TO IDENTIFY THESE AT RISK STUDENTS AND THAT'S ONE OF THEM. WE THAT \$1.6 MILLION PAID FOR FOUR SOCIAL WORKERS AND A DISTRICT SCHOOL PSYCHOLOGIST. WITH THAT WERE EIGHT SCHOOLS. IF I AND THIS IS WHY I SAID THE DATA IS ALARMING. WE HAD 1,826 STUDENTS ORIENTED BECAUSE PUBLIC LAW 31-202 AND I'VE BEEN WORKING WITH DIFFERENT SENATORS EVEN LAST LEGISLATION. IT HINDERS AND IMPEDES IN GETTING THE INFORMED CONSENT FOR PEOPLE TO BE SCREENED IN ORDER TO FOR US TO IDENTIFY THESE AT RISK STUDENTS. ALARMING ENOUGH, JUST OUT OF 2663 WERE IDENTIFIED HIGH- RISK, HAD ACTIVE THOUGHTS, HISTORY, AND ATTEMPTS. IF WE DIDN'T SCREEN THEM, WHO KNOWS? AND THE POWER OF THIS CONSENT PUBLIC LAW 310 31-202 HAS BEEN A FIGHT THAT WE'VE DOE HAS BEEN WORKING IN THE LAST 5 YEARS. AND IT'S REALLY CONCERNING BECAUSE WE WANT A LARGER GROUP OF STUDENTS TO BE HONESTLY OPT OUT SO WE CAN SCREEN MORE. WE GIVE BACK THE PARENTS THE POWER BY SAYING I'M LETTING YOU KNOW WE DO IT RIGHT THERE. WE ACTIVATE THE TEAM. WE SCREEN THEM. WE DO A SAFETY PLAN. WE NOTIFY THE PARENT. THEY CONSULT WITH US WHO'S A LICENSED MENTAL HEALTH PROFESSIONAL. AND IF IT'S ACUTE, WE REFER TO GUAN BEHAVIORIAL HEALTH WELLNESS CENTER. SO WHEN YOU'RE ASKING HOW MANY JUST THAT NUMBER IS UNIVERSAL SCREENING, HOW MANY ARE REFERRED TO US? IT GOES THROUGH A PROCESS THAT MTSS MULTI-TIERED SUPPORT SYSTEM IS VERY CRUCIAL BECAUSE WE ALL PLAY ROLES. THESE DAYS ARE GONE WHEN YOU'RE SAYING I CAN'T DO THAT. I CAN'T DO THAT BECAUSE THAT'S ON MY JOB DESCRIPTION. WE IT TAKES A VILLAGE TO WORK WITH ONE CHILD AND WE NEED EVERYONE IN THE PLAYING FIELD TO HELP US FROM TEACHERS, SCHOOL COUNSELORS, SOCIAL WORKERS, SCHOOL PSYCH, EVERYBODY HAS AN IMPORTANT ROLE. SO THE

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QUESTION TO GIVE YOU THAT NUMBER, I DO NOT HAVE THAT NUMBER ON YOU. I DO KNOW THAT NUMBER WITH THE ENHANCING YOUR MENTAL HEALTH BECAUSE WE COLLECT DATA. DATA DRIVES WHAT WE DO AND I CAN PROVIDE THAT AND MAKE THAT AVAILABLE TO YOU. RIGHT. RIGHT OFF THE BAT, THAT'S JUST EIGHT SCHOOLS. AND WE'RE ONLY DOING ONE GRADE LEVEL. SEVENTH GRADE IN THE MIDDLE SCHOOL, AND THAT'S FOUR SCHOOLS. AND 10TH GRADERS IN THE HIGHEST SCHOOL, FOUR. WE HAVE MORE HIGH SCHOOLS THAN MIDDLE SCHOOLS. AND YET, THIS IS HOW YOU CAPTURE A LARGER GROUP. GUAM HAS ONE OF THE HIGHEST SUICIDE RATE. WE KNOW THIS. WE EVEN HAVE A HIGH RATE OF SEXUAL ASSAULT. WE ARE THIRD IN THE COUNTRY. AND THAT'S ONE OF THE THINGS WE CAPTURE. THE ACE FOR ADOLESCENCE IS CALLED THE PEARLS. DO YOU KNOW HOW MANY THAT WE HAD TO GO TO GPD AND CALL CPS? IT'S ALARMING THAT WE SAY FAMILIAR. WELL, IT'S A LOT OF HURT WHEN YOU VIOLATE PEOPLE, WHEN YOU FEEL NEGLECT. SCHOOL IS THE PLACE TO ACCESS THESE SERVICES BECAUSE RESEARCH INDICATE THAT THEY DON'T GO BECAUSE THEY DON'T HAVE THE MONEY OR TRANSPORTATION. IT'S IN THE SCHOOLS THAT WE CAN PROVIDE THEM. AND I HOPE THAT ANSWERS YOUR QUESTION, SENATOR SHAWN GUMATAOTAO.

**SENATOR SHAWN GUMATAOTAO**

NO, IT DOES AND I THINK FROM THE TESTIMONY HERE FOR TODAY, AND THAT YOU'RE ABSOLUTELY CORRECT THAT THIS BILL IS CRITICAL TODAY. WHY WE HAD TO WAIT NEARLY TWO DECADES TO BE ABLE TO GET TO THIS POINT. WHY WE HAD TO WAIT A VERY LONG TIME TO FINALLY GET SOME LEVEL OF SUPPORT. ESPECIALLY WITH ALL THE SKILLS AND ALL OF THE EDUCATION YOU ALL BRING. FIVE OF THE SIX SCHOOL PSYCHOLOGISTS, MADAM CHAIR, TESTIFIED HERE. THERE'S ONE THAT'S MISSING, BUT WE HAVE THE FULL COMPLIMENT THAT ARE TELLING ALL OF US THAT THIS BILL IS ABSOLUTELY CRITICAL TODAY TO SUPPORT THE SCHOOL NEEDS OF OUR GUAM DEPARTMENT OF EDUCATION'S SCHOOL STUDENTS. AND I KNOW THAT YOU ALSO ARE HELPING THOSE PRIVATE SCHOOLS BECAUSE THEY DO SOMETIMES. I KNOW THEY CALL AND ASK YOU FOR SUPPORT AND THOSE ARE AND THAT JUST TELLS YOU THAT THAT IT'S NOT JUST YOURS. IT'S QUITE BROAD. WE SHOULD HAVE NOT WAITED 20 YEARS TO BRING THIS POLICY FORWARD, BUT WE'RE IN 2026 NOW AND THIS POLICY IS GOING TO GET US RIGHT WHERE WE NEED TO BE TODAY AND MOVING FORWARD. THANK YOU, MADAM CHAIR, FOR THE TIME ON THIS PARTICULARLY AND MOST IMPORTANT BILL AT THIS TIME.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, SENATOR. YES.

**CHRIS ANDERSON**

SORRY. MADAM CHAIR, IF I COULD JUST EXPAND ON SENATOR SHAWN GUMATAOTAO'S QUESTION REGARDING THE NUMBER OF STUDENTS THAT WE'RE LOOKING AT THE POWER OF AI IT'S 1 TO 5% OF YOUR OF A STUDENT POPULATION THAT NEEDS SPECIFICALLY TIER THREE SERVICES WHICH IS REALLY THE FOCUS OF OUR SCHOOL PSYCHOLOGIST. SO WHEN YOU LOOK AT DOE IF YOU DO THE MATH AT THE LOW END ABOUT 350 STUDENTS AT THE HIGH END ABOUT 1500 STUDENTS NOW FOR GUAM IT ACTUALLY MAY BE MUCH HIGHER THAN THAT. AND I APPRECIATE NADINE AND HER REFERENCE TO THE UNIVERSAL SCREENING INITIATIVE THAT SHE INTRODUCED WITH THIS GRANT THAT WE WERE ACCEPTED TO IMPLEMENT. SO WITH THAT SCREENING PROCESS, WE HOPE TO FULLY IDENTIFY ALL THE STUDENTS THAT TRULY NEED TIER THREE OR TIER 2 SUPPORTS. SO WE DO HAVE SOCIAL WORKERS AND COUNSELORS AND WE WANT THEM TO FOCUS ON THE STUDENTS WHO NEED TWO TIER 2 SUPPORTS, BUT THE PSYCHOLOGIST CAN DO OF COURSE THE

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RANGE. THE SCHOOL PSYCHOLOGIST CAN DO THE RANGE OF SERVICES THAT ARE NEEDED TIER ONE TO TIER THREE.

**SENATOR SABRINA SALAS MATANANE**

THANK YOU, MR. ANDERSON. BEFORE WE HEAD TO OUR NEXT SENATOR, I DID WANT TO JUST FOLLOW UP ON THE SUPERINTENDENT'S TESTIMONY REGARDING THE QUALIFICATIONS FOR LICENSURE SECTION THAT REFERENCES PRACTICE 2 IN SUBSECTION 1202 C. SHE INDICATED THAT IT SHOULD BE NON-SPECIFIC IN ORDER TO ALLOW FOR ALTERNATIVE EXAMINATIONS THAT MEASURE COMPETENCY AND NATIONAL STANDARDS RATHER THAN A SPECIFIC TEST NAME. CAN YOU KIND OF IS THAT SOMETHING MISS BALAJADIA THAT YOU WOULD AGREE WITH THAT IT SHOULD BE NON-SPECIFIC OR NADINE OR

**CHRIS ANDERSON**

WELL, I CAN DO MY BEST TO I BELIEVE I UNDERSTAND HER POSITION THAT YOU KNOW AGAIN DEPENDING ON I GUESS THE THERE ARE MY UNDERSTANDING IS THAT THERE ARE OTHER TESTS OR EXAMINATIONS FOR SCHOOL PSYCHOLOGISTS ASIDE FROM THE PRACTICE TOO AND AGAIN DEPENDING ON YOU KNOW DIFFERENT CHANGES IN THAT WORKSPACE FOR SCHOOL PSYCHOLOGISTS THAT YOU KNOW PERHAPS IF THERE'S A DIFFERENT EXAMINATION THAT'S MORE APPROPRIATE FOR OUR FOLKS THAT IT GIVES THE KIND OF FLEXIBILITY TO USE ALTERNATIVE EXAMS ASIDE FROM JUST THAT SPECIFIC ONE. SO, I DON'T THINK SHE HAS ANYTHING SPECIFIC AGAINST THE PRACTICE 2 BUT MORE JUST PROVIDING FOR FLEXIBILITY FOR THE ALLIED YOU KNOW EXAMINERS OF THE ALLIED HEALTH BOARD TO BE ABLE TO YOU KNOW WORK WITH DIFFERENT EXAM INSTRUMENTS.

**SENATOR SABRINA SALAS MATANANE**

OKAY.

**NADINE CEPEDA**

AGAIN, THIS IS I'M GOING TO DEFER THAT BECAUSE THAT IS MY MUD SUPERINTENDENT. BUT WHEN WE AGAIN WHEN DR. BALAJADIA AND I WROTE RIGHT PROPOSED THIS BILL, WE WORKED CLOSELY TOGETHER THAT WAS JUST A NATIONAL STANDARD AND I GUESS AFTER TALKING TO DR. WON PAT BRIEFLY BEFORE WE CAME IN. SHE WAS SAYING IS IF YOU LIMIT IT THEN IT WILL BE VERY DIFFICULT AND IF THEY'RE SEEING THAT WITH SOME OF THE TEACHERS AND SO THAT'S SOME OF THE THINGS THAT SHE KIND OF WANTED TO BE MORE FLEXIBLE.

**SENATOR SABRINA SALAS MATANANE**

OKAY. I JUST WANTED TO MAKE SURE WE'RE NOT LOOSENING ANY KIND OF LICENSURE REQUIREMENTS OR WE WANT TO ENSURE THAT ANY KIND OF SAFEGUARDS REMAIN IN PLACE. SO MAYBE WE CAN DISCUSS THAT A LITTLE FURTHER LATER. SENATOR TELO TAITAGUE

**SENATOR TELO TAITAGUE**

SI YUUS MAASE. FIRST, LET ME SAY THANK YOU SO MUCH NADINE FOR BRINGING THIS BILL TO OUR ATTENTION AND OF COURSE THOSE WHO CAME TO TESTIFY ON THE BILL. YOU KNOW I SENT A BILL THAT WOULD VERY MUCH SIMILAR IN NOVEMBER OF 2025. THIS BILL THAT I SENT TO YOU FOR A REVIEW. SO, I HOPE TO HEAR FROM YOU SOON BECAUSE I THINK IT'S GOING TO BE VERY INSTRUMENTAL IN COMPLEMENTING THIS BILL, YOU KNOW, STARTING FROM THE BEGINNING. SO, I HOPE TO HEAR FROM YOU SOON ON THAT. OKAY. OTHER THAN THAT, LET'S GET TO WORK

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ON SECURING THIS BILL FOR PASSAGE. SO, LET ME GET SOME QUESTIONS OUT FOR THE GUAM BOARD OF ALLIED HEALTH UNDER NATIONALLY RECOGNIZED STANDARDS ESTABLISHED BY THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS. ENTRY LEVEL SCHOOL PSYCHOLOGISTS ARE GENERALLY REQUIRED TO COMPLETE A SPECIALIZED LEVEL OF DEGREE. TYPICALLY AN EDUCATION SPECIALIST OR EQUIVALENT WHICH INCLUDES APPROXIMATELY 60 OR MORE GRADUATE SEMESTER HOURS IN SCHOOL PSYCHOLOGY IN ADDITION TO 1,200 HOURS SUPERVISED INTERNSHIP. SO THIS BILL HOWEVER ALLOWS FOR LICENSURES WITH A MASTER'S DEGREE IN SCHOOL PSYCHOLOGY, EDUCATIONAL PSYCHOLOGY AND COUNSELING PSYCHOLOGY WITHOUT SPECIFICALLY REQUIRING A SPECIALIST LEVEL PROGRAM OR EQUIVALENT CREDIT HOURS. FROM THE BOARD'S PERSPECTIVE HOW DOES THIS DIFFERENCE IMPACT THE CONSISTENCY AND COMPETENCY OF LICENSURE STANDARDS AND WOULD YOU RECOMMEND ALIGNING THE BILL MORE CLOSELY TO THE NASP'S SPECIALIST LEVEL REQUIREMENT?

**MAMIE BALAJADIA**

SENATOR, COULD YOU REPEAT THAT AGAIN ON THE LAST PART YOU'RE SAYING?

**SENATOR TELO TAITAGUE**

BASICALLY IT'S TO YOU KNOW FROM YOUR PERSPECTIVE FROM THE BOARD'S PERSPECTIVE HOW DOES THIS DIFFERENCE IMPACT THE CONSISTENCY AND THE COMPETENCY OF LICENSURE STANDARDS? OKAY. FOR THE BOARD'S LET ME GO BACK AGAIN. OKAY. FOR THE BOARD'S PERSPECTIVE. IF YOU'D LIKE ME TO READ THE WHOLE THING AGAIN, I COULD TO BECAUSE I KNOW IT IS, YOU KNOW, IT TALKS ABOUT THE REQUIREMENTS FOR SPECIALIZED LEVEL AND DEGREE TYPICALLY FOR THE EDUCATION SPECIALIST, RIGHT? OR EQUIVALENT, WHICH INCLUDES APPROXIMATELY 60 OR MORE GRADUATE SEMESTER HOURS IN SCHOOL PSYCHOLOGY IN ADDITION 1,200 HOURS SUPERVISED INTERNSHIP. SO THIS BILL HOWEVER ALLOWS FOR LICENSURES WITH MASTER'S DEGREE IN SCHOOL PSYCHOLOGY, EDUCATIONAL PSYCHOLOGY OR COUNSELING PSYCHOLOGY WITHOUT EXPLICITLY REQUIRING A SPECIALIST LEVEL PROGRAM OR EQUIVALENT CREDIT HOURS IN THIS BILL. SO FROM YOUR THE BOARD'S PERSPECTIVE AGAIN HOW DOES THIS DIFFERENCE IMPACT THE CONSISTENCY AND THE COMPETENCY OF LICENSURE STANDARDS AND HOW WOULD YOU RECOMMEND ALIGNING THE BILL MORE CLOSELY TO THE NASP'S SPECIALIST LEVEL REQUIREMENT? FEEL FREE TO ANSWER IT AND OF COURSE NADINE YOU CAN ANSWER IT AS WELL BUT I'D LIKE TO HEAR FROM THE BOARD.

**MAMIE BALAJADIA**

SENATOR IN THIS IN THE FIELD OF PSYCHOLOGY THERE ARE DIFFERENT SPECIALTY AND SCHOOL IS ONE OF THEM AND I'M CLINICAL SO IN THE SCHOOL PSYCHOLOGY UNDER THIS NATIONAL STANDARDS AND ALSO WHEN WE DISCUSS WHAT IS REALLY SPECIAL AND PERTAINING TO THE LOCAL POPULATION THAT COULD BE ALSO INCLUDED IN WHAT IS REQUIRED LIKE CULTURAL SOMEBODY FROM AREA AND WHICH IS ALREADY IN OUR LAW RIGHT NOW. SO SPECIFICALLY RIGHT NOW PERTAINING TO SCHOOL PSYCHOLOGY THAT GOES WITH THE NATIONAL STANDARD WHAT IS REQUIRED AND BASICALLY ALSO THAT THE CLINICAL HOURS OF SUPERVISION CLINICAL INTERNSHIP THAT IS REQUIRED BECAUSE YOU NEED TO HAVE THE EXPERIENCE UNDER A PERSON WHO'S ALREADY LICENSED AND QUALIFIED TO BE ABLE TO GUIDE YOU IN SOME WAY. THAT IS IMPORTANT. THAT'S THE REASON WHY THAT IS AND THAT NOT ONLY PERTAIN TO SCHOOL PSYCHOLOGY BUT COUNSELING AND PARTICULARLY CLINICAL WE NEED THE CLINICAL HOURS IN ORDER BUT BEFORE YOU CAN BE LICENSED. SO WE MEET ALL THE REQUIREMENT AS SET UP UNDER THE STANDARDS AND IT COULD BE WE COULD ADD ON LOCAL FOR EXAMPLE RIGHT NOW

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THE COUNSELORS ARE REQUIRED TO HAVE THE CULTURAL COMPETENCY OF THE COURSE IN ORDER TO ABLE TO OBTAIN THE LICENSE. SO EVEN THOUGH IT IS SPECIFIC IN THAT AREA, IT MIGHT NOT PERTAIN LIKE TO CLINICAL BECAUSE THE SETTING AND THE ENVIRONMENT IN WHICH WE WORK IN ARE QUITE DIFFERENT. CLINICAL RELATED TO CLINICS, HOSPITAL AND ALSO COULD BE PRIVATE PRACTICE CARE. SCHOOL YOU ARE DEALING WITH BIGGER POPULATION. YOU'RE DEALING WITH NOT ONLY CHILDREN BUT ALSO PARENTS AND YOUR OTHER COLLEAGUES AND TEACHERS. SO THE POPULATION IS WIDER. SO THEIR REQUIREMENT IS QUITE DIFFERENT IN A WAY THAN IT WOULD BE LIKE SAY FOR ME WORKING AT A CLINIC AT A HOSPITAL SETTING OR PRIVATE PRACTICE SETTING. I DON'T KNOW IF I ANSWER THAT QUESTION.

**SENATOR TELO TAITAGUE**

NO ACTUALLY IT'S NOT. IT'S BECAUSE THERE ARE CERTAIN STANDARDS IN THE NASP. NOW, HOW ARE WE GOING TO INCORPORATE IT INTO THE BOARD OF ALLIED HEALTH? GO AHEAD, NADINE.

**NADINE CEPEDA**

IF I MAY, I'M GOING TO WEAR A DIFFERENT HAT AS WELL BECAUSE I'M ALSO IN THE ALLIED HEALTH BOARD AND I REPRESENT LICENSED PROFESSIONAL COUNSELORS, LICENSED MENTAL HEALTH COUNSELORS, AND LICENSED MARRIAGE FAMILY THERAPY. SO, GUAM DOESN'T OFFER A SCHOOL PSYCHOLOGY PROGRAM. SO, THAT'S ONE. TWO WE ARE SAYING CURRENTLY THERE'S FIVE OF US THAT DON'T MEET THAT CRITERIA BECAUSE I HAVE A DOUBLE MASTERS AND I DID 600 HOURS IN EACH PROGRAM WHICH IS A TOTAL OF 1,200 PSYCHOLOGY IS VERY PARTICULAR THAT IT'S USUALLY A DOCTORATE DEGREE THE EXCEPTION IS SCHOOL PSYCHOLOGY BECAUSE IT REQUIRES A MINIMUM OF 60 CREDITS JUST LIKE A CLINICAL PSYCH OR COUNSELING PSYCH BUT IT'S THE INTERNSHIP THAT THE 1200 AND 600 HAS TO BE IN A SCHOOL SETTING. THEY NEED TO BE PROFICIENT WORKING WITH THE DIFFERENT LIFESPAN, RIGHT? THE AGE GROUP, RIGHT? BECAUSE A KINDER WOULD BE VERY DIFFERENT WHAT YOU SEE IN SECONDARY. AND SO JUST TO GET WITH TECHNICALITY, WE DIDN'T WE AGAIN ARE TRYING TO PUT THE NATIONAL STANDARDS BECAUSE PEOPLE WHO CHOOSE TO GO OFF ISLAND, WE WANT OUR LOCAL PEOPLE TO COME BACK. AND THAT'S WHY SENATOR TELO, WE PUT THE GRANDFATHER PROVISION BECAUSE WE'VE MET THE 600. WE'VE BEEN WORKING IN THE SCHOOL SYSTEM. WE JUST DON'T MEET THAT CRITERIA. AND SO THAT'S REASON WHY WE WANT PEOPLE TO COME AND MOVING FORWARD, WE'LL MEET THAT NATIONAL STANDARD. SO GREAT QUESTION. IT'S GOING TO BE LIGHT ISSUED BY THE GUAM ALLIED HEALTH BOARD. AND WITH THAT, THOSE ARE THE SCHOOL COURSE AS YOU LOOK AT THE NASP. THAT'S THE ONE THAT SAYS 1,200 AND IT NEEDS TO BE FROM A LICENSED SCHOOL PSYCHOLOGIST. WE'RE SAYING BECAUSE WE WORKED ON IT. THAT'S WHY WE'RE REALLY OR I'M GOING TO SAY I'M EMPHASIZING ON THE GRANDFATHER PROVISION. MY DEGREE AGAIN IS NOT IN SCHOOL PSYCHOLOGY. IT'S IN ONE EXPERIMENTAL PSYCHOLOGY AND THEN TWO I HAVE COUNSELING DEGREE IN BOTH TRACKS SCHOOL COUNSELING AND MENTAL HEALTH.

**SENATOR TELO TAITAGUE**

OKAY. SO, THE NASP YOU DON'T FEEL THAT IT SHOULD BE INTEGRATED INTO THE BOARD OF ALLIED HEALTH REQUIREMENT.

**NADINE CEPEDA**

SO TECHNICALLY WE WERE TALKING ABOUT CERTIFICATION THAT IF YOU MET THAT CRITERIA THEN YOU MEET THE STANDARDS BECAUSE IN MOST STATES THAT IS THE REQUIREMENT WITH THE 1200 PLUS SUPERVISED BY SOMEBODY

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**SENATOR TELO TAITAGUE**

AGAIN INCORPORATING IT INTO THE BOARD OF ALLIED HEALTH'S REQUIREMENT.

**MAMIE BALAJDAIA**

I THINK THEY WERE LOOKING AT CERTIFICATION AND THE BOARD IS GOING TO BE WORKING ON CERTIFICATION THAT WOULD BE THE ANSWER TO IT

**NADINE CEPEDA**

CORRECT OKAY YES SO THERE ARE THINGS THAT WE WERE LOOKING AT IS LICENSURE BECAUSE THAT'S THE HIGHER POLICY WE WERE LOOKING AT CERTIFICATION AND THAT CERTIFICATION WAS A 60 CREDITS LOOKING AT IF YOU ARE AN NASP, YOU'LL GET THE CERTIFICATION RIGHT AWAY, BUT WE'RE BUILDING INTO WHAT THAT LOOKS LIKE AT THIS POINT. AND SHE DOES HAVE SHE CAN CONSULT WITH THE ASP BECAUSE THERE'S A DIVISION IN APA, AMERICAN PSYCHOLOGICAL ASSOCIATION. SO, WE'RE WORKING ON THAT TO SAY IF YOU MEET THAT PATHWAY, YOU'LL GET CERTIFIED. WE'RE WORKING ON THE SECOND PATHWAY THAT THE GUAM BOARD OF ALLIED HEALTH CAN ISSUE ON CERTIFICATION.

**SENATOR TELO TAITAGUE**

OKAY. WOULD YOU BE OPEN TO CLARIFYING IN THE BILL THAT THE PRACTICE OF SCHOOL PSYCHOLOGY IS LIMITED TO EDUCATIONAL SETTINGS AND DOES NOT INCLUDE THE INDEPENDENT DIAGNOSIS OF TREATMENT OF MENTAL HEALTH DISORDERS BEYOND SCHOOL RELATED LEARNING AND ADJUSTMENT NEEDS?

**NADINE CEPEDA**

OKAY. SO YES, THANK YOU. I'M OKAY WITH THAT. THE ONLY THING IS IN OUR CURRENT LAW IN THE LPC LMT, THEY CAN DIAGNOSE. AND I KNOW THIS HAS BEEN A CONTENTION BECAUSE LPC'S ARE GENERAL PRACTITIONERS. LMHC IS A SPECIALIZED FOR DIAGNOSIS AND TREATMENT AND LMFT IS A SPECIALTY LICENSED WITH MARRIAGE AND FAMILY AND COUPLES. SO WHEN WE THINK ABOUT THIS, THEY CAN DO THAT. I HOLD ALL THREE LICENSURE AND THAT WOULD BE MY THING IS PERHAPS WE CAN GO BACK AND I CAN WORK WITH SENATOR SABRINA SO I COULD DO MORE RESEARCH BECAUSE IF YOU'RE RIGHT IT'S A SCHOOL SETTING BUT ALL OF US HOLD A CURRENT LICENSE WITH MOM ALLIED HEALTH BOARD WHICH DOES ALLOW US TO DIAGNOSE BASED ON OUR LMHC LPC OR LMFT.

**SENATOR TELO TAITAGUE**

OKAY. SO WOULD YOU SUPPORT INCLUDING A PROVISION REQUIRING REFERRAL TO A LICENSED CLINICAL PSYCHOLOGIST OR APPROPRIATE PROVIDER WHEN A STUDENT PRESENTS A MENTAL HEALTH CONDITION BEYOND THE SCOPE OF THE SCHOOL'S UH BASED SERVICES?

**SENATOR TELO TAITAGUE**

OKAY. I'M GOING TO THANK YOU AGAIN SENATOR TELO TAITAGUE. THAT'S SOMETHING I DON'T WANT TO BE SO INHAST TO RESPOND. I WOULD LIKE TO JUST KIND OF SETTLE WITH THAT AND SOMETIMES IT JUST REGISTERS BECAUSE THIS IMPACTS EVERYBODY AND I KIND OF LIKE I'M ONE TO LOVE TO DO RESEARCH AND SO BEFORE I SAY ANYTHING AND PROVIDE YOU A RESPONSE, I

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WOULD LIKE TO KIND OF GO BACK AND LET IT REGISTER AND READ ON THAT AND PROVIDE SENATOR SABRINA BACK INTO THAT AMENDMENT IF ANYTHING.

**SENATOR TELO TAITAGUE**

OKAY. YEAH, THERE'S A MARKET MEETING, YOU KNOW, USUALLY AFTERWARDS TO MAKE SURE THAT WE HAVE A CLEAN BILL THAT COMES IN IN FRONT OF US SO THERE'S NOT THAT MANY QUESTIONS. SO, NOW THAT I HAVE VANGIE HERE, SO VANGIE, MY QUESTION IS, DO YOU THINK THAT THIS BILL ALLOWS FOR THE SAME TREATMENT IN THE CHARTER SCHOOLS?

ABSOLUTELY, SENATOR. HERE'S THE THING. REMEMBER, IN ALL MY ON ALL MY PUBLIC HEARINGS, I SAY THIS IS NOT ANTI-CHARTER, ANTI- GDOE. THIS IS THE CHILDREN OF GUAM, THE KIDS OF GUAM. SO WHEN I LIKE WITH THIS FOUR SUICIDE CASE, OKAY, UH IN THE CHARTER SCHOOL THAT HAPPENED RECENTLY IN ONE CHARTER SCHOOL, IT WAS BECAUSE THE FRIENDS WERE BEING SEPARATED. THEY WERE ALL CONNECTED BY SOCCER. THAT'S THIS I KNOW FOR A FACT. AND SOME HAD TO GO TO A CHARTER, SOME HAD TO GO TO GW. AND IT'S IT WAS JUST SOMETHING FOR ME THAT FOR ME WAS VERY MINUTE. AND HOW COULD YOU TAKE YOUR LIVES THAT SO I IMMEDIATELY CALLED UM MY SISTER AND MY SISTER GOES YOU CAN'T GO THROUGH ME YOU GOT TO GO THROUGH MY BOSS AND I WAS LIKE OMG THAT WAS MY RESPONSE YOU GOT TO BE KIDDING ME NADINE I DID THAT I CALLED MR. ANDERSON MR. ANDERSON DID HAVE MY SISTER CALL ME. I SAID, I NEED THE SCHOOL TO BE ADDRESSED IMMEDIATELY AND THEY TOOK ACTION. THEY DID ALL THAT BECAUSE MENTALLY I NEEDED MY SCHOOL ADMINISTRATOR, THE TEACHERS AND THE STUDENTS THAT THIS IMPACTED IN THE CHARTER WHICH IS EVEN SMALLER TO BE CARED FOR AND IT WAS DELICATE. SO YES, SENATOR, THIS I HAVE NOT HAD PROBLEMS AS THE CHAIR. WE HAVE NOT HAD PROBLEMS. WHEN WE TAP ON GDOE, I WILL APPLAUD THEM THAT AS BUSY AND AS OVERWHELMED, I LIKE TO THINK THAT WE ALL SERVE THE SAME CHILDREN, THE CHILDREN OF GUAM.

**SENATOR TELO TAITAGUE**

OKAY. AGAIN, WOULD IT BE PRUDENT TO INCLUDE THIS ALSO INCLUDES CHARTER SCHOOL.

**EVANGELINE CEPEDA**

THANK YOU. SO, WE HAVE TO THANK YOU SENATOR FOR ALWAYS BEING PROACTIVE TO DO THE CHARTER. I APPRECIATE IT.

**SENATOR TELO TAITAGUE**

ABSOLUTELY. I'M THE BIGGEST FAN. YOU KNOW THAT.

**EVANGELINE CEPEDA**

I KNOW. THANK YOU VERY MUCH.

**SENATOR TELO TAITAGUE**

OKAY. AGAIN, SO NADINE THE QUESTION OF COURSE IS YOU KNOW ADDING CERTAIN AMENDMENTS TO THE BILL TO CLARIFYING OR DISTINGUISHING A SCHOOL PSYCHOLOGY FROM A CLINICAL PSYCHOLOGY IN THE BILL. AND WE MAKE SURE THERE THERE'S ANY CONCERNS OF ANY OVER OVERLAPPING THAT SHOULD BE ADDRESSED. SO THAT WAS THAT'S ONE CONCERN AND THE RISK ASSOCIATED WITH SCHOOL PSYCHOLOGISTS CONDUCTING PSYCHOLOGICAL

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ASSESSMENTS THAT MAY APPROACH CLINICAL LEVEL EVALUATIONS THAT SHOULD BE ADDRESSED IN THIS BILL. DO YOU THINK THAT SHOULD ALSO BE CONCERNED TO ADD ANY KIND OF CLINICAL LEVEL EVALUATIONS?

**NADINE CEPEDA**

SO, SENATOR TELO TAITAGUE, JUST TO GO BACK, WE DID, THAT'S THE REASON WHY WE DEFINE SCHOOL PSYCHOLOGY BECAUSE WE'RE NOT ENCROACHING. WE NEED TO STAY WITHIN OUR SCOPE OF WORK, OUR LEVEL OF EDUCATION, AND OUR TRAINING. AND SO, IT'S VERY CLEAR WHAT HOW A SCHOOL PSYCHOLOGIST IS DIFFERENT FROM A CLINICAL PSYCH. THAT'S ONE. EVEN THE COURSE REQUIREMENT ARE DIFFERENT. I'M A GRADUATE STUDENT WORKING TOWARDS MY PHD IN FORENSIC PSYCH AND THE COURSEWORK'S ARE REALLY INTENSIVE. SO I THINK TRULY WE COVERED THAT IN REGARDS TO THE BREAKDOWN OF THE COURSEWORK. BUT I WILL GET BACK TO YOU AGAIN ABOUT THE SUPERVISION OF THE 1200. BUT EVERYTHING ELSE I THINK WE WORKED VERY CLOSELY TO LOOK AT THE NATIONAL STANDARDS AND SEE HOW WE CAN AGAIN IF SOMEONE WAS TO COME HERE AND THEY MEET THE NATIONAL STANDARDS THAT THEY WILL BE ABLE ON THE BELT TO AGAIN IF THERE'S AN OPENING TO QUALIFY FOR A SCHOOL PSYCHOLOGIST.

**SENATOR TELO TAITAGUE**

OKAY. GO AHEAD MR. ANDERSON.

**CHRIS ANDERSON**

YES. THANK YOU. SENATOR TELO TAITAGUE. CAN I JUST GET CLARITY? YOUR COMMENT WAS CAN WE INCLUDE THE CHARTER SCHOOLS IN THE SCOPE OF SERVICES BEING PROVIDED BY SCHOOL PSYCHOLOGISTS?

**SENATOR TELO TAITAGUE**

YEAH. SO BASICALLY THERE ARE RISKS THAT ARE ASSOCIATED YOU KNOW WITH SCHOOL PSYCHOLOGISTS AND CONDUCTING PSYCHOLOGICAL ASSESSMENTS THAT MAY APPROACH A CLINICAL LEVEL EVALUATION. SO THAT SHOULD BE ADDRESSED IN THIS BILL AND SHOULD IT BE ADDRESSED IN THIS BILL?

**CHRIS ANDERSON**

WELL, YES, AND THEORETICALLY I COMPLETELY AGREE WITH YOUR RECOMMENDATION TO ENSURE THAT WE DON'T MAKE A DISTINCTION NECESSARILY BETWEEN DOE STUDENTS AND CHARTER SCHOOL STUDENTS NOR PRIVATE SCHOOLS FOR THAT MATTER. I'M JUST GOING TO JUST COMMENT THAT YOU KNOW PRAGMATICALLY AS REFERENCED BY DR. SANTOS EARLIER THE RATIO OF PSYCHOLOGIST TO STUDENT SCHOOL PSYCHOLOGIST TO STUDENT IS WAY OUT OF PROPORTION ALREADY WITH THE DEPARTMENT OF EDUCATION. SO IF I COULD JUST ENCOURAGE PERHAPS THAT WE ADD LANGUAGE THAT ALLOWS THE DEPARTMENT TO BE ABLE TO RECRUIT MORE SCHOOL PSYCHOLOGISTS TO REDUCE THAT RATIO RIGHT SO THAT WE CAN BE MORE EFFECTIVE IN ADDRESSING THE STUDENTS OF ALL STUDENTS ON GUAM ASIDE FROM JUST DOE. SO YES, WE WOULD LOVE TO BE ABLE TO PROVIDE THAT SUPPORT. IT'S JUST THAT IT'S GOING TO IT'S ALREADY CHALLENGING AND THAT'S JUST INCREASING THE CHALLENGE OF THE SCHOOL THE EXISTING SIX SCHOOL PSYCHOLOGISTS. THANK YOU.

**SENATOR TELO TAITAGUE**

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MR. ANDERSON, SINCE I HAVE YOU, WHAT IS THE CURRENT PROCESS OF REFERRING FOR REFERRING STUDENTS UH WITH SERIOUS MENTAL HEALTH NEEDS TO CLINICAL PROVIDERS? AND SHOULD THIS BE CODIFIED IN LAW TO GIVE YOU THAT ABILITY TO DO SO? BECAUSE IF YOU RECOGNIZE THEM AND IN FACT THE BILL THAT I'M WORKING ON WITH NATALIE RIGHT NOW, YOU KNOW, IT PROVIDES TRAINING. SO, DOES A SCHOOL HAVE THAT ABILITY RIGHT NOW?

**CHRIS ANDERSON**

WELL, WE CURRENTLY HAVE INTERNAL PROTOCOLS FOR HOW DOE SCHOOLS CAN REFER STUDENTS FOR BEHAVIORAL HEALTH SERVICES TEAM SUPPORT. BUT IF WE WERE GOING TO INCLUDE, YOU KNOW, CHARTER OR PUBLIC OR PRIVATE SCHOOL, SORRY, WE WOULD JUST EXTEND THAT TO THEM AS WELL. I MEAN, WE CURRENTLY DO THAT NOW. I THINK WHEN WE PROVIDE CRISIS.

**SENATOR TELO TAITAGUE**

IS IT CODIFIED THE ABILITY FOR YOU TO DO THAT TO REFER OR IT GIVES YOU THAT ABILITY TO DO

**CHRIS ANDERSON**

NO I DON'T THINK IT'S NECESSARY TO NECESSARILY CODIFY THAT BUT THERE IS A PROCESS THOUGH WELL THERE'S A PROCESS IN THE SENSE THAT WHEN SCHOOLS LIKE UM VANGIE HAD REFERENCED RIGHT WHEN THEY NEEDED SUPPORT FOR CRISIS INCIDENT DEBRIEFING FOR A SITUATION THAT WAS HAPPENING AT YOU KNOW ONE OF THEIR SCHOOLS SHE JUST REACHED OUT AND WE PROVIDED SUPPORT SO THAT'S IT'S NOT THAT WE NEED, YOU KNOW, UM, LEGISLATION IN ORDER TO DO THAT. I'M JUST, IT'S THE ISSUE OF JUST THE NUMBER OF PROVIDERS, THAT WE HAVE TO BE ABLE TO EFFECTIVELY ADDRESS THE NEEDS OF ALL STUDENTS. AND, YOU KNOW, AGAIN, I THINK IF WE'RE ABLE TO RECRUIT MORE SCHOOL PSYCHOLOGISTS, YOU KNOW, THAT WOULD HELP US, TO GREATER MEET THOSE NEEDS. AND TO AGAIN SENATOR SABRINA SALAS MATANANE'S QUESTION ABOUT THE ISSUE OF YOU KNOW THE PROVIDING ALTERNATIVE EXAMS AGAIN I THINK PERHAPS THAT'S ALSO PART OF THE ISSUES UH THAT WE'VE BEEN EXPERIENCING WITH TEACHERS BEING ABLE TO PASS THE PRACTICE TOO FOR THEIR AREAS FOR TEACHING CERTIFICATION. AND SO AGAIN, IT'S I THINK THAT'S IT'S A GOOD QUESTION ABOUT ARE WE TRYING TO, YOU KNOW, WATER DOWN THE, YOU KNOW, STANDARDS, I GUESS, IN TERMS OF HOW WE'RE RECRUITING AND HIRING SCHOOL PSYCHOLOGISTS. AND THAT MAY BE POSSIBLY TRUE. BUT I THINK ON A BIGGER LEVEL, THE ISSUE IS JUST MAKING SURE THAT WE'VE GOT WE'RE NOT LIMITING OUR ABILITY TO HIRE MORE SCHOOL PSYCHOLOGISTS ON GUAM. AND YOU KNOW, AGAIN, SOME FOLKS ARE NOT JUST THEY'RE NOT GOOD AT UH TAKING EXAMS, BUT THEY'RE EXCELLENT AT PROVIDING SERVICES. WE HAVE TEACHERS THAT DEMONSTRATE THAT ALL THE TIME. SO NONETHELESS, I WOULD LIKE TO THINK THAT DR. WON PAT'S POSITION IS NOT NECESSARILY TO WATER DOWN STANDARDS, BUT TO PUT US IN THE BEST POSITION TO BE ABLE TO RECRUIT AND PLACE THE FOLKS THAT WE NEED.

**SENATOR TELO TAITAGUE**

OKAY. SO BASICALLY, YOU KNOW, WE'RE ASKING IF WE SHOULD CLARIFY IN THE LEGISLATION THE DEFINITION OF SCHOOL PSYCHOLOGY UM THAT ONLY STATES, PUBLIC SCHOOL SYSTEMS, YOU KNOW, QUOTE, THAT WE EXPAND TO INCLUDE CHARTER SCHOOLS AND PRIVATE SCHOOLS, YOU KNOW, INCORPORATED. SO THAT'S A LANGUAGE THAT WE NEED TO LOOK INTO WHEN YOU DO THE NOT ALL OF US SENATORS ARE INVITED TO THESE MARKUP MEETINGS. SO, HOPEFULLY IF

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THERE'S ANYTHING I CAN PROVIDE TO YOU WHEN YOU GO INTO THIS MARKET MEETING THAT, I'D BE HAPPY TO, YOU KNOW, BECAUSE A LOT OF TIMES LEADERSHIP CHANGES, YOU KNOW, WE NEED TO GET A LOT OF THIS CODIFIED INTO LAW, TO ENSURE THAT THE PROCESS IS MET WITH GOOD INTENTIONS AND IS CORRECT AND THE LIABILITY ISSUE IS SHOULD BE A CONCERN TO ALL EVERYBODY ON OUR PERSPECTIVE. SO OTHER THAN THAT I HAVE A MEETING I HAVE TO ATTEND TO AND I HAVE TO EXCUSE MYSELF BUT I DIDN'T WANT TO MISS THE OPPORTUNITY. YES. GO AHEAD. MAMIE YOU HAD A QUESTION.

**MAMIE BALAJADIA**

SENATOR, LET ME JUST MAKE A POINT THAT ABOUT LICENSURE. YOU DO NOT IN A LAW YOU DO NOT WANT TO BE SO SPECIFIC THAT YOU WANT TO BE GENERAL THAT BASICALLY INDIVIDUAL MEET THE QUALIFICATION IN A GENERAL SENSE OF FOLLOWING NATIONAL STANDARDS BECAUSE WHEN YOU HAVE INDIVIDUAL COMING IN THAT IF YOU HAVE THINGS SPECIFICALLY SAYS OH YOU HAVE TO HAVE THIS AND THIS. IF YOU DON'T MEET THAT THEN YOU DON'T QUALIFY THEN WE REALLY NOT GOING TO HAVE A WORKFORCE BECAUSE RIGHT NOW AM I ABLE TO GO TO THE SCHOOL SYSTEM FOR EXAMPLE RIGHT NOW WE ARE SHORT OF SCHOOL PSYCHOLOGIST AND WITH THE ONE THAT WE HAVE RIGHT NOW TO ME AS YOU CAN SEE THE NUMBERS IT'S NOT ENOUGH SO AS MR. ANDERSON INDICATED THAT IF IN ANOTHER PERSON COMES IN IF THEY MEET THE BASIC LICENSURE REQUIREMENT AND THEY LIKE TO HIRE THIS PERSON AFTER INTERVIEW THAT THEY SHOULD BE ABLE TO BECAUSE WE WANT TO MAKE IT SO SPECIFIC THEN THERE'S GOING TO BE LIMIT INTO A POOL OF PEOPLE ACTUALLY BE ABLE TO PROVIDE THE SERVICE. WE DON'T WANT TO MAKE IT SO STRINGENT THAT PEOPLE ARE NOT BE ABLE TO QUALIFY BUT I THINK YOU WANT TO PUT IT IN BASIC FOLLOWING NATIONAL STANDARD AND THAT WOULD BE THAT'S THE REASON WHY THAT'S NOT ANSWERING SOME OF THE QUESTION YOU MAY HAVE CONCERNING ABOUT SPECIFIC QUALIFICATIONS.

**SENATOR TELO TAITAGUE**

I TOTALLY UNDERSTAND THE NEED BUT THINGS ARE PUT INTO PERSPECTIVE TO ALLOW INDIVIDUALS TO HAVE THE SCHOOLING AND THE KNOWLEDGE AND THE TRAINING BEFORE GOING TO OUR CHILDREN. YOU KNOW, THERE'S A PROTECTION ISSUE THAT I'M CONCERNED. AND FOR THOSE INDIVIDUALS WHO TOOK THE TIME TO STUDY, TO GET THEIR DEGREES, TO GET THEIR INTERNSHIPS, YOU KNOW, AND STUFF, WE CAN'T DISREGARD THEM AND THINK EVERYONE ELSE, YOU KNOW, YOU DON'T HAVE TO GO THROUGH THIS PROCESS. THAT'S NOT FAIR TO THOSE WHO GO THROUGH THE PROCESS. SO, GRANDFATHERING IS ONE THING, BUT ALSO PROVIDING A SAFETY MECHANISM TO THE INTERNSHIP, THE REQUIREMENT. AND THE NATIONAL, YOU KNOW, ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUT THESE THINGS INTO PLAY THAT'S BEEN STUDIED BEYOND YOUR CAPABILITIES TO UNDERSTAND IN THIS ENVIRONMENT, IT'S TOTALLY DIFFERENT. SO, I DON'T WANT TO LOSE SIGHT OF THAT BECAUSE OUR KIDS DESERVE THE BEST, NOT JUST HALF. THEY DESERVE THE BEST. SO, AND I THINK I'M NOT AS EMOTION AS VANGIE DOES. NO, LET ME JUST SAY I'M GOING TO KEEP IT COOL. SHE BASICALLY SPOKE.

**MAMIE BALAJADIA**

LET ME SAY THAT WITH PEOPLE THAT THAT KNOWS ME AND I DON'T KNOW WHETHER IT'S APPROPRIATE TO SAY IT IN THE LEGISLATIVE SETTING BECAUSE THERE ARE PEOPLE WHO ARE NOT DOESN'T HAVE THE PROPER LIKE SAY EDUCATION BUT THEY'RE REALLY GOOD IN DOING WHAT THEY DO. I CAN TELL YOU ABOUT PSYCHIATRIC TECHNICIAN THAT SOMEBODY THERE ARE A LOT OF PEOPLE WITH EDUCATION. AND THERE ARE A LOT OF PHD THAT ARE TO ME THERE ARE A LOT OF STUPID PHDS. I'M SORRY TO TELL YOU, BUT THERE ARE A LOT OF PEOPLE WITHOUT THE

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PHD. THEY'RE REALLY GOOD IN DEALING WITH THE PEOPLE. AND SO WE REALLY HAVE TO LOOK AT THE PERSON AND WE BASICALLY YES WE DO NEED THE CREDENTIAL. WE NEED THE REQUIREMENT. THEY'VE SAID BASICALLY THEY'RE THEY HAVE THE PROPER EDUCATION AND ABILITY. BUT WHEN YOU HIRE THEM, YOU FIND OUT, WHERE DID THIS PERSON GO TO SCHOOL? I'VE SAID THAT TO SEVERAL LICENSURE PEOPLE. WHERE DID THEY GO TO SCHOOL? BECAUSE THEY'RE NOT ABLE TO PROVIDE THE PARTICULAR ASPECT OF THE NEED AND THE REQUIREMENT. IT IS THEY COME FROM GOOD SCHOOL, BUT I DON'T KNOW WHERE THEY COME GO TO SCHOOL. THAT IS BASED ON COMPLAINT TO THE BOARD.

**SENATOR TELO TAITAGUE**  
SOUNDS LIKE A LIABILITY ISSUE.

**MAMIE BALAJADIA**  
NO.

**SENATOR TELO TAITAGUE**  
OKAY. THANK YOU. THANK YOU. THANK YOU.

**SENATOR SABRINA SALAS MATANANE**  
SENATOR THERESE TERLAJE.

**SENATOR THERESE TERLAJE**  
THANK YOU. THANK YOU ALL FOR BEING HERE TO TESTIFY ON THIS BILL AND FOR DOING THE WORK THAT YOU'RE DOING. SO I JUST WANT TO ACKNOWLEDGE RIGHT AWAY THAT I AGREE WITH THAT IF WE WANT TO SET A STANDARD THAT THAT WE ALL BELIEVE THAT THE STUDENTS DESERVE IN THE SCHOOLS THAT SCHOOL PSYCHOLOGISTS SHOULD HAVE A CERTAIN STANDARD. WE'RE GOING TO FOLLOW THE NATIONAL STANDARDS. THAT'S EXCELLENT. AND THE BOARD HAS AGREED TO LICENSE THESE. SO, THEY WILL HAVE A SPECIFIC CREDENTIAL LICENSING HERE ON GUAM AND THAT'S GOING FORWARD. AND SO, THIS IS GREAT FOR THE STUDENTS. SO, I HAVE NO ISSUES WITH THAT AT ALL. MY ISSUES ARE WITH DOE. I GUESS IT'S KIND OF LIKE SO WE HEAR DIFFERENT THINGS TODAY, BUT SOME OF IT IS ADDRESSING DOE'S NEEDS, BUT I FEEL LIKE SO THE BILL IS NOT NECESSARILY ADDRESSING DOE'S NEEDS OR CAPACITY OR ABILITY TO HIRE MORE OR RECRUIT MORE. IT MIGHT ACTUALLY BE LIMITING DOE'S ABILITY TO HIRE IMMEDIATELY UM BECAUSE WE'RE RAISING THE STANDARDS AND WE'RE NOT ALLOWING ANYMORE. SOME OF THE PEOPLE THAT WE'VE ALREADY HIRED WOULD NOT QUALIFY UNDER THIS, RIGHT? SO, THERE'S A GRANDFATHER CLAUSE WHICH I DON'T OBJECT TO AND I WANT TO ACKNOWLEDGE ALL THE WORK THAT YOU HAVE BEEN DOING. BUT I GUESS SEE THAT'S I FEEL LIKE MAYBE WE NEED A SEPARATE LEGISLATION TO ADDRESS DOE'S NEEDS FULLY, RIGHT? LIKE YOU TALK ABOUT THE RATIO AND THAT BUT SO FOR EXAMPLE IF YOU COULD JUST UH CLARIFY MAYBE DOES DOE THEY HAVE A COUNSELOR'S POSITION SCHOOL COUNSELOR AND A SCHOOL PSYCHOLOGIST POSITION TWO SEPARATE POSITIONS

**CHRIS ANDERSON**  
WELL WE HAVE TWO DIFFERENT EMPLOYEES WHO PROVIDE THOSE KINDS OF SERVICES BUT UH THE DEPARTMENT OF EDUCATION WHEN THEY HIRE UH SCHOOL COUNSELORS THEY'RE HIRED AS TEACHERS IN SLOT AUDITED AS SCHOOL COUNSELORS. SO THERE'S NO ACTUAL POSITION FOR SCHOOL COUNSELOR AND THEN CURRENTLY THERE IS NO SCHOOL PSYCHOLOGIST POSITION. THE ACTUAL POSITION AS I REFERENCED IN TESTIMONY WE'RE USING THE YOU KNOW JOB

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DESCRIPTION UH FROM THE CIVIL SERVICE COMMISSION THAT WAS APPROVED BACK IN 1980 WHICH IS WHAT PSYCHOLOGIST. THAT'S THE ACTUAL TITLE OF THE JOB DESCRIPTION. OKAY. AND SO, TO YOUR POINT, THIS PARTICULAR BILL IS REALLY TRYING TO ADDRESS THE IMMEDIATE NEED, WHICH IS THE JEOPARDY, UH, THAT OUR SIX PSYCH PSYCHOLOGISTS, BECAUSE THAT'S WHAT THEY WERE HIRED AS, ARE CURRENTLY IN RIGHT NOW, UH, IN TERMS OF THEIR ABILITY TO MEET THE REQUIREMENTS AS STIPULATED IN THE LAW. AND SO IN 2022 WHEN THEY AMENDED THE LAW TO REQUIRE CERTAIN STANDARDS THAT ARE MORE APPROPRIATE FOR A CLINICAL PSYCHOLOGIST THAN JUST WHAT A PSYCHOLOGIST OR SCHOOL PSYCHOLOGIST IN TERMS OF THE ROLE THAT THESE MENTAL HEALTH PROFESSIONALS WERE PROVIDING.

**SENATOR THERESE TERLAJE**

ALL RIGHT. SO IT'S A GRANDFATHER CLAUSE THAT'S URGENT.

**CHRIS ANDERSON**

YES.

**SENATOR THERESE TERLAJE**

BECAUSE YOU'VE ALREADY SLOTTED THEM INTO PSYCHOLOGIST SLOTS. ALL RIGHT. WHAT ABOUT THE CHANGING OF THE CIVIL SERVICE POSITION DESCRIPTIONS? ARE YOU SAID DOE WOULD HAVE TO WORK WITH DOA TO DO THAT? HAVE THEY STARTED THAT AT ALL OR NOT?

**CHRIS ANDERSON**

WELL, THEY WERE THEY HAVE MY UNDERSTANDING IS DOA HAS BEEN WORKING ON THE JOB DESCRIPTION SPECIFIC TO WHAT THE PUBLIC LAW REQUIRED IN 2022. THEY HAVE NOT BEEN WORKING ON A SCHOOL PSYCHOLOGIST POSITION. WHICH IS WHAT WE'RE HOPING IS WHEN THIS BILL PASSES IS GOING TO REQUIRE THAT AND THAT THEREFORE THESE FOLKS WILL THE FOLKS THAT WE CURRENTLY HAVE UM IN THE DEPARTMENT NOW WILL CONTINUE TO BE ABLE TO PROVIDE YOU KNOW SERVICES TO OUR KIDS.

**SENATOR THERESE TERLAJE**

ALL RIGHT. SO YOU WILL YOU WILL ADDRESS THAT THAT THEY WILL BE ABLE TO CONTINUE TO PROVIDE THOSE SERVICES AND FIT INTO THOSE SLOTS.

2:25:48

2 HOURS, 25 MINUTES, 48 SECONDS

BUT UH IN RECRUITING ADDITIONAL UM IT'S BEEN WELL ONE OF THE TESTIMONY FROM SANDRA

2:25:56

2 HOURS, 25 MINUTES, 56 SECONDS

BORDALLO SAYS UH FOR YEARS GUAM HAS FACED CHALLENGES IN RECRUITING AND RETAINING PROFESSIONALS WITH THE DOCTORAL LEVEL

SCHOOL PSYCHOLOGY CREDENTIALS. AND I THINK THAT MUST BE CORRECT BECAUSE THERE ARE APPARENTLY NONE RIGHT NOW. SO, WE'RE MAKING IT HARDER FOR YOU TO RECRUIT INTO THOSE POSITIONS INSTEAD OF CHANGING THE JOB DESCRIPTION SO THAT YOU CAN RECRUIT FOR EXAMPLE, YOU KNOW, THESE OTHERS WHO ARE QUALIFIED IN ANOTHER WAY AND MAYBE HAVE AND THEY SAY SOME OF THEM HAVE SAID THEY EVEN MEET A LOT OF THIS CRITERIA EXCEPT THAT THEY DO NOT HOLD THE DOCTORAL OR MASTER'S DEGREE SPECIFICALLY IN SCHOOL PSYCHOLOGY, EDUCATIONAL PSYCHOLOGY OR COUNSELING PSYCHOLOGY BUT SOME OF THEM ARE THEY'VE GOT THE PHDS IN CLINICAL PSYCHOLOGY. I MEAN DO WE WANT TO EXCLUDE THEM? BECAUSE TO ME THAT'S THE RISK WHERE WE'RE WE MIGHT BE RUNNING HERE IS NOW WE HAVE

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TO EXCLUDE THEM WHEN YOU HAVE AN IMMEDIATE NEED AND WE HAVE TO WAIT FOR A LICENSED SCHOOL PSYCHOLOGIST TO COME AS OPPOSED TO HIRING A LICENSED CLINICAL PSYCHOLOGIST OR ALL THESE OTHER THINGS WITH MAYBE YEARS AND YEARS OF EXPERIENCE IN MENTAL HEALTH. THAT'S MY ONLY CONCERN IS I WILL AGREE TO THIS. I AGREE TO THE STANDARD. I AGREE TO THE BOARD'S POSITION, BUT IT'S JUST GDOE. I'M AFRAID I DON'T WANT TO COME IN A MONTH AND SAY, "OH, MAN. WE HAVE ALL THESE FIVE PEOPLE NOW THAT WE SHOULD REALLY PUT INTO THE SCHOOLS RIGHT NOW. WE CAN HELP THESE STUDENTS, BUT THEY'RE NOT THIS. THEY'RE NOT PHDS IN SCHOOL PSYCHOLOGY OR EDUCATIONAL PSYCHOLOGY SPECIFICALLY, RIGHT? BUT THEY'RE EXPERIENCED AND THEY'RE QUALIFIED. SO I GUESS THAT'S JUST MY CONCERN. YES. DR. MAMIE

**MAMIE BALAJADIA**

SENATOR ON THIS ISLAND THERE'S MANY INDIVIDUAL WITH MASTER'S DEGREE AND UH THEY'RE BEING FANNED OUT ALL OVER THE PLACE ACCORDING TO WHAT THEIR DESIRE TO WORK AT PLACE AND I THINK UM SETTING THIS IN MOTION IS GOING TO MAYBE ATTRACT LATER I DON'T KNOW UH MORE PEOPLE TO DESIRE TO WORK FOR THE SCHOOL SYSTEM ALL YOU NEED THE QUALIFICATION MINIMUM IS A MASTER'S DEGREE. THERE'S A LOT OF MASTER'S DEGREE RECIPIENT YOU KNOW IN THIS COMMUNITY. SO THAT IS VERY IMPORTANT BUT I DON'T THINK THAT I DON'T KNOW EVERYWHERE EVEN CLINICAL I MEAN THIS ISLAND IS REALLY LACKING A LOT OF PROFESSION IN PROVIDING THE SERVICES. SO MAY HER PERHAPS FROM THE LONG TERM I MEAN JUST YOU KNOW SINCE YOU'RE ASKING A QUESTION IS TO ENCOURAGE INDIVIDUALS TO BE ABLE TO GO AND THE GOVERNMENT TO SUPPORT OUR LOCAL PEOPLE TO COME BACK AND SERVE THE COMMUNITY. HOWEVER, BECAUSE I FIND IN MY EXPERIENCE OF WORKING EVEN AT DEPARTMENT OF MENTAL HEALTH AND SUBSTANCE ABUSE THERE WERE PEOPLE THEN LIKE THEY COME ON ISLAND YOU KNOW THEY'RE ABLE TO FILL POSITION BUT THEY DON'T WANT TO STAY AND SERVE THE PEOPLE. SO WE WANTED TO INVEST TO ME INTO OUR OWN LOCAL PEOPLE ENCOURAGING TO COME BACK IN THIS AREA PSYCHOLOGIST WE DON'T HAVE VERY MANY YEAH SO THAT'S ANOTHER THING MAYBE THE LEGISLATURE CAN THINK ABOUT HOW WE'RE GOING TO BE ABLE TO DO THAT BUT IN THE MEANTIME I THINK IT'S SO IMPORTANT THAT INDIVIDUALS WHO'S BEEN WORKING WITH THE SCHOOL SYSTEM THEY RIGHTFULLY SHOULD BE SCHOOL PSYCHOLOGIST THAT'S WHY THIS CAME ABOUT

**SENATOR THERESE TERLAJE**

OKAY SO I UNDERSTAND YES THAT WE HAVE A WE WANT TO GRANDFATHER THOSE. SO, I'M JUST AND THEN MAYBE AGAIN SO NO PROBLEM REQUIRING A OR HAVING A LICENSED PATH FOR SCHOOL PSYCHOLOGISTS IN PARTICULAR. AND SO THAT'S ONE THING I THINK SEPARATE FROM DOE REALLY EVEN THOUGH WE'VE BEEN TESTIFYING ABOUT IT KIND OF TOGETHER. SO, WE HAVE A SCHOOL PSYCHOLOGIST PATH, BUT I THINK DOE HAS TO REALLY CONSIDER WHAT THEIR REQUIREMENTS ARE GOING TO BE FOR THOSE POSITIONS. AND THAT'S I REALLY THINK YOU NEED TO URGENTLY WORK WITH DOA, NOT WAIT. WE'VE SEEN OTHER AGENCIES WHERE THEY'VE BEEN WAITING FOR YEARS, AND I WOULD RECOMMEND YOU DON'T WAIT IF YOU THINK THAT'S THE ISSUE IN ORDER TO TRY TO RECRUIT MORE. IF YOU'RE TRYING TO RECRUIT MORE, HOW MANY OPENINGS DO YOU HAVE? ARE YOU TRYING TO RECRUIT MORE?

**CHRIS ANDERSON**

WELL, I MEAN WE ARE TRYING TO RECRUIT MORE IN TERMS OF THE CURRENT STANDARDS AND REQUIREMENTS. HOWEVER, THAT'S, YOU KNOW, DETERMINED THAT'S BUDGETARY. THAT'S THE ABILITY FOR US TO GET THE APPROVAL FROM THE SUPERINTENDENT TO BE ABLE TO, YOU KNOW,

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FILL THOSE REQUESTS THAT WE HAVE PUT FORTH. BUT IN TERMS OF THE DEPARTMENT OF ADMINISTRATION, THEY'RE GOING TO NEED THIS LEGISLATION THAT PROVIDES THIS CAVEAT OR THIS YOU KNOW OPPORTUNITY TO HAVE A SCHOOL PSYCHOLOGIST POSITION BECAUSE THERE ISN'T ONE RIGHT NOW. SO THEY NEED LEGISLATION TO TELL THEM OTHERWISE. BECAUSE MY UNDERSTANDING IS THEY'RE WORKING ON AN ACTUAL JOB DESCRIPTION FOR A PSYCHOLOGIST.

**SENATOR THERESE TERLAJE**

YES. AND I'M SAYING MAYBE YOU NEED TO ADDRESS THAT RIGHT NOW WHERE YOU INSTEAD OF REQUIRING A LICENSED SCHOOL PSYCHOLOGIST IN THOSE POSITIONS RIGHT NOW WHILE YOU'RE TRYING TO RECRUIT THAT YOU HAVE TO CONTROL THAT HOW WHAT THEY'RE GOING TO RECRUIT. YES.

**NADINE CEPEDA**

PARDON ME. SENATOR THERESE TERLAJE IT'S ALREADY DONE. WE SO DR. BALAJADIA ACTUALLY WORKED ON IT BASED ON THE LAW. AGAIN, WE'RE TRYING TO FAST-TRACK THIS

**SENATOR THERESE TERLAJE**

IT DOES THE POSITION DESCRIPTIONS, RIGHT? OH, OKAY. SO, WHAT ARE THEY? CAN YOU READ THOSE TO US THEN?

**NADINE CEPEDA**

SURE.

**SENATOR THERESE TERLAJE**

SO, YOU'RE HOW DOES SHE WORK ON THE DOA?

**NADINE CEPEDA**

IT'S BECAUSE WE ACTUALLY BEEN WORKING ON THIS SIMULTANEOUSLY. SENATOR SABRINA MATANANE RESPONDED VERY QUICKLY TO OUR NEED. SHE WAS ASKED BY SOMEBODY ELSE TO ASSIST THAT IN THAT PROCESS WHEN I CAME TO HER AND SO SHE IS FAMILIAR WITH HOW THAT'S DONE BECAUSE SHE'S WROTE OR WRITTEN SEVERAL DIFFERENT POSITION DESCRIPTIONS PREVIOUSLY WHEN SHE WAS THE CLINICAL ADMINISTRATOR AT GUAM BEHAVIORAL HEALTH. I MEAN I'M TALKING LIKE SHE'S A SECOND PERSON SHE'S NOT HERE SO I'M GOING TO DEFER THAT BUT IT'S ALREADY WRITTEN BECAUSE SHE DR. BALAJADIA WAS ASKED TO ASSIST IN THAT PROCESS WHEN I CAME TO HER.

**SENATOR THERESE TERLAJE**

SO, WE COULD DO HAVE YOU SEEN THIS? THIS IS FOR YOU, RIGHT? SO YOU I WOULD JUST LIKE TO SEE AND I THINK YOU SHOULD JUST COMPARE THEN THE CURRENT HIRING STANDARDS. THEY'RE EVEN AND IF WE GRANDFATHER THEM IN RIGHT AWAY, STILL YOU'RE GOING TO HAVE A STANDARD OF HIRING IN THESE POSITIONS OR FURTHER HIRING IN THESE POSITIONS THAT REALLY MIGHT LIMIT YOU. BUT I THINK THERE'S A WAY AROUND THAT AND THAT'S WHY I WANT TO SEE MAYBE WHAT YOU'VE ALREADY WRITTEN LIKE.

**MAMIE BALAJADIA**

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YEAH SENATOR THE JOB DESCRIPTION IS ALREADY WRITTEN GAVE IT UH IT WAS GIVEN TO THE SUPERINTENDENT. OKAY. THE NEXT STEP WOULD BE TO GO BEFORE CIVIL SERVICE IF THERE'S ANY QUESTION.

**CHRIS ANDERSON**

WELL I'M PLEASANTLY SURPRISED TO KNOW THAT. THANK YOU DR. BALAJADIA. I KNOW OUR HR ADMINISTRATOR KATHERINE ADA HAS ALREADY BEEN IN COMMUNICATION WITH DOA REGARDING THIS SITUATION AND SO I'LL MAKE SURE THAT SHE'S ALSO TRACKING ON THE FACT THAT DR. BALAJADIA HAD ALREADY WRITTEN THE JOB SPECS FOR THIS BECAUSE YES, IF THAT'S ALREADY DONE. OKAY. THEN WE SHOULD BE ABLE TO MOVE PRETTY QUICKLY ONCE THIS LEGISLATION'S IN PLACE.

**SENATOR THERESE TERLAJE**

ALL RIGHT. GREAT. SO, THIS LEGISLATION WILL ALLOW THE SIX WHO ARE CURRENTLY HIRED TO REMAIN IN IN THAT POSITION OFFICIALLY EVEN WITH THE NEW JOB DESCRIPTION BECAUSE WE'RE GRANDFATHERING THEM. BUT I THINK JUST I WANT YOU TO CHECK AGAIN HOW ABOUT GDOE'S ABILITY TO RECRUIT IMMEDIATE IF YOU HAVE THIS HUGE NEED AS ALMOST ALL OF YOU HAVE TESTIFIED TO THE NUMBER OF STUDENTS THE GREAT NUMBER OF NEED HOW LIMITED WE ARE IN OUR CAPACITY AT THIS POINT AND I THINK WE WANT TO ADDRESS THAT AND SO HOPEFULLY IF WE CAN SEE THAT JOB DESCRIPTION AS WELL.

**CHRIS ANDERSON**

WELL, AND I APPRECIATE YOU KNOW, YOUR CONCERN REGARDING, YOU KNOW, MAKING THE POSITION DESCRIPTION MAYBE TOO DIFFICULT TO YOU KNOW OR CHALLENGING FOR US TO RECRUIT. AND SO, OBVIOUSLY, WE WANT TO DEFER TO DR. BALAJADIA AND HER EXPERIENCE AND OBVIOUSLY SHE'S WORKED WITH A LOT OF PROFESSIONALS HERE ON GUAM AND SO SHE I THINK SHE HAS A VERY GOOD UNDERSTANDING OF THE DIFFICULTY WITH TRYING TO RECRUIT POSITIONS. SO, IF SHE'S IN FAVOR OF ADDING LANGUAGE AS WELL AS THE YOU KNOW SENATORS IF YOU GUYS IF YOU'RE IF THE BODY IS AGREEABLE TO LOOKING AT SOME TYPE OF LANGUAGE THAT YOU KNOW PROVIDES AN EQUIVALENCY THEREOF. SO YOU SET A STANDARD AND YOU'RE VERY CLEAR ABOUT WHAT NEEDS TO BE DONE FOR A SCHOOL PSYCHOLOGIST BUT THERE'S FLEXIBILITY TO LOOK AT OTHER ASPECTS OF THAT PERSON BECAUSE AS DR. BALAJADIA SAID THERE ARE PLENTY OF PHDS THAT ON PAPER ARE YOU KNOW THE BEST THING SINCE SLICED BREAD BUT IN REALITY AND IN PRACTICE THEY'RE TERRIBLE AND THEN TO THE CONTRARY YOU HAVE FOLKS THAT DON'T HAVE THE CREDENTIALS BUT ARE DEFINITELY ABLE TO PROVIDE EXCELLENT SERVICE FOR PEOPLE IN NEED. SO, I MEAN IF THAT'S POSSIBLE WE WOULD LOVE TO WE WOULD WELCOME THAT BECAUSE OBVIOUSLY WE WANT MAXIMUM FLEXIBILITY.

**SENATOR THERESE TERLAJE**

YEAH I THINK THAT SHOULD BE DONE ON THE DOE SIDE NOT ON THE LICENSING SIDE. THEIR LICENSING REQUIREMENTS SHOULD BE UNIFORM WITH THE NATIONAL STANDARDS BUT DOE'S HIRING THAT'S WHAT WE'VE DONE I'VE SEEN IN THE GOVERNMENT WHERE YOU HAVE THIS DEGREE OR YOU HAVE THE EQUIVALENT YOU KNOW THESE THINGS OR THE EQUIVALENCY AND THEN THEY LAY THOSE OUT IN DIFFERENT

**CHRIS ANDERSON**

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I DON'T KNOW HOW THIS WORKS EXACTLY BUT I ASSUME THAT DOA IS GOING TO WORK SPECIFICALLY WITH THE LANGUAGE IN THE LAW I DON'T KNOW IF THEY'LL PUT THAT FLEXIBILITY IN THE JOB DESCRIPTION

**SENATOR THERESE TERLAJE**

THAT'S WHY I'M POINTING THAT OUT TO YOU I THINK THAT'S MOST BASED ON THE TESTIMONY I'VE HEARD

**CHRIS ANDERSON**

YEAH LET ME VERIFY THAT AND THEN WE'LL GET BACK TO SENATOR SABRINA SALAS MATANANE ABOUT WHETHER OR NOT UH THEY CAN WRITE THAT KIND OF FLEXIBILITY INTO THE JOB SPECS IF IT'S NOT IN IN LEGISLATION.

**SENATOR THERESE TERLAJE**

THIS IS TELLS US WHAT A LICENSED SCHOOL PSYCHOLOGIST HAS TO HAVE TO BE LICENSED ON GUAM. THAT'S SEPARATE AND APART FROM WHAT A SCHOOL PSYCHOLOGIST POSITION IN GDOE MUST HAVE. AND THAT'S WHY I'M SAYING IF YOU'VE WORKED ON THAT SEPARATELY, THAT'S EXCELLENT.

**CHRIS ANDERSON**

THE CHALLENGE IS YOU CAN'T BE HIRED BY THE DEPARTMENT OF EDUCATION IF YOU DON'T HAVE LICENSURE SO IF THEY IF THE ALLIED HEALTH BOARD SETS THAT STANDARD FOR LICENSURE, YOU KNOW, FOLKS ARE GOING TO HAVE TO MEET THE REQUIREMENTS IN ORDER TO GET.

**SENATOR THERESE TERLAJE**

CURRENT DOE JOB DESCRIPTION, WHICH IS WHAT I'M SAYING. THAT'S WHY YOU WANT TO LOOK AT THAT DOE JOB DESCRIPTION IF YOU WANT TO HIRE MORE PEOPLE IMMEDIATELY.

**CHRIS ANDERSON**

WELL, MY UNDERSTANDING WHAT'S GOING TO HAPPEN, SORRY, SENATOR, AND I MAY BE SLOW IN UNDERSTANDING, BUT THE JOB DESCRIPTION FOR THE PSYCHOLOGIST, WHICH IS CURRENTLY ON THE BOOKS RIGHT NOW, IS GOING TO GO AWAY. WE WILL NOT BE USING THAT, OF COURSE. WE WILL HAVE A NEW JOB DESCRIPTION. AND I'M JUST SAYING THAT I DON'T THINK I DON'T BELIEVE THE DEPARTMENT OF ADMINISTRATION'S ABLE TO WRITE THAT KIND OF FLEXIBILITY INTO THE JOB SPECS OR EVEN US TO SUGGEST IT IF IT'S NOT SPECIFICALLY IN LEGISLATION. THE AND AGAIN I IF THE ALLIED HEALTH BOARD USES THAT SPECIFIC LANGUAGE AND DOESN'T PROVIDE FOR ANY FLEXIBILITY SOME LANGUAGE THAT SAYS OR EQUIVALENCY THEREOF LIKE OTHER ASPECTS OF THE PERSON'S BACKGROUND THAT COULD BE CONSIDERED AS EQUIVALENT TO THE STANDARDS THAT ARE REFERENCED UH WE'RE NOT GOING TO THAT PERSON IS NOT GOING TO BE ABLE TO GET THE ACTUAL LICENSURE NECESSARY TO EVEN QUALIFY UH TO BE INTERVIEWED FOR THE POSITION. SO, BUT I'LL VERIFY THAT WITH DOA AND THEN GET BACK TO SENATOR SABRINA SALAS MATANANE ABOUT WHAT MAY NEED TO HAPPEN.

**SENATOR THERESE TERLAJE**

ALL RIGHT. I LOOK FORWARD TO SEEING A COPY OF THAT JOB DESCRIPTION RECOMMENDATION THAT YOU MADE ALSO, DR. ALL RIGHT. BUT THANK YOU AND GOOD LUCK TO DOE ON HIRING MORE AND REALLY FILLING THE NEED THAT STUDENTS MAKE SURE AND THANK YOU AGAIN TO

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ALL OF YOU WHO ARE FILLING THIS NEED FOR STUDENTS AND REALLY HELPING THEM AT THIS YOUNG AGES. SI YUUS MAASE

**SENATOR SABRINA SALAS MATANANE**

THANK YOU SENATOR THERESE TERLAJE AND THANK YOU TO THE PANEL. THANK YOU, NADINE, DR. BALAJADIA, MR. ANDERSON FOR YOUR WORK ON THIS BILL. UM WE'RE GOING TO HAVE TO DO SOME MARKUPS UH TO ADDRESS SOME OF THE CONCERNS THAT HAVE BEEN RAISED BY MY COLLEAGUES. AND SO WE'LL SCHEDULE A MEETING MAYBE NEXT WEEK TO FURTHER DISCUSS THIS. BUT THANK YOU AGAIN FOR YOUR INPUT AND EVERYBODY ELSE THAT TESTIFY TODAY FOR SHARING THEIR STORIES. AGAIN, WE'RE GOING TO TRY AND GET THIS ON TO THE MAY SESSION AGENDA AND GET IT UP FOR A VOTE. THE TIME IS NOW 10:38. THIS PUBLIC HEARING BY THE COMMITTEE ON HEALTH AND VETERANS AFFAIRS IS NOW ADJOURNED.

*The Public Hearing was adjourned at 10:38 A.M.*

**III. Findings and Recommendations**

This measure establishes licensure requirements for school psychologists and formally recognizes the profession within Guam's allied health framework. Testimony strongly supported the bill, emphasizing the urgent need for mental health services in schools, particularly given the severe shortage of psychologists serving a large student population and increasing rates of behavioral and emotional challenges among students. The bill also includes a grandfather provision to protect current practitioners. It is recommended for passage, with consideration for flexible licensure criteria and continued investment in expanding school-based mental health services to improve student outcomes and overall well-being.

The Committee on Health and Veterans Affairs hereby reports- out on [Bill No. 295-38 \(LS\)](#)- as amended-AN ACT TO ADD A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO AMEND §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS. "With the recommendation \_\_\_\_\_ TO DO PASS \_\_\_\_\_."

*I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN*  
**2026 (SECOND) Regular Session**

**Bill No. 295-38 (LS)**

Introduced by:

Sabrina Salas Matanane 

**AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

1           **BE IT ENACTED BY THE PEOPLE OF GUAM:**

2           **Section 1. Legislative Findings and Intent.** *I Liheslaturan Guåhan* finds  
3 that school psychologists play a critical role in supporting the mental health,  
4 learning, and social-emotional adjustment of students in Guam's public schools.  
5 School psychologists provide essential services including psychoeducational  
6 assessment, counseling, consultation with educators and families, and the  
7 development of programs designed to promote healthy learning environments.

8           *I Liheslaturan Guåhan* further finds that there is currently no specific  
9 licensure framework for school psychologists in Guam, and that the absence of such  
10 a framework leaves students without the assurance that the professionals serving  
11 them have met rigorous, standardized qualifications in school psychology.

12           *I Liheslaturan Guåhan* further finds that establishing clear qualifications for  
13 the licensure of school psychologists protects students and their families by ensuring

1 that practitioners possess the requisite education, supervised experience, and  
2 demonstrated competency to deliver school-based psychological services. A  
3 licensure framework also aligns Guam with nationally recognized professional  
4 standards for school psychology practice.

5 *I Liheslaturan Guåhan* further finds that psychologists currently employed by  
6 the Guam Department of Education who are providing school psychology services  
7 should be recognized and protected through a grandfather provision to ensure  
8 continuity of services to students during the transition to the new licensure  
9 requirements.

10 It is the intent of *I Liheslaturan Guåhan* to establish a comprehensive  
11 licensure framework for school psychologists under the Guam Board of Allied  
12 Health Examiners by adding a new Article 12A to Chapter 12, Title 10, Guam Code  
13 Annotated, setting forth definitions, qualifications for licensure, and a grandfather  
14 provision for current Guam Department of Education psychologists. It is further the  
15 intent of *I Liheslaturan Guåhan* to amend the definitions of “The Healing Art” in  
16 §12101(b) and the allied health professions list in §12802(a) of Chapter 12, Title 10,  
17 Guam Code Annotated, to include school psychology as a recognized healing art and  
18 licensed allied health profession on Guam.

19 **Section 2.** A new Article 12A is hereby *added* to Chapter 12, Title 10, Guam  
20 Code Annotated, to read:

21 **ARTICLE 12A**

22 **SCHOOL PSYCHOLOGY**

23 **§12A1201. Definitions.**

24 For purposes of this Article, the following words and phrases shall have the  
25 meanings assigned to them:

1           (a) ‘Practice of school psychology’ means the rendering or offering  
2 to render to an individual, a group, an organization, a government agency, or  
3 the public, any of the following services:

4           (1) Assessment, which includes psychoeducational,  
5 developmental, and vocational assessment; evaluation and  
6 interpretation of intelligence, aptitudes, interests, academic  
7 achievement, adjustment, and motivations, or any other attributes, in  
8 individuals or groups, that relate to learning, educational, or adjustment  
9 needs.

10          (2) Counseling, which includes short-term situation-oriented  
11 professional interaction with children, parents, or other adults for  
12 amelioration or prevention of learning and adjustment problems.  
13 Counseling services related to the practice of school psychology  
14 include verbal interaction, interviewing, behavior techniques,  
15 developmental and vocational intervention, environmental  
16 management, and group processes.

17          (3) Consultation, which includes psychoeducational,  
18 developmental, and vocational assistance or direct educational services  
19 to schools, agencies, organizations, families, or individuals related to  
20 learning problems and adjustments to those problems.

21          (4) Development of programs, which includes designing,  
22 implementing, or evaluating educationally and psychologically sound  
23 learning environments; acting as a catalyst for teacher involvement in  
24 adaptations and innovations; and facilitating the psychoeducational  
25 development of individual families or groups.

26          (b) ‘School psychology’ means the subspecialty of psychology that  
27 is primarily concerned with pupils or students in the public-school system.

1           (c) ‘School psychologist’ means a person duly licensed under this  
2 Article to practice school psychology.

3           (d) ‘Board’ means the Guam Board of Allied Health Examiners.

4           **§ 12A1202. Qualifications for Licensure.** An applicant for licensure as a  
5 school psychologist must:

6           (a) Hold a doctoral or master’s degree in School Psychology,  
7 Educational Psychology, or Counseling Psychology from a regionally  
8 accredited institution of higher learning in the United States.

9           (b) Provide documentation demonstrating completion of a  
10 practicum, consisting of a minimum of one thousand two hundred (1,200)  
11 hours, of which six hundred (600) hours must be in a public school system or  
12 equivalent structured experience within the applicant’s graduate degree  
13 program, under the supervision of a licensed school psychologist, educational  
14 psychologist, or counseling psychologist.

15           (c) Pass the Praxis II School Psychology Examination.

16           (d) Demonstrate graduate-level coursework in each of the following  
17 areas:

18                   (1) Psychological Foundations:

19                           (A) the biological bases of behavior.

20                           (B) the required or learned bases of behavior, including  
21 personality theory, human development, and abnormal behavior.

22                           (C) the social, cultural, and systematic bases of  
23 behavior; and

24                           (D) the individual or unique bases of behavior,  
25 including personality theory, human development, and abnormal  
26 behavior.

27                   (2) Research and Statistics:

1                   (A) the methodology used to investigate questions and  
2                   acquire knowledge in the practice of school psychology; and

3                   (B) research design and methodology, statistics, critical  
4                   thinking, and scientific inquiry.

5                   (3) Applied Psychology:

6                   (A) the history, theory, and application of psychological  
7                   principles; and

8                   (B) the application of psychological theories to  
9                   individuals, families, and groups.

10                  (4) Assessment:

11                  (A) intelligence, personality, cognitive, physical, and  
12                  emotional abilities, skills, interests, and aptitudes; and

13                  (B) psychosocial, including behavioral, adaptive, and  
14                  cultural considerations in assessment.

15                  (5) Interventions:

16                   (A) the application of therapeutic techniques.

17                   (B) behavior management; and

18                   (C) consultation with teachers, school support staff, and  
19                   management.

20                  (6) Professional, Legal, and Ethical Issues.

21                  **§ 12A1203 Grandfather Provision.** All psychologists who hold a current  
22                  position with the Guam Department of Education at the time this Article becomes  
23                  law shall be deemed to hold a current, valid license issued by the Guam Board of  
24                  Allied Health Examiners as a school psychologist under this Article. The Guam  
25                  Board of Allied Health Examiners shall issue a physical version of such license  
26                  within ninety (90) days upon enactment of this Article.

1           **Section 3.** § 12101(b) of Article 12 Chapter 12, Title 10, Guam Code  
2 Annotated, is hereby *amended* to read:

3           “(b) ‘The Healing Art’ means the art of prevention, detecting or  
4 attempting to detect the presence of any disease; of determining or attempting  
5 to determine the nature and state of any disease, if present; or preventing,  
6 relieving, correcting or curing of or attempting to prevent, relieve, correct or  
7 cure any disease; of safeguarding or attempting to safeguard the life of any  
8 woman or infant through pregnancy and parturition; and of doing or  
9 attempting to do any of the acts enumerated in this Subsection. The healing  
10 arts include, but are not limited to, acupuncture and oriental medicine,  
11 audiology, chiropractic, clinical psychology, school psychology, licensed  
12 professional counseling, licensed mental health counseling, marriage and  
13 family therapy, cosmetology, dentistry, medicine, surgery, osteopathy,  
14 nursing, nursing home administration, nutrition and dietetics, occupational  
15 therapy, optometry, pharmacy, physical therapy, respiratory therapy, speech-  
16 language pathology, and veterinary medicine.”

17           **Section 4.** § 12802(a)(16) to Article 8, Chapter 12, Title 10, Guam Code  
18 Annotated, is hereby *added* to read:

19           “(a) Professions. For purposes of this Act, the following allied health  
20 professions shall be licensed under the Guam Board of Allied Health  
21 Examiners:

22           (1) ‘Acupuncture’ and ‘Oriental Medicine’ shall mean the  
23 science and art of examination and diagnosis based on traditional  
24 oriental medicine, and treatment of symptoms and diseases by the  
25 insertion of needles into the respective three hundred sixty-five (365)  
26 major trigger points of twelve (12) meridians, eight (8) extra trigger  
27 points of extra meridians, Ashi (regional or local) points, as well as

1 other extra points on the human body, by piercing the skin of the body  
2 to control and regulate the flow and balance of vital energy in the body  
3 and to treat ailments or diseases of the mind, body, any wound, bodily  
4 injury, or deformity. The term includes therapies that use manual,  
5 mechanical, thermal, electrical, or electromagnetic treatment based on  
6 the principles of oriental medicine to prevent or modify the perception  
7 of pain or to normalize physiological functions including pain control  
8 for the treatment of diseases or dysfunction of the Yin and Yang organic  
9 systems, and includes the application of acupuncture needles, electro-  
10 acupuncture, electro-dynamics stimulation, i.e., electro-stimulation,  
11 neuromuscular stimulation, etc., ultrasound, or diathermy devices, cold  
12 lasers, magnets, cupping, moxibustion, heat and cold therapy, i.e., heat  
13 and cold pads, heat lamp, infrared heat, etc., hydrotherapy, acupressure,  
14 Tui Na, oriental massage, massage therapy, Chi-gong, breathing  
15 techniques, therapeutic exercise, manual traction, natural medicine  
16 techniques, and nutrition, including the incorporation of drugless  
17 substances and herbs as dietary supplements to promote health.  
18 Ordering blood and laboratory tests, x-rays, or image tests to assist in  
19 making a diagnosis and monitoring a treatment plan is within the scope  
20 of practice of acupuncture and oriental medicine. It shall exclude  
21 operative surgery and the prescription of scheduled drugs.

22 (2) 'Audiology' shall mean the application of principles,  
23 methods and procedures for measurement, testing, evaluation,  
24 prediction, counseling, selling, instruction, habilitation or rehabilitation  
25 related to hearing aids or ear molds, including the fitting of such  
26 devices, or disorders of hearing for the purpose of evaluation,

1 identifying preventing, rehabilitating, ameliorating or modifying such  
2 disorders and conditions in individuals.

3 (3) 'Chiropractic' shall mean the science, art, and philosophy  
4 of things natural, the science of locating and removing interference with  
5 the transmissions or expression of nerve forces in the human body, by  
6 the correction of misalignments or subluxation of the articulations and  
7 adjacent structures, more especially those of the vertebral column and  
8 pelvis, for the purpose of restoring and maintaining health. It shall  
9 include the use of all natural agencies to assist in the healing art, such  
10 as food, water, heat, cold, electricity, mechanical appliances, and the  
11 ordering of laboratory tests. The use of imaging procedures shall be  
12 limited to skeletal imaging and shall exclude the therapeutic use of X-  
13 radiation, the use of contrast studies that introduce dyes, isotopes, or  
14 similar contrast media through the skin, orally, via catheterization or  
15 retrograde into any body cavity. It shall exclude operative surgery and  
16 the prescription of scheduled drugs.

17 (4) 'Clinical psychology' shall mean the subspecialty in  
18 psychology which is primarily concerned with assessing and alleviating  
19 emotional, mental and behavioral disorders in a hospital, institution or  
20 other clinical setting.

21 (5) 'Individual, marriage and family therapy' shall mean the  
22 intervention of a licensed therapist in assisting clients in individual,  
23 marriage and family therapy.

24 (6) 'Occupational therapy' shall mean the evaluation and  
25 treatment provided to people whose lives have been disrupted by  
26 physical injury, illness, developmental problems, the aging process, or  
27 psychosocial or cognitive difficulties. Treatment entails the assessment,

1 evaluation and treatment to assist each individual to achieve or return  
2 to an independent and productive life through techniques which prevent  
3 disability, assisting the individual in recovery from illness or accident,  
4 and by promoting the development of functions which may have been  
5 impaired or delayed. The treatment provided may include, but shall not  
6 be limited to, the adaptation of the environment and the selection,  
7 design and fabrication of assistive and orthotic devices, and other  
8 technology to facilitate development and promote the acquisition of  
9 functional skills through purposeful activity.

10 (7) 'Physical Therapy' means the utilization of scientific  
11 principles for the evaluation and treatment of any disability, injury or  
12 disease by the use of physical, chemical or mechanical means,  
13 including, but not limited to, heat, cold, air, light, sound, electricity,  
14 water, massage, therapeutic exercise and rehabilitative procedures, with  
15 or without assistive devices, for the purpose of preventing, correcting  
16 or alleviating dysfunction resulting from such disability, injury or  
17 disease; the performance of tests and measurements of neuromuscular  
18 function as an aid to the diagnosis or treatment of human condition;  
19 performance of treatments on the basis of test findings; supervision of  
20 selective forms of treatment by trained supportive personnel; dry  
21 needling, but only as provided in this Article and by Board rules and  
22 regulations; and the provision of consultative services for health,  
23 education and community agencies; provided, however, that physical  
24 therapy shall not include radiology or electrosurgery. Physical therapy  
25 and physical therapy services are not generic terms; they are the use of  
26 any intervention, including physical agent modalities/ electrotherapy,

1 that is provided by, or under the direction of, a licensed, physical  
2 therapist.

3 (8) 'Physician assistant' shall mean a Board licensed person,  
4 qualified by academic and practical training, who provides patient  
5 services under the indirect supervision of a licensed physician. A  
6 physician assistant is not an independent practitioner.

7 (9) 'Podiatric medicine' shall mean the diagnosis, medical,  
8 surgical, mechanical, manipulative, and electrical treatment of the  
9 human foot and ankle, including the tendons that insert into the foot,  
10 and the non-surgical treatment of the muscles and tendons of the leg  
11 governing the functions of the foot.

12 (10) 'Speech-language pathology' shall mean the application of  
13 principles, methods and procedures for the measurement, testing,  
14 evaluation, prediction, counseling, introduction, habilitation or  
15 rehabilitation related to the development and disorders of speech, voice,  
16 fluency or language, for the purposes of evaluating, identifying,  
17 treating, preventing, ameliorating or modifying such disorders and  
18 conditions in individuals or groups of individuals.

19 (11) 'Veterinary medicine' shall mean veterinary surgery,  
20 obstetrics, dentistry means to diagnose, treat, correct, change, relieve or  
21 prevent animal disease, deformity, defect, injury or other physical or  
22 mental condition, including the prescription or administration of any  
23 drug, medicine, biologic, apparatus, application, anesthetic, or  
24 therapeutic or diagnostic substance or technique, or the use of any  
25 manual or mechanical procedure for artificial insemination, testing for  
26 pregnancy or for correcting sterility or infertility, or to render advice or  
27 recommendation with regard to any of the above;

1           (12) ‘Respiratory Therapy’ means the treatment and the  
2 management of pulmonary diseases with medications and machines  
3 provided to patients ‘whose condition or illness is that of (breathing).’

4           (13) ‘Dietetics and Nutrition Practice’ shall mean the  
5 integration and application of scientific principles derived from the  
6 study of food, nutrition, biochemistry, metabolism, nutrigenomics,  
7 physiology, food management, and from behavioral and social sciences  
8 in achieving and maintaining health throughout the life span and in  
9 providing nutrition care services, including medical nutrition therapy;  
10 assessing and evaluating the nutritional needs of individuals and  
11 groups, and determining resources and constraints in the practice  
12 setting, including ordering nutrition-related laboratory tests to check  
13 and track nutrition status and monitor effectiveness of dietary plans and  
14 orders; establishing priorities, goals and objectives that meet nutritional  
15 needs and are consistent with available resources and constraints;  
16 providing nutrition counseling in health and disease; developing,  
17 implementing, and managing nutrition care systems; evaluating,  
18 making changes in, and maintaining appropriate standards of quality in  
19 food and nutrition services; and ordering therapeutic diets, for the  
20 prevention, management, and treatment of disease. This term includes,  
21 but is not limited to, nutrition assessment; nutrition diagnosis; nutrition  
22 intervention, including the ordering of patient diets, nutritional  
23 supplements; monitoring and evaluation of nutrition care plans;  
24 nutrition support, including the ordering of enteral and parental  
25 nutrition, medical food; dietary and nutritional counseling and  
26 education regarding food, nutrient and prescription drug interactions;  
27 and the development and administration of nutrition care standards and

1 systems. The practice of dietetics and nutrition does not include the  
2 medical differential diagnosis of the health status of an individual.

3 (14) ‘Home Nursing Administration’ means the leadership  
4 requirement to manage a home nursing institution.

5 (15) ‘Other allied health professions’ shall mean those allied  
6 health profession not having separate Board of Examiners enacted by *I*  
7 *Liheslaturan Guðhan* that the Board of Allied Health Examiners  
8 incorporates into the licensing procedure under this Act.

9 (16) ‘School psychology’ shall mean the subspecialty of  
10 psychology that is primarily concerned with pupils or students in the  
11 public-school system, including the provision of assessment,  
12 counseling, consultation, and program development services related to  
13 learning, educational, and adjustment needs.’”

14 **Section 5. Severability.** If any provision of this Act or its application to any  
15 person or circumstance is found to be invalid or inorganic, such invalidity shall not  
16 affect other provisions or applications of this Act that can be given effect without the  
17 invalid provision or application, and to this end the provisions of this Act are  
18 severable.

19 **Section 6. Effective Date.** This Act shall take effect upon enactment.

**-I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN  
2026 (SECOND) Regular Session**

**Bill No. 295-38 (LS)**

as amended by the Committee on Health and Veterans Affairs

Introduced by:

Sabrina Salas Matanane

**AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

1           **BE IT ENACTED BY THE PEOPLE OF GUAM:**

2           **Section 1. Legislative Findings and Intent.** *I Liheslaturan Guåhan* finds  
3 that school psychologists play a critical role in supporting the mental health,  
4 learning, and social-emotional adjustment of students in Guam’s public schools.  
5 School psychologists provide essential services including psychoeducational  
6 assessment, counseling, consultation with educators and families, and the  
7 development of programs designed to promote healthy learning environments.

8           *I Liheslaturan Guåhan* further finds that there is currently no specific  
9 licensure framework for school psychologists in Guam, and that the absence of such  
10 a framework leaves students without the assurance that the professionals serving  
11 them have met rigorous, standardized qualifications in school psychology.

12           *I Liheslaturan Guåhan* further finds that establishing clear qualifications for  
13 the licensure of school psychologists protects students and their families by ensuring

1 that practitioners possess the requisite education, supervised experience, and  
2 demonstrated competency to deliver school-based psychological services. A  
3 licensure framework also aligns Guam with nationally recognized professional  
4 standards for school psychology practice.

5 *I Liheslaturan Guåhan* further finds that psychologists currently employed by  
6 the Guam Department of Education who are providing school psychology services  
7 should be recognized and protected through a grandfather provision to ensure  
8 continuity of services to students during the transition to the new licensure  
9 requirements.

10 It is the intent of *I Liheslaturan Guåhan* to establish a comprehensive  
11 licensure framework for school psychologists under the Guam Board of Allied  
12 Health Examiners by adding a new Article 12A to Chapter 12, Title 10, Guam Code  
13 Annotated, setting forth definitions, qualifications for licensure, and a grandfather  
14 provision for current Guam Department of Education psychologists. It is further the  
15 intent of *I Liheslaturan Guåhan* to amend the definitions of “The Healing Art” in  
16 §12101(b) and the allied health professions list in §12802(a) of Chapter 12, Title 10,  
17 Guam Code Annotated, to include school psychology as a recognized healing art and  
18 licensed allied health profession on Guam.

19 **Section 2.** A new Article 12A is hereby *added* to Chapter 12, Title 10, Guam  
20 Code Annotated, to read:

21 **ARTICLE 12A**

22 **SCHOOL PSYCHOLOGY**

23 **§12A1201. Definitions.**

24 For purposes of this Article, the following words and phrases shall have the  
25 meanings assigned to them:

26 (a) ‘Practice of school psychology’ means the rendering or offering  
27 to render to an individual, a group, an organization, a government agency, or

1 the public, any of the following services: pupils or students services related to  
2 learning, educational, and adjustment needs, including but not limited to:

3 (1) Assessment, which includes psychoeducational,  
4 developmental, and vocational assessment; evaluation and  
5 interpretation of intelligence, aptitudes, interests, academic  
6 achievement, adjustment, and motivations, or any other attributes, in  
7 individuals or groups, that relate to learning, educational, or adjustment  
8 needs.

9 (2) Counseling, which includes short-term situation-oriented  
10 professional interaction with children, parents, or other adults for  
11 amelioration or prevention of learning and adjustment problems.  
12 Counseling services related to the practice of school psychology  
13 include verbal interaction, interviewing, behavior techniques,  
14 developmental and vocational intervention, environmental  
15 management, and group processes.

16 (3) Consultation, which includes psychoeducational,  
17 developmental, and vocational assistance or direct educational services  
18 to schools, agencies, organizations, families, or individuals related to  
19 learning problems and adjustments to those problems.

20 (4) Development of programs, which includes designing,  
21 implementing, or evaluating educationally and psychologically sound  
22 learning environments; acting as a catalyst for teacher involvement in  
23 adaptations and innovations; and facilitating the psychoeducational  
24 development of individual families or groups.

25 (b) ‘School psychology’ means the subspecialty of psychology that  
26 is primarily concerned with pupils or students in the public-school system.

1           (c) ‘School psychologist’ means a person duly licensed under this  
2 Article to practice school psychology.

3           (d) ‘Board’ means the Guam Board of Allied Health Examiners.

4           **§ 12A1202. Qualifications for Licensure.** An applicant for licensure as a  
5 school psychologist must:

6           (a) Hold a doctoral or master’s degree in School Psychology,  
7 Educational Psychology, Clinical Psychology, Counseling Psychology, or  
8 hold an Education Specialist (Ed.S.) in School Psychology from a regionally  
9 accredited institution of higher learning in the United States.

10          (b) Provide documentation demonstrating completion of a  
11 practicum, consisting of a minimum of one thousand two hundred (1,200)  
12 hours, of which six hundred (600) hours must be in a public school system or  
13 equivalent structured experience within the applicant’s graduate degree  
14 program, under the supervision of a licensed school psychologist, educational  
15 psychologist, clinical psychologist, ~~or~~ counseling psychologist, or completion  
16 of an APA-accredited internship program in a Health Services Psychology  
17 field.

18          (c) Pass the Praxis II School Psychology Examination.

19          (d) Demonstrate graduate-level coursework in each of the following  
20 areas:

21               (1) Psychological Foundations:

22                       (A) the biological bases of behavior.

23                       (B) the required or learned bases of behavior, including  
24 personality theory, human development, and abnormal behavior.

25                       (C) the social, cultural, and systematic bases of  
26 behavior; and

1                   (D) the individual or unique bases of behavior,  
2 including personality theory, human development, and abnormal  
3 behavior.

4                   (2) Research and Statistics:

5                   (A) the methodology used to investigate questions and  
6 acquire knowledge in the practice of school psychology; and

7                   (B) research design and methodology, statistics, critical  
8 thinking, and scientific inquiry.

9                   (3) Applied Psychology:

10                   (A) the history, theory, and application of psychological  
11 principles; and

12                   (B) the application of psychological theories to  
13 individuals, families, and groups.

14                   (4) Assessment:

15                   (A) intelligence, personality, cognitive, physical, and  
16 emotional abilities, skills, interests, and aptitudes; and

17                   (B) psychosocial, including behavioral, adaptive, and  
18 cultural considerations in assessment.

19                   (5) Interventions:

20                   (A) the application of therapeutic techniques.

21                   (B) behavior management; and

22                   (C) consultation with teachers, school support staff, and  
23 management.

24                   (6) Professional, Legal, and Ethical Issues.

25                   **§ 12A1203 Grandfather Provision.** All ~~psychologists~~ persons who hold a  
26 ~~current~~ position of district school psychologist, school psychologist, or lead school  
27 psychologist with the Guam Department of Education at the time this Article

1 becomes law shall be deemed to hold a current, valid license issued by the Guam  
2 Board of Allied Health Examiners as a school psychologist under this Article. The  
3 Guam Board of Allied Health Examiners shall issue a physical version of such  
4 license within ninety (90) days upon enactment of this Article

5 **Section 3.** § 12101(b) of Article 12 Chapter 12, Title 10, Guam Code  
6 Annotated, is hereby *amended* to read:

7 “(b) ‘The Healing Art’ means the art of prevention, detecting or  
8 attempting to detect the presence of any disease; of determining or attempting  
9 to determine the nature and state of any disease, if present; or preventing,  
10 relieving, correcting or curing of or attempting to prevent, relieve, correct or  
11 cure any disease; of safeguarding or attempting to safeguard the life of any  
12 woman or infant through pregnancy and parturition; and of doing or  
13 attempting to do any of the acts enumerated in this Subsection. The healing  
14 arts include, but are not limited to, acupuncture and oriental medicine,  
15 audiology, chiropractic, clinical psychology, school psychology, licensed  
16 professional counseling, licensed mental health counseling, marriage and  
17 family therapy, cosmetology, dentistry, medicine, surgery, osteopathy,  
18 nursing, nursing home administration, nutrition and dietetics, occupational  
19 therapy, optometry, pharmacy, physical therapy, respiratory therapy, speech-  
20 language pathology, and veterinary medicine.”

21 **Section 4.** § 12802(a)(16) to Article 8, Chapter 12, Title 10, Guam Code  
22 Annotated, is hereby *added* to read:

23 “(a) Professions. For purposes of this Act, the following allied health  
24 professions shall be licensed under the Guam Board of Allied Health  
25 Examiners:

26 (1) ‘Acupuncture’ and ‘Oriental Medicine’ shall mean the  
27 science and art of examination and diagnosis based on traditional

1 oriental medicine, and treatment of symptoms and diseases by the  
2 insertion of needles into the respective three hundred sixty-five (365)  
3 major trigger points of twelve (12) meridians, eight (8) extra trigger  
4 points of extra meridians, Ashi (regional or local) points, as well as  
5 other extra points on the human body, by piercing the skin of the body  
6 to control and regulate the flow and balance of vital energy in the body  
7 and to treat ailments or diseases of the mind, body, any wound, bodily  
8 injury, or deformity. The term includes therapies that use manual,  
9 mechanical, thermal, electrical, or electromagnetic treatment based on  
10 the principles of oriental medicine to prevent or modify the perception  
11 of pain or to normalize physiological functions including pain control  
12 for the treatment of diseases or dysfunction of the Yin and Yang organic  
13 systems, and includes the application of acupuncture needles, electro-  
14 acupuncture, electro-dynamics stimulation, i.e., electro-stimulation,  
15 neuromuscular stimulation, etc., ultrasound, or diathermy devices, cold  
16 lasers, magnets, cupping, moxibustion, heat and cold therapy, i.e., heat  
17 and cold pads, heat lamp, infrared heat, etc., hydrotherapy, acupressure,  
18 Tui Na, oriental massage, massage therapy, Chi-gong, breathing  
19 techniques, therapeutic exercise, manual traction, natural medicine  
20 techniques, and nutrition, including the incorporation of drugless  
21 substances and herbs as dietary supplements to promote health.  
22 Ordering blood and laboratory tests, x-rays, or image tests to assist in  
23 making a diagnosis and monitoring a treatment plan is within the scope  
24 of practice of acupuncture and oriental medicine. It shall exclude  
25 operative surgery and the prescription of scheduled drugs.

26 (2) 'Audiology' shall mean the application of principles,  
27 methods and procedures for measurement, testing, evaluation,

1 prediction, counseling, selling, instruction, habilitation or rehabilitation  
2 related to hearing aids or ear molds, including the fitting of such  
3 devices, or disorders of hearing for the purpose of evaluation,  
4 identifying preventing, rehabilitating, ameliorating or modifying such  
5 disorders and conditions in individuals.

6 (3) 'Chiropractic' shall mean the science, art, and philosophy  
7 of things natural, the science of locating and removing interference with  
8 the transmissions or expression of nerve forces in the human body, by  
9 the correction of misalignments or subluxation of the articulations and  
10 adjacent structures, more especially those of the vertebral column and  
11 pelvis, for the purpose of restoring and maintaining health. It shall  
12 include the use of all natural agencies to assist in the healing art, such  
13 as food, water, heat, cold, electricity, mechanical appliances, and the  
14 ordering of laboratory tests. The use of imaging procedures shall be  
15 limited to skeletal imaging and shall exclude the therapeutic use of X-  
16 radiation, the use of contrast studies that introduce dyes, isotopes, or  
17 similar contrast media through the skin, orally, via catheterization or  
18 retrograde into any body cavity. It shall exclude operative surgery and  
19 the prescription of scheduled drugs.

20 (4) 'Clinical psychology' shall mean the subspecialty in  
21 psychology which is primarily concerned with assessing and alleviating  
22 emotional, mental and behavioral disorders in a hospital, institution or  
23 other clinical setting.

24 (5) 'Individual, marriage and family therapy' shall mean the  
25 intervention of a licensed therapist in assisting clients in individual,  
26 marriage and family therapy.

1           (6) ‘Occupational therapy’ shall mean the evaluation and  
2 treatment provided to people whose lives have been disrupted by  
3 physical injury, illness, developmental problems, the aging process, or  
4 psychosocial or cognitive difficulties. Treatment entails the assessment,  
5 evaluation and treatment to assist each individual to achieve or return  
6 to an independent and productive life through techniques which prevent  
7 disability, assisting the individual in recovery from illness or accident,  
8 and by promoting the development of functions which may have been  
9 impaired or delayed. The treatment provided may include, but shall not  
10 be limited to, the adaptation of the environment and the selection,  
11 design and fabrication of assistive and orthotic devices, and other  
12 technology to facilitate development and promote the acquisition of  
13 functional skills through purposeful activity.

14           (7) ‘Physical Therapy’ means the utilization of scientific  
15 principles for the evaluation and treatment of any disability, injury or  
16 disease by the use of physical, chemical or mechanical means,  
17 including, but not limited to, heat, cold, air, light, sound, electricity,  
18 water, massage, therapeutic exercise and rehabilitative procedures, with  
19 or without assistive devices, for the purpose of preventing, correcting  
20 or alleviating dysfunction resulting from such disability, injury or  
21 disease; the performance of tests and measurements of neuromuscular  
22 function as an aid to the diagnosis or treatment of human condition;  
23 performance of treatments on the basis of test findings; supervision of  
24 selective forms of treatment by trained supportive personnel; dry  
25 needling, but only as provided in this Article and by Board rules and  
26 regulations; and the provision of consultative services for health,  
27 education and community agencies; provided, however, that physical

1 therapy shall not include radiology or electrosurgery. Physical therapy  
2 and physical therapy services are not generic terms; they are the use of  
3 any intervention, including physical agent modalities/ electrotherapy,  
4 that is provided by, or under the direction of, a licensed, physical  
5 therapist.

6 (8) 'Physician assistant' shall mean a Board licensed person,  
7 qualified by academic and practical training, who provides patient  
8 services under the indirect supervision of a licensed physician. A  
9 physician assistant is not an independent practitioner.

10 (9) 'Podiatric medicine' shall mean the diagnosis, medical,  
11 surgical, mechanical, manipulative, and electrical treatment of the  
12 human foot and ankle, including the tendons that insert into the foot,  
13 and the non-surgical treatment of the muscles and tendons of the leg  
14 governing the functions of the foot.

15 (10) 'Speech-language pathology' shall mean the application of  
16 principles, methods and procedures for the measurement, testing,  
17 evaluation, prediction, counseling, introduction, habilitation or  
18 rehabilitation related to the development and disorders of speech, voice,  
19 fluency or language, for the purposes of evaluating, identifying,  
20 treating, preventing, ameliorating or modifying such disorders and  
21 conditions in individuals or groups of individuals.

22 (11) 'Veterinary medicine' shall mean veterinary surgery,  
23 obstetrics, dentistry means to diagnose, treat, correct, change, relieve or  
24 prevent animal disease, deformity, defect, injury or other physical or  
25 mental condition, including the prescription or administration of any  
26 drug, medicine, biologic, apparatus, application, anesthetic, or  
27 therapeutic or diagnostic substance or technique, or the use of any

1 manual or mechanical procedure for artificial insemination, testing for  
2 pregnancy or for correcting sterility or infertility, or to render advice or  
3 recommendation with regard to any of the above;

4 (12) ‘Respiratory Therapy’ means the treatment and the  
5 management of pulmonary diseases with medications and machines  
6 provided to patients ‘whose condition or illness is that of (breathing).’

7 (13) ‘Dietetics and Nutrition Practice’ shall mean the  
8 integration and application of scientific principles derived from the  
9 study of food, nutrition, biochemistry, metabolism, nutrigenomics,  
10 physiology, food management, and from behavioral and social sciences  
11 in achieving and maintaining health throughout the life span and in  
12 providing nutrition care services, including medical nutrition therapy;  
13 assessing and evaluating the nutritional needs of individuals and  
14 groups, and determining resources and constraints in the practice  
15 setting, including ordering nutrition-related laboratory tests to check  
16 and track nutrition status and monitor effectiveness of dietary plans and  
17 orders; establishing priorities, goals and objectives that meet nutritional  
18 needs and are consistent with available resources and constraints;  
19 providing nutrition counseling in health and disease; developing,  
20 implementing, and managing nutrition care systems; evaluating,  
21 making changes in, and maintaining appropriate standards of quality in  
22 food and nutrition services; and ordering therapeutic diets, for the  
23 prevention, management, and treatment of disease. This term includes,  
24 but is not limited to, nutrition assessment; nutrition diagnosis; nutrition  
25 intervention, including the ordering of patient diets, nutritional  
26 supplements; monitoring and evaluation of nutrition care plans;  
27 nutrition support, including the ordering of enteral and parental

1 nutrition, medical food; dietary and nutritional counseling and  
2 education regarding food, nutrient and prescription drug interactions;  
3 and the development and administration of nutrition care standards and  
4 systems. The practice of dietetics and nutrition does not include the  
5 medical differential diagnosis of the health status of an individual.

6 (14) ‘Home Nursing Administration’ means the leadership  
7 requirement to manage a home nursing institution.

8 (15) ‘Other allied health professions’ shall mean those allied  
9 health profession not having separate Board of Examiners enacted by *I*  
10 *Liheslaturan Guåhan* that the Board of Allied Health Examiners  
11 incorporates into the licensing procedure under this Act.

12 (16) ‘School psychology’ shall mean the subspecialty of  
13 psychology that is primarily concerned with pupils or students in the  
14 public school system, including the provision of assessment,  
15 counseling, consultation, and program development services related to  
16 learning, educational, and adjustment needs.’”

17 **Section 5. Severability.** If any provision of this Act or its application to any  
18 person or circumstance is found to be invalid or inorganic, such invalidity shall not  
19 affect other provisions or applications of this Act that can be given effect without the  
20 invalid provision or application, and to this end the provisions of this Act are  
21 severable.

22 **Section 6. Effective Date.** This Act shall take effect upon enactment.

COMMITTEE MARKUP

***-I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN***  
**2026 (SECOND) Regular Session**

**Bill No. 295-38 (LS)**

as amended by the Committee on Health and Veterans Affairs

Introduced by:

Sabrina Salas Matanane

**AN ACT TO *ADD* A NEW ARTICLE 12A TO CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO SCHOOL PSYCHOLOGY LICENSURE; AND TO *AMEND* §12101(b) AND §12802(a) OF CHAPTER 12, TITLE 10, GUAM CODE ANNOTATED, RELATIVE TO INCLUDING SCHOOL PSYCHOLOGY IN THE HEALING ARTS AND ALLIED HEALTH PROFESSIONS DEFINITIONS.**

1       **BE IT ENACTED BY THE PEOPLE OF GUAM:**

2       **Section 1. Legislative Findings and Intent.** *I Liheslaturan Guåhan* finds  
3 that school psychologists play a critical role in supporting the mental health,  
4 learning, and social-emotional adjustment of students in Guam’s public schools.  
5 School psychologists provide essential services including psychoeducational  
6 assessment, counseling, consultation with educators and families, and the  
7 development of programs designed to promote healthy learning environments.

8       *I Liheslaturan Guåhan* further finds that there is currently no specific  
9 licensure framework for school psychologists in Guam, and that the absence of such  
10 a framework leaves students without the assurance that the professionals serving  
11 them have met rigorous, standardized qualifications in school psychology.

12       *I Liheslaturan Guåhan* further finds that establishing clear qualifications for  
13 the licensure of school psychologists protects students and their families by ensuring

1 that practitioners possess the requisite education, supervised experience, and  
2 demonstrated competency to deliver school-based psychological services. A  
3 licensure framework also aligns Guam with nationally recognized professional  
4 standards for school psychology practice.

5 *I Liheslaturan Guåhan* further finds that psychologists currently employed by  
6 the Guam Department of Education who are providing school psychology services  
7 should be recognized and protected through a grandfather provision to ensure  
8 continuity of services to students during the transition to the new licensure  
9 requirements.

10 It is the intent of *I Liheslaturan Guåhan* to establish a comprehensive  
11 licensure framework for school psychologists under the Guam Board of Allied  
12 Health Examiners by adding a new Article 12A to Chapter 12, Title 10, Guam Code  
13 Annotated, setting forth definitions, qualifications for licensure, and a grandfather  
14 provision for current Guam Department of Education psychologists. It is further the  
15 intent of *I Liheslaturan Guåhan* to amend the definitions of “The Healing Art” in  
16 §12101(b) and the allied health professions list in §12802(a) of Chapter 12, Title 10,  
17 Guam Code Annotated, to include school psychology as a recognized healing art and  
18 licensed allied health profession on Guam.

19 **Section 2.** A new Article 12A is hereby *added* to Chapter 12, Title 10, Guam  
20 Code Annotated, to read:

21 **ARTICLE 12A**

22 **SCHOOL PSYCHOLOGY**

23 **§12A1201. Definitions.**

24 For purposes of this Article, the following words and phrases shall have the  
25 meanings assigned to them:

26 (a) ‘Practice of school psychology’ means the rendering or offering  
27 to render to an individual, a group, an organization, a government agency, or

1 ~~the public, any of the following services:~~ pupils or students services related to  
2 learning, educational, and adjustment needs, including but not limited to:

3 (1) Assessment, which includes psychoeducational,  
4 developmental, and vocational assessment; evaluation and  
5 interpretation of intelligence, aptitudes, interests, academic  
6 achievement, adjustment, and motivations, or any other attributes, in  
7 individuals or groups, that relate to learning, educational, or adjustment  
8 needs.

9 (2) Counseling, which includes short-term situation-oriented  
10 professional interaction with children, parents, or other adults for  
11 amelioration or prevention of learning and adjustment problems.  
12 Counseling services related to the practice of school psychology  
13 include verbal interaction, interviewing, behavior techniques,  
14 developmental and vocational intervention, environmental  
15 management, and group processes.

16 (3) Consultation, which includes psychoeducational,  
17 developmental, and vocational assistance or direct educational services  
18 to schools, agencies, organizations, families, or individuals related to  
19 learning problems and adjustments to those problems.

20 (4) Development of programs, which includes designing,  
21 implementing, or evaluating educationally and psychologically sound  
22 learning environments; acting as a catalyst for teacher involvement in  
23 adaptations and innovations; and facilitating the psychoeducational  
24 development of individual families or groups.

25 (b) ‘School psychology’ means the subspecialty of psychology that  
26 is primarily concerned with pupils or students in the public-school system.

1           (c) ‘School psychologist’ means a person duly licensed under this  
2 Article to practice school psychology.

3           (d) ‘Board’ means the Guam Board of Allied Health Examiners.

4           **§ 12A1202. Qualifications for Licensure.** An applicant for licensure as a  
5 school psychologist must:

6           (a) Hold a doctoral or master’s degree in School Psychology,  
7 Educational Psychology, **Clinical Psychology,** Counseling Psychology, **or**  
8 **hold an Education Specialist (Ed.S.) in School Psychology** from a regionally  
9 accredited institution of higher learning in the United States.

10          (b) Provide documentation demonstrating completion of a  
11 practicum, consisting of a minimum of one thousand two hundred (1,200)  
12 hours, of which six hundred (600) hours must be in a public school system or  
13 equivalent structured experience within the applicant’s graduate degree  
14 program, under the supervision of a licensed school psychologist, educational  
15 psychologist, **clinical psychologist,** or-counseling psychologist, **or completion**  
16 **of an APA-accredited internship program in a Health Services Psychology**  
17 **field.**

18          (c) Pass the Praxis II School Psychology Examination.

19          (d) Demonstrate graduate-level coursework in each of the following  
20 areas:

21               (1) Psychological Foundations:

22                       (A) the biological bases of behavior.

23                       (B) the required or learned bases of behavior, including  
24 personality theory, human development, and abnormal behavior.

25                       (C) the social, cultural, and systematic bases of  
26 behavior; and

1                   (D) the individual or unique bases of behavior,  
2 including personality theory, human development, and abnormal  
3 behavior.

4                   (2) Research and Statistics:

5                   (A) the methodology used to investigate questions and  
6 acquire knowledge in the practice of school psychology; and

7                   (B) research design and methodology, statistics, critical  
8 thinking, and scientific inquiry.

9                   (3) Applied Psychology:

10                   (A) the history, theory, and application of psychological  
11 principles; and

12                   (B) the application of psychological theories to  
13 individuals, families, and groups.

14                   (4) Assessment:

15                   (A) intelligence, personality, cognitive, physical, and  
16 emotional abilities, skills, interests, and aptitudes; and

17                   (B) psychosocial, including behavioral, adaptive, and  
18 cultural considerations in assessment.

19                   (5) Interventions:

20                   (A) the application of therapeutic techniques.

21                   (B) behavior management; and

22                   (C) consultation with teachers, school support staff, and  
23 management.

24                   (6) Professional, Legal, and Ethical Issues.

25                   **§ 12A1203 Grandfather Provision.** All psychologists persons who hold a  
26 current position of district school psychologist, school psychologist, or lead school

27 psychologist with the Guam Department of Education at the time this Article

1 becomes law shall be deemed to hold a current, valid license issued by the Guam  
2 Board of Allied Health Examiners as a school psychologist under this Article. The  
3 Guam Board of Allied Health Examiners shall issue a physical version of such  
4 license within ninety (90) days upon enactment of this Article

5 **Section 3.** § 12101(b) of Article 12 Chapter 12, Title 10, Guam Code  
6 Annotated, is hereby *amended* to read:

7 “(b) ‘The Healing Art’ means the art of prevention, detecting or  
8 attempting to detect the presence of any disease; of determining or attempting  
9 to determine the nature and state of any disease, if present; or preventing,  
10 relieving, correcting or curing of or attempting to prevent, relieve, correct or  
11 cure any disease; of safeguarding or attempting to safeguard the life of any  
12 woman or infant through pregnancy and parturition; and of doing or  
13 attempting to do any of the acts enumerated in this Subsection. The healing  
14 arts include, but are not limited to, acupuncture and oriental medicine,  
15 audiology, chiropractic, clinical psychology, school psychology, licensed  
16 professional counseling, licensed mental health counseling, marriage and  
17 family therapy, cosmetology, dentistry, medicine, surgery, osteopathy,  
18 nursing, nursing home administration, nutrition and dietetics, occupational  
19 therapy, optometry, pharmacy, physical therapy, respiratory therapy, speech-  
20 language pathology, and veterinary medicine.”

21 **Section 4.** § 12802(a)(16) to Article 8, Chapter 12, Title 10, Guam Code  
22 Annotated, is hereby *added* to read:

23 “(a) Professions. For purposes of this Act, the following allied health  
24 professions shall be licensed under the Guam Board of Allied Health  
25 Examiners:

26 (1) ‘Acupuncture’ and ‘Oriental Medicine’ shall mean the  
27 science and art of examination and diagnosis based on traditional

1 oriental medicine, and treatment of symptoms and diseases by the  
2 insertion of needles into the respective three hundred sixty-five (365)  
3 major trigger points of twelve (12) meridians, eight (8) extra trigger  
4 points of extra meridians, Ashi (regional or local) points, as well as  
5 other extra points on the human body, by piercing the skin of the body  
6 to control and regulate the flow and balance of vital energy in the body  
7 and to treat ailments or diseases of the mind, body, any wound, bodily  
8 injury, or deformity. The term includes therapies that use manual,  
9 mechanical, thermal, electrical, or electromagnetic treatment based on  
10 the principles of oriental medicine to prevent or modify the perception  
11 of pain or to normalize physiological functions including pain control  
12 for the treatment of diseases or dysfunction of the Yin and Yang organic  
13 systems, and includes the application of acupuncture needles, electro-  
14 acupuncture, electro-dynamics stimulation, i.e., electro-stimulation,  
15 neuromuscular stimulation, etc., ultrasound, or diathermy devices, cold  
16 lasers, magnets, cupping, moxibustion, heat and cold therapy, i.e., heat  
17 and cold pads, heat lamp, infrared heat, etc., hydrotherapy, acupressure,  
18 Tui Na, oriental massage, massage therapy, Chi-gong, breathing  
19 techniques, therapeutic exercise, manual traction, natural medicine  
20 techniques, and nutrition, including the incorporation of drugless  
21 substances and herbs as dietary supplements to promote health.  
22 Ordering blood and laboratory tests, x-rays, or image tests to assist in  
23 making a diagnosis and monitoring a treatment plan is within the scope  
24 of practice of acupuncture and oriental medicine. It shall exclude  
25 operative surgery and the prescription of scheduled drugs.

26 (2) 'Audiology' shall mean the application of principles,  
27 methods and procedures for measurement, testing, evaluation,

1 prediction, counseling, selling, instruction, habilitation or rehabilitation  
2 related to hearing aids or ear molds, including the fitting of such  
3 devices, or disorders of hearing for the purpose of evaluation,  
4 identifying preventing, rehabilitating, ameliorating or modifying such  
5 disorders and conditions in individuals.

6 (3) 'Chiropractic' shall mean the science, art, and philosophy  
7 of things natural, the science of locating and removing interference with  
8 the transmissions or expression of nerve forces in the human body, by  
9 the correction of misalignments or subluxation of the articulations and  
10 adjacent structures, more especially those of the vertebral column and  
11 pelvis, for the purpose of restoring and maintaining health. It shall  
12 include the use of all natural agencies to assist in the healing art, such  
13 as food, water, heat, cold, electricity, mechanical appliances, and the  
14 ordering of laboratory tests. The use of imaging procedures shall be  
15 limited to skeletal imaging and shall exclude the therapeutic use of X-  
16 radiation, the use of contrast studies that introduce dyes, isotopes, or  
17 similar contrast media through the skin, orally, via catheterization or  
18 retrograde into any body cavity. It shall exclude operative surgery and  
19 the prescription of scheduled drugs.

20 (4) 'Clinical psychology' shall mean the subspecialty in  
21 psychology which is primarily concerned with assessing and alleviating  
22 emotional, mental and behavioral disorders in a hospital, institution or  
23 other clinical setting.

24 (5) 'Individual, marriage and family therapy' shall mean the  
25 intervention of a licensed therapist in assisting clients in individual,  
26 marriage and family therapy.

1           (6) ‘Occupational therapy’ shall mean the evaluation and  
2 treatment provided to people whose lives have been disrupted by  
3 physical injury, illness, developmental problems, the aging process, or  
4 psychosocial or cognitive difficulties. Treatment entails the assessment,  
5 evaluation and treatment to assist each individual to achieve or return  
6 to an independent and productive life through techniques which prevent  
7 disability, assisting the individual in recovery from illness or accident,  
8 and by promoting the development of functions which may have been  
9 impaired or delayed. The treatment provided may include, but shall not  
10 be limited to, the adaptation of the environment and the selection,  
11 design and fabrication of assistive and orthotic devices, and other  
12 technology to facilitate development and promote the acquisition of  
13 functional skills through purposeful activity.

14           (7) ‘Physical Therapy’ means the utilization of scientific  
15 principles for the evaluation and treatment of any disability, injury or  
16 disease by the use of physical, chemical or mechanical means,  
17 including, but not limited to, heat, cold, air, light, sound, electricity,  
18 water, massage, therapeutic exercise and rehabilitative procedures, with  
19 or without assistive devices, for the purpose of preventing, correcting  
20 or alleviating dysfunction resulting from such disability, injury or  
21 disease; the performance of tests and measurements of neuromuscular  
22 function as an aid to the diagnosis or treatment of human condition;  
23 performance of treatments on the basis of test findings; supervision of  
24 selective forms of treatment by trained supportive personnel; dry  
25 needling, but only as provided in this Article and by Board rules and  
26 regulations; and the provision of consultative services for health,  
27 education and community agencies; provided, however, that physical

1 therapy shall not include radiology or electrosurgery. Physical therapy  
2 and physical therapy services are not generic terms; they are the use of  
3 any intervention, including physical agent modalities/ electrotherapy,  
4 that is provided by, or under the direction of, a licensed, physical  
5 therapist.

6 (8) 'Physician assistant' shall mean a Board licensed person,  
7 qualified by academic and practical training, who provides patient  
8 services under the indirect supervision of a licensed physician. A  
9 physician assistant is not an independent practitioner.

10 (9) 'Podiatric medicine' shall mean the diagnosis, medical,  
11 surgical, mechanical, manipulative, and electrical treatment of the  
12 human foot and ankle, including the tendons that insert into the foot,  
13 and the non-surgical treatment of the muscles and tendons of the leg  
14 governing the functions of the foot.

15 (10) 'Speech-language pathology' shall mean the application of  
16 principles, methods and procedures for the measurement, testing,  
17 evaluation, prediction, counseling, introduction, habilitation or  
18 rehabilitation related to the development and disorders of speech, voice,  
19 fluency or language, for the purposes of evaluating, identifying,  
20 treating, preventing, ameliorating or modifying such disorders and  
21 conditions in individuals or groups of individuals.

22 (11) 'Veterinary medicine' shall mean veterinary surgery,  
23 obstetrics, dentistry means to diagnose, treat, correct, change, relieve or  
24 prevent animal disease, deformity, defect, injury or other physical or  
25 mental condition, including the prescription or administration of any  
26 drug, medicine, biologic, apparatus, application, anesthetic, or  
27 therapeutic or diagnostic substance or technique, or the use of any

1 manual or mechanical procedure for artificial insemination, testing for  
2 pregnancy or for correcting sterility or infertility, or to render advice or  
3 recommendation with regard to any of the above;

4 (12) ‘Respiratory Therapy’ means the treatment and the  
5 management of pulmonary diseases with medications and machines  
6 provided to patients ‘whose condition or illness is that of (breathing).’

7 (13) ‘Dietetics and Nutrition Practice’ shall mean the  
8 integration and application of scientific principles derived from the  
9 study of food, nutrition, biochemistry, metabolism, nutrigenomics,  
10 physiology, food management, and from behavioral and social sciences  
11 in achieving and maintaining health throughout the life span and in  
12 providing nutrition care services, including medical nutrition therapy;  
13 assessing and evaluating the nutritional needs of individuals and  
14 groups, and determining resources and constraints in the practice  
15 setting, including ordering nutrition-related laboratory tests to check  
16 and track nutrition status and monitor effectiveness of dietary plans and  
17 orders; establishing priorities, goals and objectives that meet nutritional  
18 needs and are consistent with available resources and constraints;  
19 providing nutrition counseling in health and disease; developing,  
20 implementing, and managing nutrition care systems; evaluating,  
21 making changes in, and maintaining appropriate standards of quality in  
22 food and nutrition services; and ordering therapeutic diets, for the  
23 prevention, management, and treatment of disease. This term includes,  
24 but is not limited to, nutrition assessment; nutrition diagnosis; nutrition  
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26 supplements; monitoring and evaluation of nutrition care plans;  
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1 nutrition, medical food; dietary and nutritional counseling and  
2 education regarding food, nutrient and prescription drug interactions;  
3 and the development and administration of nutrition care standards and  
4 systems. The practice of dietetics and nutrition does not include the  
5 medical differential diagnosis of the health status of an individual.

6 (14) ‘Home Nursing Administration’ means the leadership  
7 requirement to manage a home nursing institution.

8 (15) ‘Other allied health professions’ shall mean those allied  
9 health profession not having separate Board of Examiners enacted by *I*  
10 *Liheslaturan Guåhan* that the Board of Allied Health Examiners  
11 incorporates into the licensing procedure under this Act.

12 (16) ‘School psychology’ shall mean the subspecialty of  
13 psychology that is primarily concerned with pupils or students in the  
14 public school system, including the provision of assessment,  
15 counseling, consultation, and program development services related to  
16 learning, educational, and adjustment needs.’”

17 **Section 5. Severability.** If any provision of this Act or its application to any  
18 person or circumstance is found to be invalid or inorganic, such invalidity shall not  
19 affect other provisions or applications of this Act that can be given effect without the  
20 invalid provision or application, and to this end the provisions of this Act are  
21 severable.

22 **Section 6. Effective Date.** This Act shall take effect upon enactment.



## COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson  
*I Mina'trentai Ocho Na Liheslaturan Guåhan*  
38<sup>th</sup> Guam Legislature

April 6, 2026

**To:** **Rennae V. C. Meno**  
Clerk of the Legislature

**From:** **Vice Speaker V. Anthony Ada**   
Chairperson, Committee on Rules

**Subject:** **Fiscal Note Waiver for Bill No. 295-38 (LS)**

---

*Håfa Adai!*

Find the attached, Fiscal Note Waiver for the following bill:

**Bill No. 295-38 (LS).**

I also request that the same be sent to the respective Chairperson of the Standing Committee, to which this bill has been referred. Kindly copy the same to Management Information Services (MIS) for posting on our website.





# BUREAU OF BUDGET & MANAGEMENT RESEARCH

OFFICE OF THE GOVERNOR  
Post Office Box 2950, Hagåtña Guam 96932



LOURDES A. LEON GUERRERO  
GOVERNOR

LESTER L. CARLSON, JR.  
DIRECTOR

JOSHUA F. TENORIO  
LIEUTENANT GOVERNOR

**APR 06 2026**

Vice Speaker V. Anthony Ada  
Chairperson, Committee on Rules  
*I Mina'trentai Ocho Na Liheslaturan Guåhan*  
Thirty-Eighth Guam Legislature  
Guam Congress Building  
163 Chalan Santo Papa  
Hagåtña, Guam 96910

*Hafa adai*, Vice Speaker Ada:

The Bureau requests that Bill No. 295-38 (LS) be granted a waiver pursuant to Public Law 12-229 as amended for the following reason(s):

Bill No. 295-38 (LS) is an act to add a new Article 12 to Chapter 12, Title 10, Guam Code Annotated, § 121201, § 121202, and § 121203, relative to school psychology licensure; and to amend § 12101(b) and § 12802(a) of Chapter 12, Title 10, Guam Code Annotated, relative to including school psychology in the healing arts and allied health professions definitions. The proposed legislation intends to establish a comprehensive licensure framework for school psychologists under the Guam Board of Allied Health Examiners, setting forth definitions, qualifications, and a grandfather provision for current Guam Department of Education psychologist. Additionally, the proposed legislation seeks to include psychology as a recognized healing art and licensed allied health profession on Guam to ensure continuity of services to students.

Per correspondence with the Department of Public Health and Social Services (DPHSS), the proposed legislation will have no fiscal impact to the department. This bill is determined to be administrative and regulatory in nature and poses no fiscal impact upon any funds of the Government of Guam.

*Senseramento,*

LESTER L. CARLSON, JR.