

Mandy Cundy, Ed.S.

President, Kansas Association of School Psychologists

Kansas Association of School Psychologists

PO Box 214, McPherson, KS, United States, 67460

mandycundy.schoolpsych@gmail.com

(316) 204-2683

HB 2428 Requiring the state board of regents to establish curricula and designate courses at postsecondary educational institutions relating to DEI-CRT-related courses and content and requiring the study of American institutions and certain programs at freshman orientations concerning free speech.

Opponent-Written only

February 3, 2026

Kansas Association of School Psychologists Executive Leadership provides this written testimony in strong opposition to HB 2428, which directs the State Board of Regents to designate courses in a manner that does not “require or constrain” students to enroll in a “DEI-CRT-related course” to complete any academic program. The bill also prohibits institutions from including “DEI-CRT-related content” in courses as a condition of program approval. Kansas State Department of Education (KSDE) Licensure Standards for School Psychologists necessitate that, to produce graduates who are licensable in Kansas, school psychology graduate training programs must provide a curriculum, and graduates of those programs must demonstrate outcomes related to several areas identified within this proposed bill (4 “DEI-CRT-related course”; 5 “DEI-CRT-related content”). Additionally, national professional, ethical, and accreditation standards require that school psychologists demonstrate competency related to the provision of equitable practice for diverse student populations, which directly contradicts the proposed prohibition of content noted within HB 2428. Thus, if enacted, this bill:

- impedes Kansas regent universities' ability to properly train graduate students in state and national standards for school psychological practice,
- inhibits graduates of such Kansas training programs from gaining state licensure as well as national certification,

- threatens the ability of Kansas school psychology graduate programs to maintain accreditation (CAEP, NASP),
- discourages instruction and supervision in required school psychology professional competencies because “DEI-CRT-related content” and participation in related professional development are treated as prohibited “practices” tied to program approval and personnel decisions,
- exacerbates challenges with shortages of school psychologists in the state, and
- prevents Kansas students and school communities from receiving services from highly qualified practitioners trained in the foundations of school psychological service delivery.

Included below are some of the many specific professional, ethical, accreditation, and licensure standards that are in direct conflict with the proposed bill. These standards are not theoretical. They translate directly into daily school-based responsibilities: selecting and interpreting assessments fairly; reducing bias in referral and eligibility decisions; partnering effectively with families; designing interventions that work for students with diverse language, cultural, disability, and socioeconomic backgrounds; and ensuring schools are safe and supportive learning environments. Limiting or discouraging these competencies in graduate preparation undermines the quality and availability of school psychological services for Kansas students.

For these reasons, the Kansas Association of School Psychologists respectfully urges the Committee to vote NO on HB 2428. We welcome the opportunity to collaborate on solutions that protect academic freedom while ensuring Kansas universities can continue preparing licensable, ethically grounded, highly qualified school psychologists to serve the broad interests of Kansas children, families, and schools.

Relevant Licensure, Professional, and Ethical Standards

Kansas Educator Preparation Program Standards for School Psychologists

Standard 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research

related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Professional practices that respect diversity and promote equity include:

8.7 School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities.

8.8 School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities, and, thus, they collaborate with education professionals to promote respect for diversity for an inclusive, supportive school setting.

8.9 School psychologists recognize both within- and between-group differences when working with diverse student populations.

8.10 School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

National Association of School Psychology (NASP) Standards for Graduate Preparation of School Psychologists and NASP Professional Standards

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children,

families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities. • School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families,

schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.

- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Council for the Accreditation of Educator Preparation (CAEP): Advanced-Level Standards for Accreditation

Standard RA.1: Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

National Association of School Psychologists (NASP) Principles for Professional Ethics

GUIDING PRINCIPLE I.3 FAIRNESS, EQUITY, AND JUSTICE In their words and actions, school psychologists promote fairness and social justice. They use their expertise to cultivate school climates that are safe, welcoming, and equitable to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

Standard I.3.1 Discrimination School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other

recipients of service, supervisees, and colleagues based on actual or perceived characteristics.

Standard I.3.2 Correcting Discriminatory Practices School psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings. Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

GUIDING PRINCIPLE II.3 RESPONSIBLE ASSESSMENT AND INTERVENTION PRACTICES School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions. This guiding principle and its subsumed enforceable standards apply to school psychology assessment and intervention practices, including those that use technology such as computer-assisted and digital formats for assessment and interpretation, virtual reality assessment and intervention, distance assessment and telehealth intervention, or any other assessment or intervention modality.

Standard II.3.8 Validity and Fairness School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics. School psychologists ensure that assessment results are used to enhance learning opportunities for students.

GUIDING PRINCIPLE III.5 CONFLICTS OF INTEREST School psychologists are forthright in describing any potential conflicts of interest that may interfere with professional effectiveness, whether these conflicts are financial or personal belief systems.

Standard III.5.2 Separation of Personal Beliefs School psychologists are aware of their own values, attitudes, and beliefs and how these affect their work with clients, families, school administration, staff, and the community. School psychologists' professional

decisions, recommendations, and activities are guided by the evidence base and by best practices.

Standard III.5.3 Personal Beliefs and Experiences School psychologists recognize when their own beliefs, attitudes, or experiences pose a barrier to providing competent services to a particular client or family. In such situations, the school psychologist obtains supervision that would allow them to provide quality services, if feasible. If not feasible, they ask for reassignment of the case to a different school psychologist, or they direct the client to alternative services and facilitate the transition to those services.

GUIDING PRINCIPLE IV.1 PROMOTING HEALTHY SCHOOL, FAMILY, AND COMMUNITY ENVIRONMENTS School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children and youth.

Standard IV.1.1 Effective Participation in Systems To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and youth and families.

GUIDING PRINCIPLE IV.2 RESPECT FOR LAW AND THE RELATIONSHIP OF LAW AND ETHICS School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the Principles for Professional Ethics.

Standard IV.2.2 Intersection of Law and Ethics School psychologists respect the law and the civil and legal rights of students and other clients. The Principles for Professional Ethics may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the Principles.

Standard IV.2.3 Conflicts Between Law and Ethical Principles When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.