

Addressing Racial Bias in Schools: The School Counselor’s Role

School counselors work to create a school environment where each and every student feels accepted, respected, supported and included. These efforts include working directly with students to help them develop the mindsets and behaviors for success, as well as collaborating with families, teachers, administrators and other education partners to create a safe and caring school environment.

Racial bias, which refers to the tendency to make assumptions, judgments or decisions based on a person’s race, can significantly impede student achievement and undermines efforts to build a safe and supportive school environment. Overt behaviors stemming from racial bias in schools and the community include racial slurs, exclusion, harassment and violence. Racial bias can also be found more subtly in low expectations and barriers to access to the most rigorous curriculum. Racial bias can prevent students from attaining life-readiness skills, achieving academic success and realizing their highest potential.

All educators have an obligation to address racial bias in schools. Through implementation of a school counseling program, school counselors create equitable opportunities and inclusive environments that enable each and every student to succeed.

School counselors have specific training to recognize signs of racial bias that harm students and impede students from reaching their potential, including:

- Achievement and opportunity gaps
- Disproportionate discipline and suspension rates among student groups
- Lower attendance rates
- Self-destructive behavior such as:
 - acting out
 - withdrawal
 - nonparticipation in class activities
- Limited access to and placement in rigorous curriculum such as Advanced Placement and International Baccalaureate
- Exclusion from education due to lack of accommodations for multilingual learners
- Lower participation of underrepresented groups participating in higher education

How Can School Counselors Address Racial Bias Through a School Counseling Program?

These components from the Deliver section of the [ASCA National Model](#)® (pp. 4–5) articulate the school counselor’s role.

Direct Student Services

Instruction

School counselors deliver lessons in classroom, large-group, small-group or individual settings that enhance student access, life-readiness and academic success through delivery of the ASCA Student Standards. Lessons could include topics that help students:

- Create a sense of belonging in the school environment for each and every student
- Recognize and respond to overt and subtle incidents of racial bias
- Demonstrate empathy for students different from themselves
- Learn skills to create positive relationships with students different from themselves
- Learn effective and appropriate communication skills
- Create positive and supportive relationships with other students and adults
- Feel comfortable to identify or share problems with adults who support success
- Demonstrate advocacy skills and ability to assert self when experiencing or witnessing racial bias
- Understand their own unintentional judgments, assessments or assumptions
- Navigate systems that result in oppression and injustice
- Enhance their cultural responsiveness and facilitate cultural awareness

Appraisal and Advisement

School counselors analyze and assess students’ abilities, interests, skills and achievement from tests, inventories and other data and make recommendations based on this information to help students make decisions for their future. The appraisal and advisement process helps students increase their understanding and awareness of themselves to make decisions about their future.

Counseling

School counselors provide students with short-term assistance and support during times of heightened stress, critical change or other situations impeding academic, career and social/emotional development. School counselors can help student victims of incidents of overt and subtle racial bias:

- Process the incident
- Recognize the behavior was not their fault
- Learn advocacy strategies to respond to racial slurs, exclusion, harassment and violence, and policies leading to disproportionate outcomes

- Identify adults in the building who can help them if they are experiencing racial slurs, exclusion, harassment and violence
- Process incidents related to students’ or their families’ immigration status

School counselors provide assistance, support, education and guidance to perpetrators of racial slurs, exclusion, harassment and violence in individual settings by helping them:

- Understand and identify the problem behavior
- Demonstrate empathy for students different from themselves
- Learn skills to create positive relationships with students different from themselves
- Learn appropriate communication skills
- Identify ways to repair the harm caused by the behavior

Indirect Student Services

Consultation

School counselors:

- Provide information, perspectives, strategies and recommendations to families, educators and community organizations to address and end racial slurs, exclusion, harassment and violence, as well as systemic practices and policies that lead to disproportionate outcomes in schools. Encourage families and educators to support and align with lessons and activities designed to combat these behaviors.
- Seek information to learn more about where racial slurs, exclusion, harassment and violence exist in schools and to identify strategies to end the behaviors.

Collaboration

School counselors work with education partners to end racial bias by:

- Identifying sources of power and authority and formal and informal leadership
- Teaming and partnering with families, educators, businesses and community organizations focused on ending racial bias in schools
- Serving on school/district committees focused on ending racial bias, including challenging policies, procedures, traditions or customs that perpetuate intentional or unintentional racist and biased behaviors and outcomes
- Sharing data that exposes gaps in access, life-readiness and academic success, such as:
 - Data from ASCA Student Standards delivery plans and achievement gap plans, including:

- ASCA Student Standard M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
- ASCA Student Standard B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from themselves
- Contributing-factors data such as lower attendance rates and disproportionate rates of discipline and suspension for students of color
- Underrepresentation of students of color in rigorous curriculum such as Advanced Placement and International Baccalaureate
- Lower access and participation of under-represented groups in higher education
- Presenting workshops for families on how to support and encourage appropriate student behaviors
- Participate in school and community partnerships focused on ending racial bias and providing family support

- Working with administrators, families and community members to organize immediate and follow-up interventions in response to a crisis
- Assisting families in accessing community resources, understanding their rights and navigating systems affecting their children's education and well-being.

Referrals

School counselors:

- Connect students and families with more intensive and extended resources and care for the harm from overt and subtle incidents of racial bias
- Seek school or community resources that support victim rights and heal damage of harassment and physical and emotional trauma
- Refer perpetrators of racial slurs, exclusion, harassment and violence to school or community resources that teach appropriate behaviors.

What ASCA Student Standards Apply to Issues of Racial Bias?

School counselors teach the [ASCA Student Standards](#) to promote academic achievement, college and career readiness, and social/emotional learning, which have the long-term effect of preventing and overcoming incidents of racial bias.

Helping students who have experienced incidents of racial bias attain these standards prepares them for success despite the impact of racial bias. Demonstrating these standards is also essential for students who witness incidents of racial bias or who have never been victims of racial bias, as the ASCA Student Standards are critical to teaching students skills that break the cycle of oppression and eliminate racial bias from schools and the fabric of our country.

Applicable ASCA Student Standards include:

Category 1: Mindsets Standards

School counselors encourage the following mindsets for all students.

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| M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being |
| M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment |
| M 4. Self-confidence in ability to succeed |

Category 2: Behaviors Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

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| B-SMS 5. Perseverance to achieve long- and short-term goals |
| B-SMS 6. Ability to identify and overcome barriers |
| B-SMS 7. Effective coping skills |
| B-SMS 9. Personal safety skills |
| B-SMS 10. Ability to manage transitions and adapt to change |
| B-SS 1. Effective oral and written communication skills and listening skills |
| B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from themselves |
| B-SS 3. Positive relationships with adults to support success |
| B-SS 4. Empathy |
| B-SS 5. Ethical decision-making and social responsibility |
| B-SS 6. Effective collaboration and cooperation skills |
| B-SS 7. Leadership and teamwork skills to work effectively in diverse teams |
| B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary |
| B-SS 9. Social maturity and behaviors appropriate to the situation and environment |

What ASCA Ethical Standards Apply to Issues Related to Racial Bias?

School counselors help identify and address racial bias while working within the [ASCA Ethical Standards for School Counselors](#).

PREAMBLE

All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one's group identities.

Applicable ASCA Ethical Standards include:

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Foster and affirm all students and their identity and psychosocial development.
- c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.
- d. Provide culturally responsive instruction and appraisal and advisement to students.
- e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/mental health counseling.

h. Respect students' and families' values, beliefs and cultural background, as well as students' sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs or values rooted in one's religion, culture or ethnicity.

i. Are knowledgeable of local, state and federal laws, as well as school and district policies and procedures affecting students and families and strive to protect and inform students and families regarding their rights.

j. Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining interventions to address student needs.

k. Involve diverse networks of support, including but not limited to educational teams, community and tribal agencies and partners, wraparound services and vocational rehabilitation services as needed to best serve students.

A.2. Confidentiality

School counselors:

e. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures and social media accounts.

f. Keep information confidential unless legal requirements demand confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student or others. Serious and foreseeable harm is different for each minor in schools and is determined by a student's developmental and chronological age, the setting, parental/guardian rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

j. Protect the confidentiality of students' records and release of personal data in accordance with prescribed federal and state laws and district and school policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and school board policy.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

A.3. Comprehensive School Counseling Program

School counselors:

- a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students.
- c. Use data-collection tools adhering to standards of confidentiality as expressed in A.2.
- d. Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.
- e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps

A.4. Academic, Career and Social/Emotional Planning

School counselors:

- c. Identify and examine gaps in college and career access and address both intentional and unintentional biases in postsecondary and career counseling.
- d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills and an understanding that lifelong learning is part of long-term career success.
- e. Address their personal biases related to students' postsecondary choices.
- f. Address any inequitable systemic policies and practices related to students' postsecondary choices

A.7. Group Work

School counselors:

- a. Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data.
- b. Provide equitable access to participation in groups, including alleviating physical, language and other obstacles.
- j. Facilitate culturally sustaining groups from the framework of evidence-based or research-based practices.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

- a. Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.
- d. Provide culturally responsive mental health resources to parents/guardians.

A.10 Marginalized Populations

School counselors:

- a. Advocate with and on behalf of students to ensure they remain safe at home, in their communities and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.
- b. Actively work to establish a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion and acceptance.
- e. Understand and advocate for all students' right to be treated in a manner that honors and respects their identity and expression, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status, and to be free from any form of discipline, harassment or discrimination based on their identity or expression.
- f. Advocate for the equitable right and access to free, appropriate public education for all youth in which students are not stigmatized or isolated based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.
- g. Advocate for access to and inclusion in opportunities (e.g., Advanced Placement, International Baccalaureate, gifted and talented, honors, dual enrollment) in which students are not stigmatized, isolated or excluded based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

h. Actively advocate for systemic and other changes needed for equitable participation and outcomes in educational programs when disproportionality exists regarding enrollment in such programs by race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

A.11. Bullying, Harassment, Discrimination, Bias and Hate Incidents

School counselors:

- a. Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies.
- b. Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice.
- c. Advocate for accessible, effective tools for students or community to report incidents of bullying, hate or bias.
- d. Report all incidents of bullying, dating violence or harassment to the administration, recognizing these behaviors may fall under Title IX of the Education Amendments of 1972 or other federal and state laws as illegal and require administrator intervention.
- e. Recognize that bias incidents are not only potentially traumatizing for students but can lead to significant damage and disruption of the school environment. Facilitate and monitor schoolwide prevention of bullying, harassment, discrimination, hate and bias through active practices that support a positive school climate, culture and belonging.
- f. In response to a hate or bias incident (e.g., discrimination, explicit bias, hate speech), collaborate with administrative teams to ensure safety, provide support for targeted students, facilitate effective communication, provide education, connect students to resources and promote healing and recovery within the school community.
- g. In developmentally appropriate ways and in the context of the incident, support victims, and encourage growth and provide tools for accountability and change (e.g. restorative practices) in perpetrators, and promote healing in the school community while deferring to administration for all discipline issues or any other violation of federal and state laws or district and school policies.
- h. Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community.

A.14. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable research-based tests and assessments that are culturally sensitive, in the student's preferred language and free of bias.
- d. Consider the student's developmental age, language skills, home language and competence level when determining an assessment's appropriateness.
- f. Provide interpretation, in the student's preferred language, of the nature, purpose, results and potential impact of assessment/evaluation measures in terms students and parents/guardians can understand.
- h. Use caution when selecting or using assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

A.15. Technical and Digital Citizenship

School counselors:

- a. Advocate for equitable access to technology for all students.
- b. Demonstrate appropriate selection and equitable use of culturally sustaining technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the legal and ethical considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits, and communication practices in electronic media.

RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- c. Promote equity and inclusion through culturally affirming and sustaining practices honoring the diversity of families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- i. Respect the privacy of parents/guardians in accordance with the student's best interests.
- j. Provide parents/guardians with accurate, comprehensive and relevant information in a caring manner as appropriate and consistent with legal and ethical responsibilities to the students and parents/guardians. Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students' safety and welfare..

B.2. Responsibilities to the School

School counselors:

- d. Exercise leadership to create systemic change to create a safe and supportive environment and equitable outcomes for all students
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school and/or the school counseling program in promoting equitable student outcomes.
- f. Provide support, consultation and mentoring to professionals in need of assistance when appropriate to enhance school climate and student outcomes.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Advocate for the use of vetted, bilingual/multilingual translators to represent languages used by families in the school community and support broader cultural communication and engagement.
- l. Provide culturally responsive information to families to increase understanding, improve communication, promote engagement and improve student outcomes.
- m. Promote culturally sustaining practices to help create a safe and inclusive school environment with equitable outcomes for all students.
- p. Use inclusive language in all forms of communication and ensure students and stakeholders have access to materials in their preferred languages when possible.

B.3. Responsibilities to Self

School counselors:

- f. Explore and examine implicit biases and the impact on practice and interaction with students; apply learning to program practice and development.
- g. Develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.
- k. Honor the diversity and identities of students and seek training/supervision when prejudice or biases interfere with providing comprehensive school counseling services to all pre-K–12 students. School counselors will not refuse services to students based solely on personally held beliefs/values rooted in one's religion, culture or ethnicity. School counselors work toward a school climate that embraces diverse identities and promotes equitable outcomes in academic, career and social/emotional development for all students.

D. SCHOOL COUNSELING PRACTICUM/ INTERNSHIP SITE SUPERVISORS

Practicum/internship site supervisors:

- d. Engage in culturally affirming supervision, maintain cultural competence and consider cultural and historic factors and power dynamics that may have an impact on the supervisory relationship.

What ASCA School Counselor Professional Standards & Competencies Apply to Issues Related to Racial Bias?

School counselors help identify and address incidents of racial bias while working within the [ASCA School Counselor Professional Standards & Competencies for School Counselors](#).

Mindsets

School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a comprehensive school counseling program
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

Behaviors

School counselors demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling program

- B-PF 2 a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- B-PF 3a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- B-PF 6a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors
- Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
- Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- Understand personal limitations and biases, and articulate how they may affect the school counselor's work
- B-PF. 7 a. Identify sources of power and authority and formal and informal leadership
- h. Serve as a leader in the school and community to promote and support student success
- B-PF 9 a. Act as a systems change agent to create an environment promoting and supporting student success
- Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

B-SS 6 a. Partner with others to advocate for student achievement and educational equity and opportunities
B-PA 2 a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

What ASCA Standards for School Counselor Preparation Programs Apply to Issues Related to Racial Bias?

School counselor education programs prepare school-counselors-in-training to identify and address behaviors of racial bias. Training to implement a school counseling program includes an emphasis on advocacy, social justice, multiculturalism and preparation to work with a diverse population.

Applicable standards from the [ASCA Standards for School Counselor Preparation Programs](#) include:

Standard 1. Foundational Knowledge Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments. Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students. Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.
Standard 2. Core Theories and Concepts Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response. Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.
Standard 3. Instructional and School Counseling Interventions Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals. Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.
Standard 4. Student Learning Outcomes 4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student. 4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.
Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs. 5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

Standard 6. Professional Practice

Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

Standard 7. Ethical Practice

Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

What ASCA Ethical Standards for School Counselor Education Faculty Apply to Issues Related to Racial Bias?

School counselor education programs help prepare school counselors in training to identify and address incidents of racial bias while working within the ASCA Ethical Standards for School Counselor Education Faculty.

Preamble

All school counselor candidates have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy educational environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.

A. Personal and Professional Conduct

A.6. Reflect on personal biases, promote equitable and inclusive practices and consider cultural and historic factors and power dynamics that may affect relationships with school counselor candidates and other faculty/staff, particularly for marginalized populations, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status.

A.10. Refrain from discrimination or sexual harassment in accordance with university policies and federal and state guidelines.

B. Content Knowledge

Educators who teach in school counselor education programs:

B.1. Demonstrate knowledge of, follow and teach the current version of the:

- ASCA Ethical Standards for School Counselors
- ASCA Student Standards: Mindsets & Behaviors for Student Success
- ASCA School Counselor Professional Standards & Competencies
- The ASCA National Model
- ASCA position statements

B.2. Demonstrate the knowledge, attitudes and skills to prepare school counselor candidates to: • Create equitable opportunities and inclusive environments that enable all students to succeed, including students historically and currently marginalized by the education system (as defined by the preamble). • Advocate for culturally sustaining, anti-racist, school counseling practices.

B.4. Acquire additional content knowledge by participating in professional organizations and continuing education related to current school counseling best practices; pedagogy and andragogy; ethical standards; legal requirements; and diversity, equity and inclusion.

C. Educational Methodology

Educators who teach in school counselor education programs::

C.2. Promote the use of school counseling techniques supported by empirical research and appropriate for a diverse population (as defined by the preamble). If educators teach emerging school counseling techniques, they clarify the research base for the techniques and any potential risks related to the techniques.

C.3. Use a variety of inclusive and culturally relevant teaching methods to support a diverse student body and provide reasonable accommodations to school counselor candidates in accordance with university policy and state and federal laws.

C.5. Commit to recruiting and retaining a diverse faculty and student body.

D. School Counselor Preparation Curriculum

The curriculum for school counselor preparation programs:

D.2. Includes the use of ethical guidelines (e.g., ASCA Ethical Standards for School Counselors), ethical decision-making models and ASCA position statements.

D.4. Infuses equity and inclusion into all courses and supervised practice to prepare school counselor candidates to work with a diverse population (as defined in the preamble).

D.5. Educates school counselor candidates in evidence-based and/or best practices in school counseling and pre-K–12 education, including but not limited to designing, delivering and assessing comprehensive school counseling programs that promote equity and

inclusion based on the current versions of the ASCA National Model, the ASCA School Counselor Professional Standards & Competencies and the ASCA Student Standards: Mindsets & Behaviors for Student Success

E. Career Preparation of School Counselor Candidates

E.1. Provide prospective school counselor candidates with information about the school counseling profession, including program training components, professional values related to working with a diverse population and the current school counseling job market outlook.

E.2. Provide school counselor candidates with an orientation to the profession, including ethical responsibilities; school counselor identity; school counseling professional values; working with a diverse population; and the roles of leadership, advocacy, collaboration and systemic change in the school counseling profession

F. Supervised Practice of School Counselor Candidates

Educators who teach in school counselor education programs:

F.2. Consider cultural and historic factors and power dynamics that may affect the supervisory relationship, particularly for marginalized populations, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status.

F.7. Support all school counselor candidates and site supervisors by actively working to increase the awareness and practice of eliminating systemic barriers or bias impeding student development

What Do School Staff Members, Families and Students Need to Know About Racial Bias?

- The education system's long history of racial bias. While progress has been made, it has been slow and uneven. Both students and adults in school buildings still experience and perpetuate incidents of racial bias.
- The impact of racial bias that impedes our students from realizing their highest potential including:
 - Gaps in achievement, opportunity and attainment
 - Disproportionate discipline and suspension rates among student groups
 - Lower attendance rates
 - Self-destructive behavior, such as acting out, withdrawal and nonparticipation in class activities
 - Barriers to student access to and placement in rigorous curriculum such as Advanced Placement and International Baccalaureate.

- Lower participation of underrepresented groups participating in higher education.

Ensure school staff, families and students know to which school staff they should report concerns about policies, procedures and behaviors that perpetuating racial bias. Let school staff, families and students know that administrators, school counselors and other school staff are always a resource to address student concerns and help students achieve success. Publicize community resources for additional assistance, including individuals and organizations with missions to end racial bias.

Additional Resources

ASCA Resources:

[The Role of the School Counselor](#)

[Anti-Racism Resources](#)

[Support Immigrant Students](#)

ASCA Position Statements:

[The School Counselor and Equity for All Students](#)

[The School Counselor and Cultural Diversity](#)

[The School Counselor and Working with Students Experiencing Issues Surrounding Undocumented Status](#)

Magazine Articles:

[Myth Busters](#)

[Will We Overcome](#)

[Support Undocumented Students](#)

[Facilitate Critical Conversations](#)

[Legal/Ethical Column: Support Undocumented Students](#)

[Immigrant Aid](#)

[Live Love, Teach Peace](#)

[Serve All](#)

Webinars:

[Interrupting Racism: Race and Equity in Your Program](#)
[Ignite Change for Equity and Inclusion](#)

[Culturally Responsive Pedagogy](#)

[Cross-cultural Counseling: Understand Bias and Practice Humility](#)

[Build Multiculturally Aware Students](#)

[Working with Undocumented Secondary-Level Students](#)

[Opening Doors: Supporting Undocumented Students' Educational Journeys](#)

Journal Articles:

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[An Examination of Referrals to the School Counselor by Race, Gender and Family Structure](#)

[Gender and Ethnic Bias in Letters of Recommendation: Considerations for School Counselors](#)

[Supporting Interethnic and Interracial Friendships among Youth to Reduce Prejudice and Racism in Schools: The Role of the School Counselor](#)

[Exploring the Work Experiences of School Counselors of Color](#)

[Transitioning to High School: Issues and Challenges for African American Students](#)

[Teaching School Counselors to Use Evidence-Based Practice to Advance Social Justice: A Case Study](#)

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