

For students enthusiastic about the election results, consider ASCA Mindsets & Behaviors standards such as these.

Category 2: Behaviors Standards

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

B-SMS 2. Self-discipline and self-control

B-SS 1. Effective oral and written communication skills and listening skills

B-SS 2. Positive and supportive relationships with students who are similar and different from themselves

B-SS 4. Empathy

B-SS 5. Ethical decision-making and social responsibility

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

For students experiencing anxiety or sadness, consider ASCA Mindsets & Behaviors standards such as these.

Category 1: Mindsets Standards

School counselors encourage the following mindsets

- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks,

This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

A.14. Technical and Digital Citizenship

School counselors:

c. Promote the safe and responsible use of technology in collaboration with educators and families.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.

c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.

d. Are culturally competent and sensitive to diversity among 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.

B.2. Responsibilities to the School

School counselors:

a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

m. Promote cultural competence to help create a safer more inclusive school environment.

B.3. Responsibilities to Self

School counselors:

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school

counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

What ASCA School Counselor Professional Standards & Competencies Apply to Issues Related to Election Conversations?

School counselors build a respectful, inclusive school environment while following the [ASCA School Counselor Professional Standards & Competencies for School Counselors](#). Applicable standards and competencies include:

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 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

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.

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

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.

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

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

6.3 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 Election Conversations?

School counselor education programs help prepare school counselors in training to create respectful, inclusive school environments.

Applicable standards from the [ASCA Ethical Standards for School Counselor Education Faculty](#) include:

A. Content Knowledge

A-1. Are knowledgeable about, follow and teach the current version of the ASCA Ethical Standards for School Counselors, the ASCA National Model, the ASCA Mindsets and Behaviors and the ASCA position statements.

A-2. Have the knowledge and skills to support social justice and advocacy efforts and to teach graduate students to become culturally competent school counselors and leaders.

B. Andragogy and Educational Methodology

Faculty members who teach in school counselor education programs:

B-1. Promote the use of techniques supported by empirical research and appropriate for a diverse population (as defined by the preamble of the ASCA Ethical Standards for School Counselors). If instructors teach about developing techniques, they clarify the research base for the techniques and any potential risks related to the techniques.

