

VIOLATION

AMERICAN SCHOOL COUNSELOR ASSOCIATION

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VIOLATION: AMERICAN SCHOOL COUNSELOR ASSOCIATION

The following report will prove that the entire purpose of the American School Counselor Association (ASCA) is undeniably weaponized to undermine American values and parental rights. Their sole mission is to infuse Diversity, Equity, Inclusion (Marxism) into all aspects of government K-12 education under the guise of "Mental Health". All 50 states use the American School Counselor Association model.

The American School Counselor Association (ASCA) plays a pivotal role in shaping the professional standards and practices of school counselors across the United States. All State Educational Agencies (SEA) and Local Educational Agencies (LEA) have integrated ASCAs guidance, policies, framework and additional services into their operations. The use of ASCA is a violation of President Trump's Executive Order 14173, ENDING ILLEGAL DISCRIMINATION AND RESTORING MERIT-BASED OPPORTUNITY, targeting Diversity Equity Inclusion (DEI) initiatives across federal agencies, contractors, and grantees.

ASCA & Government Funding

ASCA does not directly receive federal funding as an entity but leverages its advocacy and programmatic influence to channel federal resources through legislation (*archive link*) like the Elementary and Secondary School Counseling Act (ESSCA), Every Student Succeeds Act (ESSA) grants, Bipartisan Safer Communities Act, and emergency relief funds to the school counseling profession.

Another indirect link to federal funding comes through ASCA's influence on how federal dollars (*archive link*) are spent at the school and district levels. The ASCA National Model serves as the framework for comprehensive school counseling programs, which districts often use to justify expenditures of federal funds, such as those from ESSA's Title I (for disadvantaged students) or Title II (for professional development). Title II, for example, now explicitly lists school counselors as eligible recipients of professional development funds, a change ASCA lobbied for. When districts receive these funds (e.g., through ESSA's flexible block grants), they may allocate them to salaries, training, or resources for counselors, many of whom are ASCA members.

Additionally, ASCA's professional development (*archive link*) offerings, while not federally funded directly, can tie into federal funding streams when members use grants to attend ASCA conferences (*archive link*) or purchase its materials. For instance, counselors employed in districts receiving Student Support and Academic Achievement (SSAE) or Title II funds can use those resources for ASCA webinars, the annual conference, or the ASCA National Model (*archive link*) book. Some SEAs or districts partner with ASCA for training, using federal dollars to cover costs.

ASCA Transformed

In 2014, Michelle Obama's Reach Higher Initiative (*archive link*) worked to transform the school counseling profession. This initiative declared that, what was traditionally known as guidance counselors, should be renamed school counselors (*archive link*), they would assume a more influential role (*archive link*) in the schools. This fundamental change allowed school counselors to become the "Social Justice Advocates" they are today as outlined in this report.

ASCA National Impact

- **ASCA Members** •

By 2023, there were over 43,000 ASCA members (*archive link*) working in K-12. They focus on providing professional development, developing/transforming school counseling by advocating for the ASCA position statements in state plans. The position statements serve as guidelines and frameworks that define the role of school counselors. ASCA position statements (*archive link*) describe the organization's position on specific topics in education and define the role of the school counselor relative to those topics.

- **ASCA Position Statements** •

The following are a few examples of the position statements that are in violation of Title IX and President Trump's Executive Order 14190, ENDING RADICAL INDOCTRINATION IN K-12 SCHOOLING. A full list of the position statements and their entire description can be found HERE (*archive link*).

- The School Counselor and Anti-Racist Practices (*archive link*) - "School counselors work toward cultural competence and engage in anti-racist actions by advocating to change racist policies, procedures, practices, guidelines and laws contributing to inequities in students' academic, career and social/emotional development."
- The School Counselor and Cultural Diversity (*archive link*) - "School counselors have a professional and ethical responsibility to expand personal multicultural and social justice advocacy, awareness, knowledge and skills to be an effective, culturally competent school counselor. School counselors work toward cultural competence and cultural humility to provide culturally sustaining school counseling. School counselors demonstrate responsiveness by collaborating with students and stakeholders in support of a school and community climate that embraces cultural diversity and helps to promote all students' academic, career and social/emotional development."
- The School Counselor and Gender Equity (*archive link*) - "School counselors are committed to creating an emotionally, intellectually and physically safe environment for all students and to using inclusive language and positive modeling of gender equity. Creating this environment facilitates and promotes the development of each individual by removing bias and stereotypes for all students in school."
- The School Counselor and LGBTQ+ Youth (archive link) - "School counselors promote equal opportunity and respect for students regardless of sexual orientation, gender identity or gender expression. School counselors recognize the school experience can be significantly more difficult for students with marginalized identities. School counselors work to eliminate barriers impeding LGBTQ+ student development and achievement."

- The School Counselor and Student Sexual Wellness (*archive link*) - “Using culturally competent best practices, school counselors collaborate with key school and community partners (e.g., health and physical education instructors, school nurses, community healthcare specialists) in these efforts, while recognizing the importance of student/family confidentiality. Because of the connection between student sexual wellness and social/emotional well-being, school counselors provide student support, counseling and referral services regarding all aspects of sexual wellness, including consent, disease prevention, contraception, sexual and gender diversity and interpersonal violence.”
- The School Counselor and Gender Equity and Inclusivity (*archive link*) - "Model gender-inclusive actions and attitudes, as well as gender-affirming language, with both students and staff."

• ASCA Ethical Standards for School Counselors •

These standards are the ethical responsibility of all school counseling professionals. The entire Ethical Standards Statement can be viewed HERE (*archive link*). The following are a few examples of ethical standards statements that violate Title IX and President Trump’s Executive Orders.

- Foster and affirm all students and their identity and psychosocial development.
- Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.
- Provide culturally responsive instruction and appraisal and advisement to students.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- **ASCA School Counselor Professional Standards & Competencies** -

According to ASCA, "The ASCA School Counselor Professional Standards & Competencies (*archive link*) outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program." The following are a few of the standards and competencies:

- ✔ 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.
- ✔ Act as a systems change agent to create an environment promoting and supporting 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.

- **ASCA Student Standards: Mindsets & Behaviors for Student Success** -

The ASCA Student Standards (*archive link*) is a list of the knowledge, skills and attitudes students are expected to achieve.

The government cannot mandate a set of behaviors, skills, or attitudes because it runs into fundamental issues of individual liberty, practical enforcement, and human nature. It is a violation of:

- ⚑ *First Amendment, Due Process (Fifth and Fourteenth Amendments) - Specifically freedom of speech, religion, and association. Mandating attitudes or behaviors, like requiring specific beliefs or expressions, directly infringes on free speech and thought.*
- ⚑ *Equal Protection (Fourteenth Amendment) - This guarantees fair treatment and protects against arbitrary government overreach. A mandate on something as vague as "attitudes" or "skills" is unconstitutional."*
- ⚑ *Right to Privacy - Mandating uniform skills or behaviors could disproportionately burden certain groups (say, those with disabilities, economic disadvantages, or cultural differences) violating equal protection.*
- ⚑ *Tenth Amendment (Federalism) - In the U.S., powers not granted to the federal government are reserved to the states or people. A sweeping mandate on personal traits likely exceeds enumerated powers.*

The ASCA Student Standards are organized on the framework of noncognitive factors presented in the "Teaching Adolescents to Become Learners" (*archive link*) paper, conducted by the University of Chicago Cortium on Chicago School Research (2012).

The introduction of this research paper on ERIC (archive link) (Education Resources Information Center) begins with,

> ***"President Obama's first address to Congress signaled a shift in educational priorities. He committed his administration to ending the dropout crisis in the nation's public high schools and ensuring that by 2020 America would once again lead the world in the proportion of its population with college degrees. What has not been talked about is that a shift to making high school and college completion the national educational goal requires a corresponding shift in educational policy and practice, "away from a focus on test scores" and toward a new emphasis on developing the cognitive and noncognitive factors that lead students to earn high course grades."***

The following are a few statements from Teaching Adolescents To Become Learners:

- School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and in their external environment. In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests. Other researchers have described these factors as noncognitive skills; we broaden the term to noncognitive factors to go beyond a narrow reference to skills and include strategies, attitudes, and behaviors.

- Interest in noncognitive factors has been propelled in recent years, in part, by some compelling results from a number of psychological studies. This body of work has shown some short-term interventions that target students' psycho-social beliefs (such as interventions that work to change students' beliefs about their intelligence, that promote social belonging, or that connect performance to future goals) as having substantial effects on school performance that are sustained over time.

- Interventions that focus on developing academic mindsets, moreover, are being designed and evaluated as a method to reduce stereotype threat and improve the academic performance and educational attainment of racial/ethnic minority students.

- We are particularly interested in identifying which noncognitive factors matter for students' longterm success, clarifying why and how these factors matter, determining if these factors are malleable and responsive to context, determining if they play a role in persistent racial/ethnic or gender gaps in academic achievement, and illuminating how educators might best support the development of important noncognitive factors within their schools and classrooms.

- We situate the model within a larger "Socio-Cultural Context" that shapes the structural mechanisms of schools and classrooms, as well as the interactions and subjective experiences of the human beings within schools. Opportunity structures in the larger society; economic conditions that shape employment opportunities as well as schooling costs; the presence of racism, sexism, and other types of discrimination that give rise to stereotypes and prejudice; and stark inequalities in resources across neighborhoods and schools all contribute to the larger context in which American students learn.

- **ASCA Standards In Practice** -

According to ASCA the "school counseling standards define the school counseling profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes." The following is one of ASCAs Standards In Practice Documents (*archive link*).

Eliminating Racism and Bias in Schools: The School Counselor's Role (*archive link*)

This document states:

> ***"Racism and bias in the US impede its citizens from achieving success and the nation from reaching its highest potential. Racism and bias manifest themselves overtly through verbal and physical harassment of people of color, tragically culminating in outcomes such as decreased mental well-being and senseless and deadly violence against individuals, including Asian Americans and countless Black Americans. They manifest themselves subtlety though unconscious bias, denial of access to privileges and benefits, and low expectations. The systemic and institutional racism underlying violence toward people of color and relegating them to generations of poverty permeates every facet of American society, including the educational system. Progress has been made in many school districts, but there is still much work to be done. All educators have an obligation to end racism and bias in schools. School counselors have a unique opportunity to be an important part of the solution. Through implementation of a school counseling program, school counselors promote equity and access for all students and make a significant impact on creating a school culture free from racism and bias."***

ASCA Current Issues In Education

ASCA lists Critical Race Theory as a "current issue in education" (*archive link*). In their Critical Race Theory document (*archive link*) it states, "Despite the ongoing political debate, CRT is not a concept taught in K-12 education. However, a historical understanding of systemic racism is necessary as all educators, including school counselors, work to improve student outcomes, especially for marginalized students. Systemic racism, oppression and white privilege are real. Both our nation's history and current events are rife with examples to support this reality. The impact of racial disparity in education continues to be a crucial conversation as educators and other stakeholders address the painful truth that all groups of students in the United States have not achieved outcomes at the same level."

*****ASCA's claim that "Critical Race Theory is not a concept taught in K-12 education" is false and deceptive. The entire mission, vision, and framework of ASCA is built on infusing K-12 with Critical Race Theory ideology, often under the guise of "Culturally Responsive, Cultural Competence, or Social Justice."***

National Model

All 50 states have adopted the ASCA National Model (*archive link*) or a hybrid based on it for their comprehensive school counseling programs. The ASCA National Model: A Framework for School Counseling Programs outlines the components of ASCAs school counseling program.

- **RAMP Model** •

  RAMP, or the Recognized ASCA Model Program, (*archive link*) is a designation given by the American School Counselor Association (ASCA) to schools that have comprehensive school counseling programs that meet all criteria of the ASCA National Model (adopted by ALL 50 states). All school counselors are tasked with achieving RAMP recognition status. A list of current RAMP schools can be found HERE (*archive link*).

  Culturally Sustaining School Counseling: Implementing Diverse, Equitable, Inclusive Programs is an ASCA National Model Publication. This book states it is "aligned with the four components of the ASCA National Model- Define, Manage, Deliver, Assess - this publication walks you through all aspects of your school counseling program and lets you and your stakeholders delve into what you're doing right and what you could improve to become a more culturally sustaining program."

  Here is a selection of excerpts from the book.

State Charters

ASCA has granted division charters (*archive link*) to all 50 states, the District of Columbia, Guam and the U.S. Virgin Islands. ASCA charters state school counselor associations (*archive link*) promote ASCA's school counseling principles in SEAs and LEAs.

Advocacy

ASCA provides "Advocacy Letters" (*archive link*) that highlight ASCA political statements, lobbying advocacy, ASCA position statements and ethics. These letters include advocacy for massive federal funding (*archive link*), Inclusive Education (*archive link*) (aligned with the radical left-wing Human Rights Campaign and NAACP), amending the 2nd amendment (*archive link*), promoting obscene materials (*archive link*), and LGBTQ+ agendas (*archive link*).

ASCA Alliance Partners

The ASCA Alliance Partners (*archive link*) are "committed to helping ASCA achieve its mission and seeing the school counseling profession thrive. From providing support for key strategic initiatives to helping ASCA deliver amazing event experiences, these partners make a sustained and important contribution to ASCA's success."

One of their alliance partners is the United States Marines Corps. This alliance is in direct conflict with President Trump's Executive Order 14151, ENDING RADICAL AND WASTEFUL GOVERNMENT DEI PROGRAMS AND PREFERENCING.

- **ASCA Annual Conference** •

  The ASCA annual conference will take place July 12-15, 2025. The purpose of the ASCA Annual Conference is to provide professional development, networking, and advocacy opportunities for school counselors and related professionals. It aims to equip counselors with the tools and resources to implement systemic change based on ASCAs position statements. Sponsors (*archive link*) choose from four different packages ranging from $7,500 to $35,000.

The following government institutions are sponsors of the conference (totaling $165,000) which is in direct violation of President Trump's Executive Order 14151, forbidding federal funding from supporting Diversity, Equity, Inclusion practices.

- Military Sealift Command - **$35,000**
- U.S. Air Force - **$35,000**
- U.S. Marines - **$35,000**
- U.S. Army - **$35,000**
- Army National Guard - **$25,000**

SPONSORSHIP PACKAGES

	SILVER $7,500	GOLD $15,000	PLATINUM $25,000	DIAMOND $35,000
Conference Website Logo	●	●	Enhanced Presence	Enhanced Presence
Pre-Conference Promotion	●	●	●	●
On-Site Recognition	●	●	●	●
Conference App	●	●	●	●
Conference Exhibit Booth	15% Discount	30% Discount	10' x 10' in Prime Location	20' x 20' in Prime Location
Exhibitor Staff Passes	2	3	4	10
Full Conference Registrations	1	2	3	10
Attendee Mailing List*	N/A	●	●	Customized email
Sponsor Branding at Exhibit Booth	●	●	●	●
ASCA School Counselor Magazine Ad	-	½ Page	Three Full-Page Ads (July/August, Sept/ Oct and Nov/Dec)	Six Full-Page Ads (One in each bimonthly issue)
Conference Bag Insert	-	-	●	●
Sponsored Session on Exhibit Floor	-	●	●	●
Five Tickets to the Opening Night Party	●	●	●	●

ASCA Sponsorship Packages Source: HERE (*archive link*)

- **No Limits** •

In 2022 the organization, Courage Is A Habit (CIAH), attended ASCAs annual conference titled "No Limits" (*archive link*). After attending the conference, CIAH launched their "Behind Closed Doors initiative". This initiative exposed the radical ASCA agenda including videos from the conference, ASCA highlighted school counselors, ASCA certification tests, RAMP model requirements and training materials.

Culturally Responsive

ASCA justifies much of their practices with the term "Culturally Responsive". Culturally Responsive is equivalent to Diversity Equity Inclusion, Critical Race Theory, and Race Marxism. The following resource provides more context:

The Other CRT - Courage Is A Habit

Professional Development

This DEI Specialist Training is a key example of the type of professional development school counselors undergo. School counselors earn Continuing Education credits for taking these courses.

MODULE 2	
MODULE 2, Part 1:	
ASCA Publication- *Culturally Sustaining School Counseling: Implementing Diverse, Equitable, Inclusive Programs,"* by Tim Grothaus, Ph.D.; Kaprea F. Johnson, Ph.D.; and Natalie Edirmanasinghe	7
MODULE 2, Part 2:	
ASCA Publication- School Counseling Standards in Practice: Eliminating Racism and Bias in Schools: The School Counselor's Role	0.2
ASCA Position Statement: The School Counselor and Equity for All Students	0.2
ASCA Position Statement: The School Counselor and Cultural Diversity	0.2
ASCA Position Statement: The School Counselor and Anti-Racist Practices	0.2
ASCA Statement: ASCA Condemns Violence and Institutional Racism	0.1
ASCA Town Hall: Racism in Schools	1.5
Professional School Counseling Journal article: Multicultural and Social Justice Counseling Competencies: A Leadership Framework for Professional School Counseling	0.5
ASCA Webinar: Social Justice and School Counseling	0.5
ASCA Webinar: Ignite Change for Equity and Inclusion	0.75
ASCA@Home Session: Is Your Delivery System Anti-Racist?	0.75
ASCA School Counselor Magazine: Change Must Happen- The ASCA Ethical Standards Guide the Way	0.25
ASCA School Counselor Magazine: Hand in Hand	0.25
American Civil Liberties Union: 11 Million Days Lost- Race, Discipline and Safety at U.S. Public Schools	0.5
KY Dept of Ed: Guidance on How Districts Can Facilitate Conversations About Race-Based Stress and Trauma	0.25

MODULE 3	
MODULE 3, Part 3:	
Association of Educational Service Areas (ASCD): Continuum on Becoming an Anti-Racist Multicultural Organization	0.25
Association of Educational Service Areas (ASCD): Why We Can't Afford Whitewashed Social-Emotional Learning	0.25
NEA EdJustice: Racial Justice in Education	1.8
Learning for Justice: Responding to Hate and Violence at School	2
Learning for Justice: Strategies for Reducing Racial and Ethnic Prejudice: Essential Principles	0.5
The Education Trust: Social, Emotional, and Academic Development Through an Equity Lens	2
Forward Promise: Disrupting Dehumanization and Affirming the Humanity of BYMOC and Their Villages	0.5
Medium: The Future of Healing-Shifting from Trauma-Informed Care to Healing-Centered Engagement	0.25
YouTube: Systemic Racism Explained	0.1
YouTube: Discuss Microaggressions	0.1
TEDx Talks Podcast: Bad White People- Travis Jones	0.25
YouTube: Just Mercy	2
YouTube: 13th (free on YouTube)	1.5
Huff Post: 11 Things to Do Besides Say ' This Has To Stop' In the Wake of Police Brutality	0.25
Medium: 103 Things White People Can Do for Racial Justice	0.5
Harper's Bazaar: Why You Need to Stop Saying "All Lives Matter"	0.15
The Bold Italic: Answering White People's Most Commonly Asked Questions about the Black Lives Matter Movement	0.15
Total Hours	50

ASCA works hand in fist with the *Southern Poverty Law Center*. ASCA models its student standards and objectives directly from the SPLC.

BACKGROUND

Learning for Justice* is the education arm of the Southern Poverty Law Center designed to provide curriculum, professional development, and directives for government K-12 schools.

Alliance Defending Freedom released "Setting the Record Straight", an exposé of the Southern Poverty Law Center's corrupt actions. It states:

> ***The SPLC realized that the more "hate" they could gin up, the more money they could raise. Eventually, their definition of hate included huge swaths of well-respected, mainstream, conservative America. In truth, the only reason SPLC considers many of these groups to be "hate groups" is that they disagree with the SPLC on hot-button cultural issues.***

**Learning for Justice was formerly known as "Teaching Tolerance". The rebrand occurred in February 2021. Some of the materials used by ASCA still references "Teaching Tolerance."*

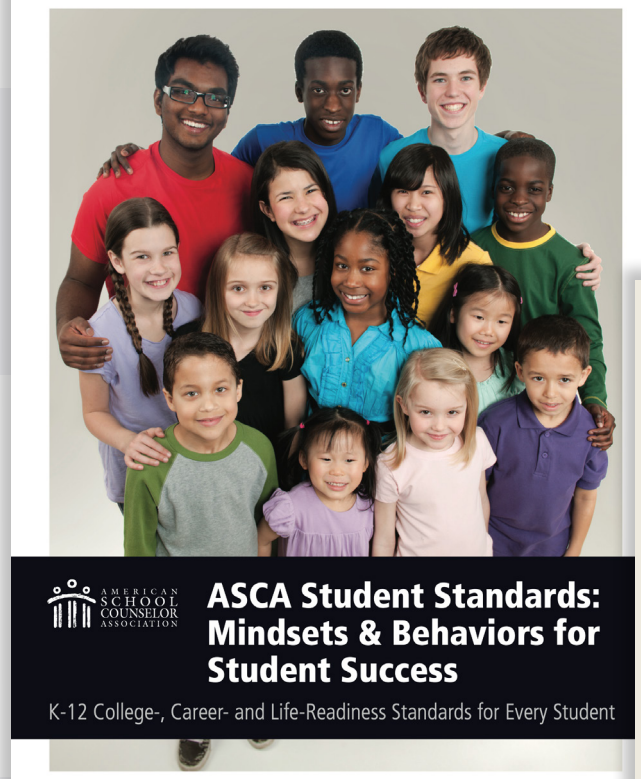
LEARNING FOR JUSTICE = SOUTHERN POVERTY LAW CENTER

ASCA STUDENT STANDARDS = SPLC LEARNING FOR JUSTICE SOCIAL JUSTICE STANDARDS

ASCA created their *Student Standards: Mindsets & Behaviors for Student Success* [A1] and *Student Standards Crosswalk with Learning for Justice Social Justice Standards* [A2] guidelines directly from Learning for Justice's *Social Justic Standards: A Framework for Anti-Bias Education*: website [L1] | download the standards [L2]

ASCA considers *Learning for Justice* as their "primary source."

The following documents were the primary resources that informed ASCA Student Standards.



A1 archive link

Resources Used in Development of ASCA Student Standards (2021)

The following documents were the primary resources that informed ASCA Student Standards.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
ISTE Standards for Students	International Society for Technology in Education	Describes the standards students need to be prepared to thrive in a constantly evolving technological landscape.
Social Justice Standards: A Framework for Anti-bias Education	Learning for Justice	Presents anchor standards and age-appropriate learning outcomes that allow educators to engage a range of anti-bias, multicultural and social justice issues.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

Social Justice Standards: A Framework for Anti-bias Education	Learning for Justice

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ASCA STUDENT STANDARDS = SPLC LEARNING FOR JUSTICE SOCIAL JUSTICE STANDARDS

A2 archive link

ASCA Student Standards Crosswalk with Learning for Justice Social Justice Standards

Identity

ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Identity
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 3. Students will recognize that people's multiple identities interact and create unique and complex individuals. 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
B-SS 10. Culturally aware, sensitive and responsive	5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Diversity

ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Diversity
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
B-SS 1. Effective oral and written communication skills and listening skills	7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 4. Empathy	9. Students will respond to diversity by building empathy, respect, understanding and connection.
B-SS 10. Culturally aware, sensitive and responsive	10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice

ASCA Student Standard Mindsets/Behaviors	Social Justice Standards – Justice
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
B- SS 8. Advocacy skills for self and others and ability to assert self when necessary B-SS 10. Culturally aware, sensitive and responsive	12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
B-SS 10. Culturally aware, sensitive and responsive	13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
B-SS 10. Culturally aware, sensitive and responsive	14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
B-SS 10. Culturally aware, sensitive and responsive	15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action

ASCA Student Standard Mindsets/Behaviors	Social Justice Standards – Action
B-SS 4. Empathy B-SS 8. Advocacy skills for self and others and ability to assert self when necessary	16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
B-SS 8. Advocacy skills for self and others and ability to assert self when necessary B-SS 1. Effective oral and written communication skills and listening skills	18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SS 8. Advocacy skills for self and others and ability to assert self when necessary	19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
B-LS 7. Long- and short-term academic, career and social/ emotional goals B-SS 9. Social maturity and behaviors that are appropriate to the situation and environment	20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

www.schoolcounselor.org

The Social Justice Standards are a road map for anti-bias education at every stage of K-12 instruction.

A FRAMEWORK FOR ANTI-BIAS EDUCATION

L1 archive link

The Social Justice Standards are a road map for anti-bias education at every stage of K-12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

Divided into four domains—identity, diversity, justice and action (IDJA)—the standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice-reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education. The IDJA domains are based on Louise Derman-Sparks' four goals for anti-bias education in early childhood.

Each of the IDJA domains has learning outcomes and school-based scenarios organized by grades K-2, 3-5, 6-8 and 9-12.

DOWNLOAD THE STANDARDS

SPLC

These radical, anti-America standards are to be used in *"every stage of K-12 education."*

L2 archive link

Anchor Standards and Domains

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

SPLC

Starting in kindergarten, they train students to have "empathy" for illegal aliens. These same standards introduce transgender ideology to 3rd graders.

K-2 Grade Level Outcomes and Scenarios

K-2 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.	Enrique's uncle is undocumented and was recently detained. He tells his friend Isabel, "I'm sad and I'm scared they will take me or my family away." Isabel is unsure of what to do, so she tells her teacher, Ms. Lee. "It's so unfair that Enrique is scared. Nobody should have to feel this way or be away from their family." Ms. Lee thanks Isabel for sharing this story with her. She plans to check in with Enrique and his family, and to develop a lesson for the class on the effects of family separation.
Justice 12	JU.K-2.12	I know when people are treated unfairly.	
Justice 13	JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don't like it.	
Justice 14	JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.	
Justice 15	JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.	

archive link L2

3-5 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.	Tiana identifies as a transgender girl and tells her parents that she is ready to share her identity with her classmates. "I'm a sister and a she," Tiana explains to her family. Tiana's parents contact her teacher, who agrees to help Tiana develop an introduction. The following week, Tiana comes home beaming. "It went well!" she tells her parents. "A few kids didn't understand at first, but my teacher helped me feel comfortable standing up for myself. I feel so relieved."
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
Identity 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.	
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	

archive link L2

These training materials are used by ASCA school counselors during professional development.

ASCA Anti-Racism Resources (*archive link*)

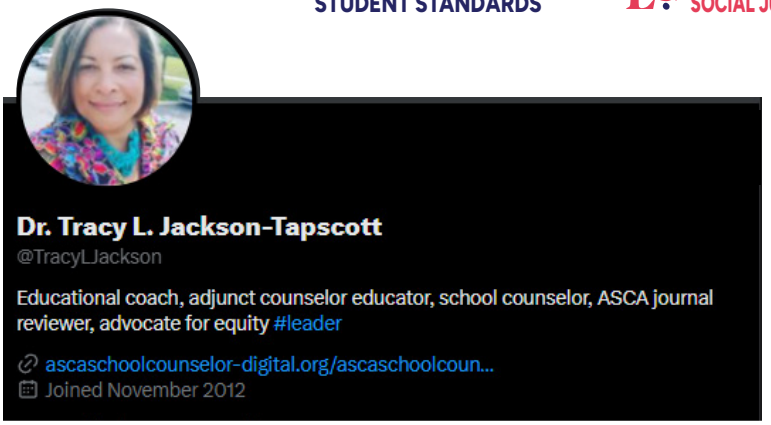
Talking About Race and Racism

- ADL: Fighting Hate for Good: Race Talk: Engaging Young People in Conversations About Race and Racism
- Alliance for Resource Equity: Tools and resources for education leaders and advocates
- Center for Racial Justice in Education: Resources for Talking about Race, Racism and Radicalized Violence with Kids
- CNN: How to Talk to Your Children about Protests and Racism
- Facing History and Ourselves: Upstander
- Future of Learning: Race Conversations in the Classroom
- Learning for Justice: Discussing Race, Racism and Other Difficult Topics with Students
- Learning for Justice: Facilitating Critical Conversations with Students
- Learning for Justice: All Students Need Anti-racism Education
- Medium Lion's Story: Talking to Children After Racial Incidents
- NAEYC: Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families
- National Geographic: Talking to Kids About Race and Talking to Kids About Xenophobia
- National Museum of African American History & Culture: Talking About Race
- National Network of State Teachers of the Year: Discussion Guide: Courageous Conversations About Race in the Classroom
- NEA Ed Justice: Talking About Race
- *New York Times*: I'm Helping My Korean-American Daughter Embrace Her Identity to Counter Racism
- Race Forward: 10 Ways to Start a Conversation About Race
- Smithsonian National Museum of African American History and Culture: Talking About Race and Being Anti-Racist
- Special Olympics: Inclusion Tiles game
- Youth Communication: From Feeling Safe to Feeling Like a Stereotype
- 2U: How to Address Trauma Related to Curriculum Violence

Standards, Guidelines and Resources

- Association of Educational Service Areas: Continuum on Becoming an Anti-Racist Multicultural Organization
- ASCD: Anti-racism resources
- ASCD: How to Be an Antiracist Educator
- Education Trust: Social, Emotional, and Academic Development Through an Equity Lens
- Sarah Kirk, elementary school counselor: Anti-Racism Resources for Families
- Learning for Justice: Denouncing Hate and Violence at School
- Learning for Justice: Social Justice Standards
- Learning for Justice: Strategies for Reducing Racial and Ethnic Prejudice: Essential Principles
- Learning for Justice: After Atlanta: Teaching About Asian American Identity and History
- Learning for Justice: Responding to Anti-Asian Violence and Georgia Shootings
- Medium: When SEL is Used as Another Form of Policing
- NEA EdJustice: Curated resources for building awareness and advancing social justice
- NASP: Understanding Race and Privilege
- NASP: Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators
- NEA EdJustice: Confronting White Nationalism at School Toolkit
- NEA EdJustice: Racial Justice in Education

AMERICAN SCHOOL COUNSELOR ASSOCIATION
www.schoolcounselor.org



ASCA "uses the Learning for Justice. We use that site a lot for our work."

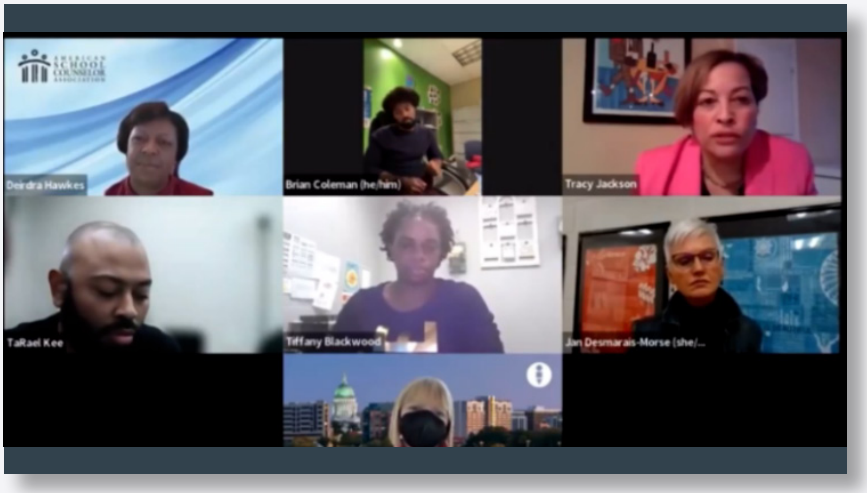
~ Tracy Jackson, ASCA Leader and ASCA Journal Reviewer

During this webinar, representatives and counselors from the *American School Counselor Association (ASCA)* talk about how to further indoctrinate children by putting in more:

- DEI offices
- Anti-America propaganda
- Lessons on white supremacy, black-focused victimhood, equity
- Radicalized students so they can be "equity ambassadors"

Tracy Jackson admits that they use materials from Learning for Justice a lot in their work at the 2:18 mark.

ASCA WEBINAR



ASCA USES LEARNING FOR JUSTICE

ASCA FIGHTS AGAINST DEPORTING VIOLENT ILLEGAL ALIENS

AMERICAN SCHOOL COUNSELOR ASSOCIATION

ASCA Statement on Escalating ICE Enforcement and its Impact on Students and Schools

The American School Counselor Association (ASCA) condemns immigration enforcement practices that compromise the safety, stability and well-being of students, families and school communities. ASCA urges federal, state and local leaders to uphold policies that protect all children and ensure families can participate fully in their schools and communities without fear.

ASCA Statement on Escalating ICE Enforcement and its Impact on Students and Schools

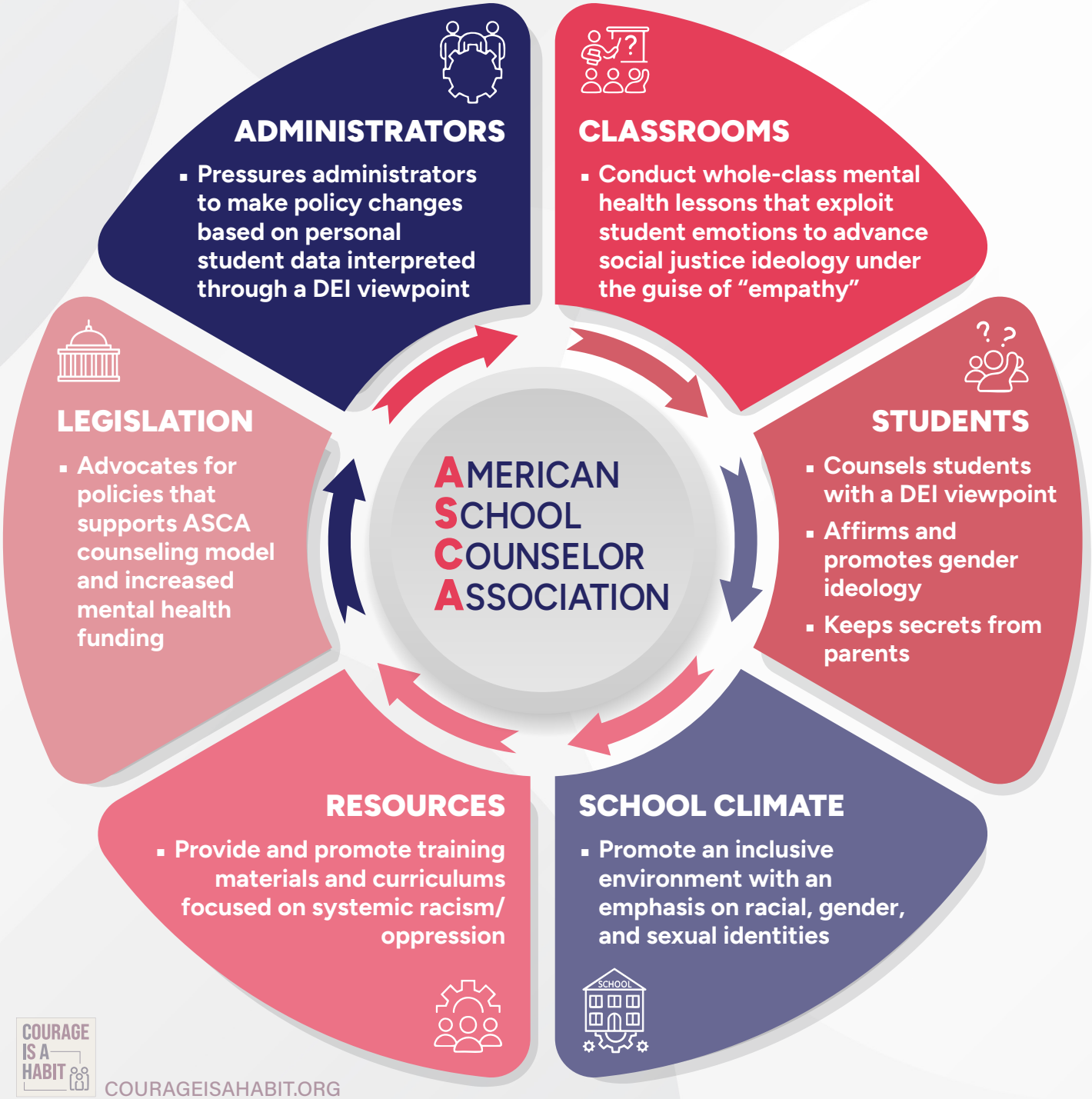
The American School Counselor Association (ASCA) condemns immigration enforcement practices that compromise the safety, stability and well-being of students, families and school communities. ASCA urges federal, state and local

More broadly, intensified immigration enforcement contributes to community instability, heightens barriers to learning and erodes trust between families and institutions tasked with supporting them. Students may experience disrupted attendance, declines in academic performance, or increased mental health

immigration status or family circumstances – can learn, grow and thrive. ASCA calls on policymakers to enact and enforce measures that safeguard children, uphold family unity and preserve the trust essential to effective education. Schools and

ASCA Anti-ICE Statement *(Archive Link)*

ASCA'S "TRAUMA-INFORMED" MENTAL HEALTH SCHOOL COUNSELING SYSTEMIC IMPACT



COURAGE IS A HABIT

COURAGEISAHABIT.ORG

Jennifer McWilliams
Violation: American School Counselor Association