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The School Counselor and Appraisal and Advisement for Postsecondary Preparation

Formerly The School Counselor and Individual Student Planning for Postsecondary Preparation

(Adopted 1994, Revised 2000, 2006, 2012, 2013, 2017, 2024)

American School Counselor Association (ASCA) Position

School counselors design and implement a school counseling program that includes student appraisal and advisement to help students understand their abilities, values and career interests and to attain the ASCA Student Standards: Mindsets & Behaviors for Student Success. This two-part process results in school counselors working collaboratively to ensure all students develop an academic and career plan that includes rigorous and relevant coursework and reflects their individual interests, abilities, short- and long-term goals, cultural beliefs, along with other factors.

Rationale

Appraisal is the process where school counselors work with students to analyze and assess their abilities, interests, skills and achievement. Advisement is the process through which school counselors make recommendations based on appraisal of tests, inventories and other data to help students make decisions for their future (ASCA, 2019).

Academic and college/career planning provides students with the opportunity to identify strengths, areas in need of improvement and areas of interest early in their education so students and their families can set postsecondary goals and make informed choices that support achieving their desired goals (Conley, 2013; Darling-Hammond et al., 2014). College and career readiness begins as early as preschool or kindergarten to prepare students for a wide array of postsecondary experiences without the need for remediation and to ensure all students possess the knowledge, attitudes and skills needed to qualify for and succeed in their chosen field.

Academic and career planning includes supporting a variety of developmental processes (e.g., self-concept, motivation, goal setting, self-regulation, interpersonal skills) (Savitz-Romer & Bouffary, 2013).

The School Counselor’s Role

School counselors take a proactive role in providing appraisal and advisement to students as a part of the school counseling program. They help students,

43 families and staff assess the individual student’s strengths and interests and
44 encourage the selection of a rigorous and relevant educational program
45 supporting each student’s postsecondary goals. School counselors provide
46 activities such as the following in support of these outcomes:

- 47 • Foster a school culture that acknowledges, respects and celebrates student
48 diversity, cultures and beliefs throughout the appraisal and advisement process
- 49 • Align appraisal and advisement activities and procedures with state and district
50 policies
- 51 • Facilitate student exploration of their strengths, interests and abilities in
52 relation to knowledge of self and the world of work
- 53 • Use tests, inventories and other data to support students’ decision-making
54 about their future
- 55 • Provide opportunities for students to demonstrate skills needed for success in
56 academic and postsecondary goals
- 57 • Facilitate co-curricular/extracurricular opportunities aligned with student goals
- 58 • Help students make connections between coursework and life experiences
- 59 • Guide course selections that allow students the opportunity to choose from a
60 wide range of postsecondary options

61

62 **Summary**

63 School counselors design and implement a school counseling program that includes
64 appraisal and advisement for all students to assist them in reaching their
65 academic, career and social/emotional goals. School counselors collaborate with
66 school staff, families and the community to ensure all students have the
67 opportunity to design a rigorous and relevant academic and career program that
68 will prepare them to achieve their postsecondary goals.

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The School Counselor and Career Development

Combined version of The School Counselor and Career Development and The School Counselor and Career and Technical Education
(Adopted 2017; revised 2023, 2024)

ASCA Position

School counselors deliver school counseling programs that enhance student growth in three domain areas: academic, career and social/emotional development. As a part of that program, school counselors implement strategies and activities to help all students enhance their career development – the mindsets and behaviors students need to understand the connection between school and the world of work, plan for and make a successful transition to postsecondary education and work across the lifespan – while recognizing that growth in all three domains is necessary for students to be successful now and later in life.

The Rationale

As part of a school counseling program, school counselors provide resources and opportunities that help students explore their strengths and interests as well as career fields that align with these attributes. These efforts help students plan for and choose postsecondary pathways and create opportunities for students to develop college and career-readiness skills that help them successfully navigate postsecondary education and the world of work.

School counselors recognize that each student, regardless of background, possesses unique interests, abilities and goals, which will lead to future opportunities. By including culturally responsive practices within career development strategies, school counselors help historically marginalized populations create pathways for their future (Chan, 2019). Collaborating with students, families, educational staff and the community, school counselors work to ensure all students select a postsecondary path to productive citizenry (e.g., military, career technical certificate or two-/four-year degree program) appropriate for the student.

School counselors recognize career education begins in kindergarten and is exemplified by students who are knowledgeable about options and are prepared to enroll and succeed in postsecondary experiences without the

41 need for remediation. Best practice indicates that career technical education
42 (CTE) activities should begin at least by middle school to assist with
43 postsecondary planning and academic motivation (Bottoms, 2022).
44 Engagement in hands-on activities increases student motivation in school as
45 they make tangible connections in their classroom learning to the “real
46 world” (Bottoms, 2022).

47
48 Middle and high school students fluctuate in their ways of thinking, their
49 respective interests, and their wants; hence, exposure to various options
50 and careers further supports their growth (Bottoms, 2022). As facilitators of
51 student learning of career options, school counselors familiarize students
52 with CTE pathways and hands-on training, which can be critical to students’
53 career development (ACTE, 2023).

54
55 School counselors also recognize all students possess the skills and
56 knowledge needed to qualify for and succeed in their chosen field (Mau & Li,
57 2018). It is important to note that exposure to all pathways should not come
58 at the expense of limiting students to one option. CTE should be one of the
59 multiple options shared with students (Cashdollar, 2023).

60

61 **The School Counselor’s Role**

62 In their efforts to enhance students’ career development, school counselors:

- 63 • Introduce students to careers and the world of work beginning in
64 elementary grades (pre-K–3)
- 65 • Produce developmentally and age-appropriate connections to the world
66 of work
- 67 • Collaborate to provide learning and experiential opportunities for
68 students to acquire behaviors and skills necessary for career readiness
69 (Limberg et al., 2021)
- 70 • Work with students to identify their interests, abilities, specific career
71 clusters (Cicco, 2018) and postsecondary plans
- 72 • Help students plan the transition from school to postsecondary
73 education and/or the world of work, including high-quality CTE
74 programs (ASCA, 2021)
- 75 • Advise students on multiple postsecondary pathways (e.g., college,
76 career-specific credentials and certifications, apprenticeships, military,
77 service-year programs, full-time employment with a family-supporting
78 wage or with a sufficient wage for sustaining an independent lifestyle)
- 79 • Connect students to early-college and career development programs
80 (e.g., dual credit/dual enrollment, AP, IB, CTE)
- 81 • Collaborate with administrators, teachers, staff and decision-makers to
82 create a postsecondary-readiness, career-preparedness and college-
83 going culture

- 84 • Provide and advocate for all students' college and career awareness
85 through exploration and postsecondary planning and decision-making,
86 which supports students' right to choose from the wide array of
87 options after completing secondary education
- 88 • Identify gaps in college and career access and the implications of such
89 data for addressing both intentional and unintentional biases related to
90 college and career advising and counseling
- 91 • Work with teachers to integrate career education learning in classroom
92 lessons, including CTE pathways and relevant courses
- 93 • Provide opportunities for all students to develop learning strategies,
94 self-management skills and social skills leading to a positive attitude
95 toward learning, a strong work ethic and an understanding that
96 lifelong learning is necessary for long-term career success
- 97 • Engage in professional development addressing career trends
- 98 • Practice self-reflection and growth involving traditional career roles,
99 and expand equity and access through that growth

100 **Summary**

101 School counselors provide resources and opportunities that help students
102 explore their strengths and interests as well as career fields that might align
103 with these attributes. School counselors provide a school counseling
104 program that helps all students enhance their career development and
105 successfully navigate postsecondary education and the world of work, while
106 recognizing that growth in all three domains of academic, career and
107 social/emotional development is necessary for students to be successful now
108 and later in life. School counselors ensure that students have access to
109 explore all postsecondary options, including CTE pathways.
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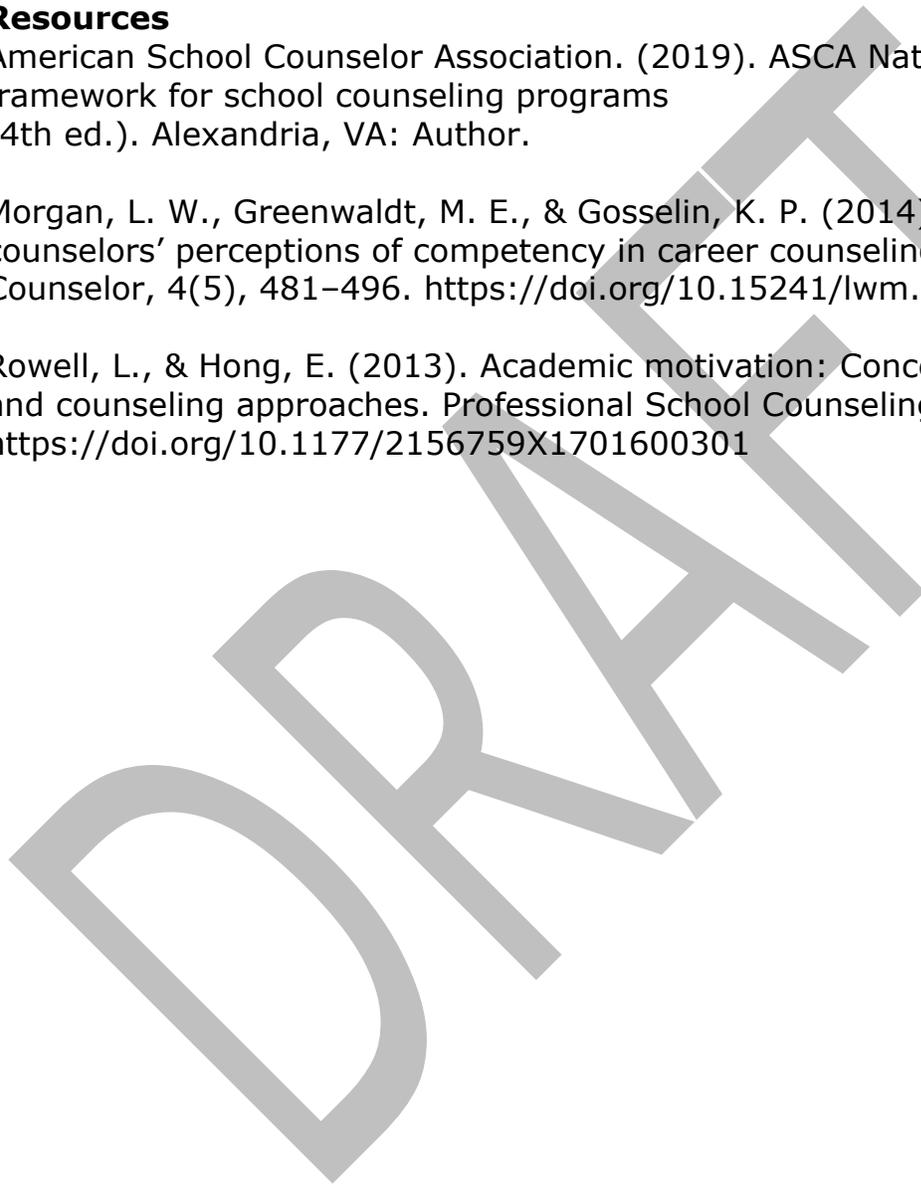
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The School Counselor and Confidentiality

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986, 1993, 1999, 2002, 2008, 2014, 2018, 2024)

American School Counselor Association (ASCA) Position

School counselors recognize their primary obligation regarding confidentiality is to the student and balance that obligation with an understanding of legal rights of families or guardians to be the guiding voice in their children’s lives.

The Rationale

Students have a right to be treated with dignity and respect and a right to privacy that is honored to the greatest extent possible (ASCA, 2022). The school counselor is responsible for fully respecting a student’s right to privacy and for providing an atmosphere of trust and confidence (Remley, et al., 2017; ASCA, 2022).

Confidentiality is the ethical term ascribed to the information communicated within the counseling relationship. The school counselor has an ethical obligation to keep information obtained within the counseling relationship confidential unless legal requirements or school board policy 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 multiple factors including 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 to confidentiality (ASCA, 2022).

Exceptions to confidentiality exist. School counselors should inform students when situations arise in which school counselors have a responsibility to disclose information obtained in counseling for the protection of students, themselves or other individuals. When faced with a potential need to breach confidentiality, school counselors should use an ethical decision-making model to determine potential courses of action and their consequences before proceeding (ASCA, 2022).

Privileged communication between a school counselor and a student is a legal term granting protection to information shared in a counseling relationship only if said privilege is granted by federal or state statute. If privilege applies, it can

43 provide additional safeguards to confidential information. It is essential for school
44 counselors to stay informed about evolving state laws concerning parent/guardian
45 rights and student confidentiality to effectively navigate and uphold legal and
46 ethical standards in their practice.

47

48 **The School Counselor's Role**

49 The role of the school counselor regarding confidentiality is to:

- 50 • Support the students' right to privacy and protect confidential information
51 received from students, families, guardians and staff members
- 52 • Explain the meaning and limits of confidentiality to students in developmentally
53 appropriate terms
- 54 • Provide appropriate disclosure and informed consent regarding counseling and
55 confidentiality
- 56 • Seek consultation with other school-based mental health professionals and/or
57 administrators when determining if and when to breach student confidentiality
58 (Stone, 2022)
- 59 • Ensure school faculty and administration are aware of the parameters of school
60 counselor confidentiality (Trice-Black, et al., 2018)
- 61 • Inform students and families of the limits to confidentiality when:
 - 62 ○ the student poses a danger to self or others
 - 63 ○ the student is being harmed by someone else
 - 64 ○ there is a court-ordered disclosure
 - 65 ○ the school counselor consults with other professionals, such as
66 colleagues, supervisors, treatment teams and other support personnel,
67 in support of the student
 - 68 ○ privileged communication is not granted by state laws and local guidelines
69 (e.g., school board policies)
 - 70 ○ the student participates in group counseling
 - 71 ○ substance use and treatment are concerns (CFR 42, Part 2; 2017)
- 72 • Keep personal notes separate from educational records and not disclose
73 their contents except when privacy exceptions exist
- 74 • Seek guidance from supervisors and appropriate legal advice when their records
75 are subpoenaed
- 76 • Communicate highly sensitive student information via face-to-face contact
77 or phone call and not by e-mail or insertion into the educational record
- 78 • Request to a court of law that a student's anonymity be used if records are
79 subpoenaed
- 80 • Be aware of federal, state and local security standards related to electronic
81 communication, software programs and stored data
- 82 • Advocate for security-level protocols within student information systems
83 allowing only certain staff members access to confidential information
- 84 • Assert their belief that information shared by students is confidential and
85 should not be revealed without the student's consent
- 86 • Adhere to all school board policy and federal and state laws regarding
87 confidentiality and protecting student records, health information and
88 special services (i.e., HIPAA, FERPA, IDEA)

- Exercise caution and sensitivity when legally or ethically bound to breach confidentiality in an effort to advocate for the student’s well-being and preserve the student/school counselor relationship
- Inform the student prior to the disclosure if possible
- Collaborate with students to honor their autonomy and input as to how the disclosure occurs as much as developmentally appropriate

Summary

The relationship between students and their school counselor requires an atmosphere of trust and confidence. However, students should be informed that exceptions to confidentiality exist in which school counselors must inform others of information they obtained in the counseling relationship. Breaches to confidentiality are necessary to prevent serious and foreseeable harm to students or others and to adhere to legal requirements, including state and local laws as well as school district policies. School counselors work to advocate for policies and practices that prioritize and protect student confidentiality, ensuring a safe and trusting environment for all students.

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The School Counselor and Equity for All Students

(Adopted 2006, revised 2012, 2018, 2024)

ASCA Position

School counselors acknowledge and value individual and group differences that exist among students. School counselors are advocates for the equitable treatment of all students and strive to establish inclusive and welcoming learning environments in which all students can thrive and reach their full potential.

The Rationale

Students who are members of marginalized populations within the United States have historically encountered barriers to equitable education. These marginalized populations encompass a range of students, including, but not limited to, students of color, girls, students with disabilities (Education and Human Resources Development, 2017) and LGBTQ+ students (Leung et al., 2022).

The inequitable treatment of students of color is well-documented. There are significant achievement gaps in graduation rates for Black and Hispanic students of color compared with their Asian and white counterparts. In addition, male students of color graduate at lower rates than female students of color, further illustrating that intersecting cultural identities can create additional inequalities for students (Reeves & Kalkat, 2023). Similarly, recent statistics also indicate that graduation rates for Black, Hispanic and Indigenous students are below the U.S. average and lower than those of white students (NCES, 2023b).

In 2014, the number of students of color in U.S. public schools surpassed that of white students (U.S. Department of Education, 2014). In 2023, the National Center for Education Statistics reported that white students comprised only 45% of the public school population (NCES, 2023a).

Multiple inequities exist throughout the education system between white students and students of color. More often, Black students are identified as having a learning disability (12% of black children to 8.5% of white children). Conversely, 60% of students identified as gifted and talented are white, compared with only 9% of Black students identified as gifted. Similar

41 discrepancies exist within school discipline with Black students experiencing
42 harsher punishments than white students (Holcomb-McCoy, 2022).

43
44 Furthermore, The College Board reported achievement gaps between racial
45 groups, with white students consistently scoring higher than their black and
46 Hispanic peers (Ewing & Wyatt, 2023). Access to rigorous coursework is also
47 affected by racial and ethnic disparities as evidenced by reduced enrollment
48 and lower completion rates for AP and IB programs (NCES, 2023). Thus, it is
49 evident that systemic racism and bias have affected students' ability to
50 thrive and achieve in school (Kendi, 2022).

51
52 Building relationships with caregivers and the community breaks down
53 barriers that historically excluded and oppressed groups feel within a school
54 system. (Emde, 2015). All students have the right to a school counselor
55 who acts as a social justice advocate, seeks to identify and address
56 inequities, supports students from all cultural backgrounds and consults with
57 others when the school counselor's competence level requires additional
58 support.

59

60 **The School Counselor's Role**

61 School counselors develop and implement a comprehensive school
62 counseling program promoting equity and access for all students. School
63 counselors understand the importance of collaborating with school and
64 community partners to help all students succeed and work to close
65 achievement, opportunity, attainment and funding gaps in their schools,
66 districts and communities. School counselors demonstrate cultural
67 competence by possessing the skills and knowledge necessary to serve
68 students in a culturally responsive manner (American Psychological
69 Association, 2023).

70

71 School counselors promote equitable treatment of all students by:

- 72 ● Providing equitable access to school counseling programs for all
73 students
- 74 ● Advocating for the academic, career and social/emotional development
75 of students from marginalized groups.
- 76 ● Using data to identify gaps in achievement and opportunity and
77 developing a plan to address such disparities
- 78 ● Advocating for access to rigorous courses and postsecondary
79 opportunities for underrepresented groups
- 80 ● Maintaining professional knowledge of the ever-changing and complex
81 world of students' culture
- 82 ● Maintaining knowledge and skills for working in a diverse and
83 multicultural work setting

- 84 • Sharing up-to-date culturally competent best practices with their
85 administration, faculty and staff
- 86 • Promoting the review and development of school policies leading to
87 equitable treatment of all students and opposing school policies
88 hindering equitable treatment of any student
- 89 • Creating a plan to address any programmatic disparities or inequities
90 that affect access and enrollment within educational programs, such as
91 English-language learners, special education, gifted and talented
92 education, honors, Advanced Placement, dual enrollment and
93 International Baccalaureate
- 94 • Collaborating with families to provide access to resources to meet
95 student needs
- 96 • Acting as a liaison between home and school to foster two-way
97 communication and assist students and families with promoting
98 positive academic, career and social/emotional development

100 **Summary**

101 School counselors recognize and distinguish individual and group differences
102 and strive to value all students and groups. Incorporating student and family
103 voices, school counselors promote the equitable treatment of all students in
104 school and the community.

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The School Counselor and High-Stakes Testing

(Adopted 2002, Revised 2007, 2014, 2017, 2024)

American School Counselor Association (ASCA) Position

School counselors advocate for the use of multiple criteria when educational decisions based on student performance are made, including academic placement, intervention and areas pertaining to students’ postsecondary plans, and they oppose the use of a single test to make important educational decisions affecting students, teachers and schools. To prevent students from losing access to their school counselor for essential academic, career and social/emotional support, school counselors should not be tasked with the time-consuming role of test coordination.

The Rationale

High-stakes tests are assessments “used for grade advancement, as barriers to graduation, and for rewarding or punishing students, teachers, principals, schools, districts and states based on test performance” (NASSP, 2024). The Every Student Succeeds Act (ESSA), enacted in 2015, represents a legislative move toward identifying multiple measures to assess student performance. This legislation encourages an approach to testing that moves away from exclusively using high-stakes tests to inform decisions (White House, 2015). Single test results can provide valuable information related to student learning and performance, but using the results of multiple measures in a comprehensive manner provides a deeper understanding of a student’s abilities.

Testing and test scores have a significant impact on college admissions, industry credentialing and other areas pertaining to students’ plans and goals. When results from testing are the only factors used to make educational decisions, these decisions may not accurately measure quality of knowledge, may be biased and may disincentivize culturally responsive pedagogy (Stembridge, 2023). It is important to consider all factors that can provide additional information related to student performance. School counselors understand that some students struggle with testing, which can prevent high-stakes test data from providing an accurate reflection of the students’ capabilities and knowledge (Stembridge, 2023).

The School Counselor’s Role

School counselors have an integral role in promoting equitable measures of student performance including:

- Advocating for culturally responsive assessments and multiple measures of student performance
- Collaborating with teachers and other school staff to coordinate and provide information on integrating test-taking strategies, content and practice tests

45 into regular classroom instruction

- 46 • Educating students and their families about postsecondary opportunities and
- 47 how high-stakes testing may relate to postsecondary planning
- 48 • Supporting students and their families as they navigate testing concerns
- 49 (test anxiety, test accommodation plans, test preparation programs, etc.)
- 50 • Interpreting cognitive, aptitude and achievement tests (ASCA, 2019b)

51
52 The school counselor’s role does not include coordinating cognitive, aptitude and
53 achievement testing programs (ASCA, 2019b). When these roles are
54 inappropriately assigned, school counselors should employ advocacy skills
55 respectfully to help administrators understand that school counselors’ time
56 should be invested in working with students and staff on issues promoting
57 academic, career and social/emotional development as outlined in the ASCA
58 National Model.

59 **Summary**

60 School counselors recognize that high-stakes test results are one of many
61 measures that can be used to assess student performance. School counselors have
62 an integral role in promoting equitable and culturally responsive measures of
63 student performance. Therefore, school counselors advocate for using multiple
64 measures when life-influencing decisions are being made.

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The School Counselor and Section 504 Plan and Process (Adopted 2024)

American School Counselor Association (ASCA) Position

School counselors are an integral part of the Section 504 team for students on their caseload, and they provide a vital role and advocate for students. Although school counselors serve on the 504 team, they should not be tasked with 504 coordination to avoid a conflict between school counseling program implementation and the administrative duties of the 504 coordinator/case manager.

The Rationale

Section 504 of the Rehabilitation Act of 1973 is federal legislation overseen by the Office of Civil Rights that protects the rights of students with disabilities and eliminates discrimination based on disability. Section 504 mandates equitable access to a “free and appropriate public education” (FAPE) and ensures appropriate and reasonable accommodations are in place to meet students’ educational needs. According to Section 504, the term “disability” is broadly defined as any “physical or mental impairment that substantially limits one or more major life activities” ([US DoE, 2023](#)). A plan written to accommodate a Section 504 disability (i.e., 504 plan) is a legally binding document, and all members involved in the writing of that plan should be adequately trained in understanding the process and legal requirements (Milsom & DeWeese, 2021).

School counselors may be the first contact for concerned parents/guardians, students or teachers. School counselors serve as advocates, supporting students and families through the Section 504 process while increasing access to the process for families traditionally marginalized due to their race, culture or socioeconomic status (Lewis & Muniz, 2023). To best meet students’ holistic needs, an interdisciplinary team of school personnel (e.g., administrator, school counselor, school nurse, teachers, interventionist) should be involved in the evaluation and identification process and, if deemed necessary, determine appropriate accommodations for the student to access the curriculum (Milsom & DeWees, 2021). School counselors on the 504 team should also actively work to dismantle systemic inequities within the identification or accommodation process (Lewis & Muniz, 2023).

Initiating, writing and managing the 504 process are non-school-counseling tasks and inappropriate duties for a school counselor (ASCA, 2019). The coordination or case management of Section 504 plans creates multiple role conflicts for school counselors including:

- 43 • **Conflict with responsibilities to all students in the school** – School
44 counselors develop and implement a school counseling program for all
45 students, including students with disabilities. Placing school counselors in the
46 role of the 504 coordinator/case manager forces them to put a significant
47 amount of time into the needs of a small number of students rather than using
48 that time to meet the academic, career and social/emotional needs of all
49 students (ASCA, 2019).
- 50 • **Conflict with the role of student advocate** – When school counselors are
51 placed in the 504 coordination/case manager role, they are responsible for
52 deciding what accommodations are provided to the student, if any. This
53 authority over services directly conflicts with the school counselor being
54 primarily an advocate and providing student support. It may impair the ability
55 of the school counselor to create or maintain a strong counseling relationship
56 (Goodman-Scott & Boulden, 2020).
- 57 • **Conflict with staff and teachers** – School counselors acting as the 504
58 coordinator/case manager may experience role conflict with staff and teachers
59 as they are required to oversee implementation and ensure compliance with
60 the 504 plan. This evaluative stance may undermine the school counselor's
61 collaborative relationship with faculty and staff (Goodman-Scott & Boulden,
62 2020).

63 64 **The School Counselor's Role**

65 The primary role of the school counselor in the 504 planning process is to be an
66 essential member of the 504 interdisciplinary team. All members of the 504
67 interdisciplinary team need to be adequately trained in Section 504 law and
68 processes (Milsom & DeWeese, 2021; US DoE, 2023). The school counselor is
69 uniquely positioned to advocate for students and families, collaborate with faculty
70 and staff, and work toward creating equitable systems and access to the 504
71 process. Specifically, school counselors perform the following essential functions as a
72 member of the 504 interdisciplinary team:

- 73 • Advocate for students and support families
 - 74 ○ Assist them with gaining access to the 504 process and procedural rights
75 (Lewis & Muniz, 2023),
 - 76 ○ Help them understand the translation of services from assessments to
77 school settings (Milsom & DeWeese, 2021)
- 78 • Collaborate and consult with students; parents/guardians; teachers;
79 administration; school psychologists; and other physical, mental and
80 behavioral health care providers to reach a consensus around appropriate and
81 reasonable accommodations, if any (Lewis & Muniz, 2023; Milsom & DeWeese,
82 2021)
- 83 • Support students who receive accommodations with all life transitions,
84 including postsecondary transitions, and teach self-advocacy skills as
85 developmentally appropriate to ensure access to Section 504 supports
86 (Lombardi, et al., 2022; Milsom & DeWeese, 2021)
- 87 • Advocate that school counselors are not written into the 504 plan as
88 accommodation providers or facilitators, especially providing long-term

89 therapy since this is outside the scope of practice for a school counselor
90 (ASCA, 2022, A.1.e.)

- 91 • Engage in training on 504 law and process for school counselors alongside
92 school staff, faculty and administration (Goodman-Scott & Boulden, 2020)
- 93 • Use culturally sensitive planning processes and consider how social
94 determinants of mental health are affecting students and their disability when
95 determining needs and accommodations for the 504 plan (Johnson, et al.,
96 2023; Lewis & Muniz, 2023)
- 97 • Disaggregate disciplinary actions and advanced coursework enrollment
98 statistics to ensure that students with 504 plans are not over- or
99 underrepresented in these categories ([US DoE, 2024](#))
- 100 • Use extreme care and communication if tasked with taking on an eligibility
101 determination role within the 504 process that could negatively affect the
102 counseling relationship (Goodman-Scott & Boulden, 2020)
- 103 • Advocate for the inclusion of the school counselor’s role in the 504 process
104 within school counselor preparation programs (Goodman-Scott & Boulden,
105 2020)

106
107 If school counselors are tasked with 504 coordination or case management in their
108 school or district, they should actively advocate against that role. Until that role is
109 removed, school counselors should ensure they are not the sole decision-makers in
110 determining 504 evaluation and identification and whether any accommodations are
111 provided to the student.

112 **Inappropriate Section 504 responsibilities/duties for the school counselor** 113 **include but are not limited to:**

- 114 • Making singular decisions regarding student placement or retention
- 115 • Serving in any supervisory capacity related to Section 504 implementation
- 116 • Serving as the school district representative for the team writing the Section
117 504
- 118 • Coordinating, writing or supervising a specific plan under Section 504 of Public
119 Law 93-112 (i.e., no case management)
- 120 • Providing long-term therapy to students with disabilities (ASCA, 2022)
- 121 • Coordinating 504 meetings and preparing and disseminating student records

122 **Summary**

123 School counselors support all students, including students with disabilities. School
124 counselors serve a vital role on the Section 504 team as an advocate for students.
125 School counselors should not be responsible for developing, implementing,
126 monitoring, coordinating or managing 504 plans to avoid conflicts with their role for
127 all students in the building, their role as an advocate for students and their work
128 with staff and teachers. When school counselors serve as Section 504
129 coordinators/case managers, equitable access to a school counseling program and
130 working relationships with students, families and school staff will be negatively
131 affected.

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The School Counselor and Students in Foster Care

(Adopted 2018; revised 2024)

American School Counselor Association (ASCA) Position

School counselors advocate for and implement school counseling programs that meet all students' academic, career and social/emotional needs. School counselors recognize that students who experience adverse childhood experiences (ACEs), such as being in the foster care system, are at a much higher risk (CDC, 2023). Students in foster care represent an underserved and often overlooked student population.

The Rationale

Children and youth in foster care represent one of the most vulnerable student subgroups in this country. Approximately 391,098 children were in foster care in 2022 (US Department of Health and Human Services, 2022). Children in foster care experience much higher levels of residential and school instability than their peers and are more likely to face a variety of academic difficulties (U.S. Department of Education & U.S. Department of Health and Human Services, 2016). School counselors are aware of the cultural factors that may be in play as students transition into cultures that may not be the same as their family of origin. Additionally, school counselors consistently support students in culturally affirming ways.

Strong, collaborative relationships between public schools and child welfare agencies improve the educational outcomes of students in the foster care system (Huscroft-D'Angelo et al., 2022; Stapleton & Chen, 2020). It is imperative that school counselors collaborate across specialties and professions, as well as with students' families of origin and foster families, to support individual students and their unique needs.

The School Counselor's Role

School counselors and stakeholders work together to learn federal and state laws and school district policies regarding students in foster care. School counselors should be knowledgeable about special circumstances and rights students may have in qualifying states and districts in which youth in foster care are able to receive transportation to their school of origin, earn their high school diploma with fewer credits, be eligible for partial credits and/or may qualify for a fifth year of high school if they changed schools after their sophomore year. School counselors serve as the liaison between their school and child welfare agencies to promote communication and collaboration to address students' educational needs in their

43 specific communities and improve students' educational outcomes. School
44 counselors advocate for policies and procedures addressing the unique needs of
45 students in foster care.

46
47 In addition, school counselors:

- 48 • Promote an inclusive school climate that includes connectedness and a sense of
49 belonging for students in foster care
- 50 • Recognize that a stable environment is helpful for students in foster care and
51 encourage stability, safety and community in all areas
- 52 • Assist in bridging the communication gaps among schools, families, child
53 welfare agencies and communities during times of transitions
- 54 • Identify and promote protective factors and strengths to support development
- 55 • Collaborate with foster/biological family and community stakeholders (e.g.,
56 social workers, therapists, attorneys and case managers)
- 57 • Display an awareness of the challenges students face, including promoting
58 representation in materials (e.g., families/ guardians instead of parents)
- 59 • Address personal and systemic biases and deficit-based approaches to eliminate
60 systemic barriers impeding the success of students in foster care (ASCA, 2021)
- 61 • Support school and district teams in the decision-making process regarding
62 educational equity and planning
- 63 • Use data-informed approaches to identify needs and support remediation efforts
64 for students in foster care experiencing educational gaps due to transitions
- 65 • Engage in and promote professional development opportunities for students in
66 foster care and advocate for their diverse, distinct needs in school.
- 67 • Support the college and career readiness needs of students in foster care
68 through postsecondary-focused resources and activities (e.g., current
69 scholarships, grants and application-fee waiver programs available to students
70 in foster care in their states)
- 71 • Understand the intersections of students' cultural identities and the need for
72 culturally responsive practices

73 74 **Summary**

75 School counselors recognize students in the foster care system are resilient, have
76 many strengths and may require additional support in obtaining resources, academic
77 planning, college/career guidance and social/emotional care. School counselors
78 recognize it is their duty to be knowledgeable about legislation, resources and needs
79 and to advocate for students in foster care.

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The School Counselor and Student Sexual Wellness

Formerly The School Counselor and Prevention of Sexually Transmitted Diseases
(Adopted 1988; revised 1993, 1999, 2001, 2006, 2012, 2018, 2024)

American School Counselor Association (ASCA) Position

School counselors promote the health and wellness of all pre-K–12 students through the advocacy and support of comprehensive, developmentally appropriate educational efforts related to sexual wellness. 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 support, counseling and referral services to students and their families regarding all aspects of sexual wellness, including consent, disease prevention, contraception, sexual and gender diversity and interpersonal violence.

The Rationale

Sexual wellness is a holistic and positive approach to sexuality and sexual health that embraces the idea that sexuality is a fundamental part of human life. To address sexual wellness comprehensively, the physical, emotional, psychological and social aspects related to human development must be considered. In schools, comprehensive sexual education furthers this approach by maintaining open and healthy communication about sexuality in society, including raising awareness about issues related to consent, disease prevention, contraception, sexual and gender diversity, and interpersonal violence (Lara, 2023). School counselors recognize the “connection between comprehensive sex education and social/emotional learning (SEL), with empathy, respect for others and emotional regulation as key outcomes” (Joe, et al., 2023, p. 2).

Sexual wellness is a complex topic due to factors including state laws, school and district policies and procedures, political ideologies and individual opinions. However, due to the interconnectedness of SEL and comprehensive sexual education, school counselors act within their scope of practice by collaborating with key personnel and supporting advocacy efforts, prevention and interventions related to student sexual wellness. The ASCA Ethical Standards for School Counselors (2022) guide school counselor’s work in these areas by focusing on adherence to laws and school/district policies and procedures, confidentiality limits and the importance of collaborating with students, school faculty/staff and parents/guardians when students need assistance.

44 **The School Counselor's Role**

45 As part of a school counseling program, school counselors advocate for
46 developmentally appropriate educational efforts related to youth sexual wellness
47 including:

- 48 • consent
- 49 • disease prevention
- 50 • contraception
- 51 • sexual and gender diversity
- 52 • interpersonal violence

53

54 School counselors collaborate with key education and community partners to
55 provide advocacy, prevention and intervention support related to sexual wellness
56 for students and families while complying with local, state and federal laws
57 (including HIPAA and FERPA); district policy; and the ASCA Ethical Standards for
58 School Counselors (2022). Through professional development, school counselors
59 strive to maintain a current understanding of evidence-based best practices and
60 recommendations and resources regarding sexual wellness. Additionally, to
61 ethically promote healthy living and positive decision-making, school counselors
62 have a responsibility to examine and address any implicit biases they may hold
63 regarding sexual wellness (ASCA, 2022).

64

65 **Advocating for Sexual Wellness**

66 As systemic change agents, school counselors possess the ability to examine and
67 navigate many systems within a school (Milner & Upton, 2016). Through this role,
68 school counselors collaborate with key school staff and community partners and
69 serve as a voice for developing positive sexual wellness policies. Advocacy efforts
70 may include:

- 71 • Advocating for more equitable school policies around sexual wellness,
72 especially when such district guidelines create barriers and marginalize
73 students
- 74 • Aiding in the identification and addition of appropriate and culturally
75 competent evidence-based sexual wellness curriculum
- 76 • Identifying supportive community resources and referrals for students and
77 families (Milner & Upton, 2016)

78

79 **Prevention**

80 School counselors provide preventive strategies to students through the direct
81 student services of instruction, appraisal and advisement, and the indirect student
82 services of collaborating and consulting with families to promote sexual wellness.
83 School counselors may advocate for a particular focus on prevention with
84 populations less likely to receive adequate sexual wellness education, such as males
85 (Donaldson et al., 2013), LGBTQ+ students (Gowen & Wings-Yanez, 2014) and
86 those residing in rural areas (Lindberg et al., 2016). Preventive education may
87 include:

- 88 • Collaborating with school health personnel on prevention measures to reduce
89 stigma and increase awareness of sexual wellness.

- Facilitating classroom lessons on healthy decision-making, self-esteem, positive interpersonal skills and peer relations, setting boundaries, and respect for self and body.
- Family engagement and parent/guardian education of sexual wellness and developmentally appropriate conversations with their children.

Intervention

In the event students disclose concerns relating to sexual wellness, school counselors are in a position to act as a liaison to provide support and intervention services. These interventions represent key opportunities that can help shape or influence students' health and behaviors by referring students to programs and services and engaging parent/guardian and community partners (Wilkins et al., 2022). Intervention support services may include:

- Providing short-term counseling to students and families to help navigate the social/emotional impact of topics such as teen pregnancy, teen dating violence and sexually transmitted infections on sexual wellness
- Serving as a liaison between the school and community health care partners to link students and families to further resources
- Collaborating with school and community health professionals on any potential accommodations a student may need to be academically successful

Summary

School counselors have a primary role in advocating for and enhancing students' social/emotional well-being, which includes their sexual well-being. School counselors collaborate with key school staff and community partners to support awareness in educational efforts related to sexual wellness, while providing resources, prevention and intervention support to students and families following federal, state and local laws, evidence-based best practices and current recommendations.

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Center for Disease Control and Prevention: Division of Adolescent and School Health (DASH) http://www.cdc.gov/healthyyouth/about/hivstd_prevention.htm

Family Educational Rights & Privacy Act (FERPA): <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>

Gay, Lesbian & Straight Education Network (GLSEN): <https://www.glsen.org/article/call-action-youth-parents-community-members-educators-and-policymakers>

Guttmacher Institute State Laws and Policies: <https://www.guttmacher.org/state-policy/laws-policies>

Health Insurance Portability & Accountability Act (HIPAA) Privacy Rule: <http://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/index.html>

National Coalition of STD Directors Promoting Sex Healthy through STD Prevention Adolescent Sexual Health: <http://www.ncsddc.org/resources/>

Sexually Transmitted Diseases – Prevention <https://www.cdc.gov/std/prevention/default.htm>



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The School Counselor and Students Experiencing Homelessness

(Adopted, 2010; revised, 2018, 2024)

American School Counselor Association (ASCA) Position

School counselors collaborate with school staff and community organizations to identify students who are experiencing homelessness and recognize that students’ housing experiences may greatly affect their mental, physical, academic, career and social/emotional development. As culturally responsive student advocates, school counselors understand how housing experiences may cause forms of oppression and collaborate with families, school staff and community partners to remove barriers to success.

The Rationale

The McKinney-Vento Act defines children and youth experiencing homelessness as “individuals who lack a fixed, regular and adequate nighttime residence” (U.S. Department of Education, 2017). This definition includes but is not limited to children who are:

- sharing housing due to economic hardship or loss of housing (i.e., doubled-up)
- living in motels, hotels, trailer parks or campgrounds
- living in emergency or transitional housing (i.e., shelters)
- sleeping in places not designed or ordinarily used for human habitation
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, etc.

Data from the National Center for Homeless Education report more than 1.2 million K–12 students who experienced homelessness in the United States were enrolled in public schools during the 2021–2022 school year (NCHE, 2023). This number includes students with disabilities, students with limited English proficiency, migratory students and unaccompanied students experiencing homelessness. Students experiencing homelessness may face increased educational barriers that can impede overall success in school (Haskett, et al. 2016). These challenges can include low academic performance, learning loss, delays and gaps, grade retention,

40 social/emotional concerns and increased risk of adverse childhood
41 experiences (De Gregorio et al., 2022, Tobin, 2016).

42
43 The McKinney-Vento Assistance Act, as amended by the Every Student
44 Succeeds Act, guarantees educational rights and supports for students
45 experiencing homelessness and seeks to remove barriers to their
46 educational success (U.S. Department of Education, 2017). This includes
47 transportation, immunization and physical examination requirements, fees,
48 residency and birth certificate requirements, and lack of school records
49 impeding homeless families' ability to enroll their children in schools.

50
51 **The School Counselor's Role**
52 School counselors are uniquely positioned to support students experiencing
53 homelessness within academic, career and social/emotional domains
54 (Waller & Rascoe, 2023). School counselors provide direct services in the
55 areas of instruction, appraisal, advisement and counseling to support the
56 success of students experiencing homelessness. Through indirect student
57 services, school counselors collaborate with families, education and
58 community partners to increase educational equity and access (ASCA,
59 2019).

60
61 To support and advocate for students experiencing homelessness, school
62 counselors:

- 63 ● Adhere to federal and state laws/mandates, ethical guidelines and
64 school district policies related to supporting students experiencing
65 homelessness (ASCA, 2022)
- 66 ● Consult with and refer to school administrators, McKinney-Vento
67 school district liaisons, state homeless education coordinators and
68 community partners to promote the educational success of students
69 experiencing homelessness (NCHE, 2023)
- 70 ● Support administrative decision-making regarding the determination of
71 eligibility for services under McKinney-Vento in schools
- 72 ● Partake in professional development opportunities to increase
73 awareness and understanding of the McKinney-Vento Act, Every
74 Student Succeeds Act, school district policy and the rights of students
75 experiencing homelessness (ASCA, 2022)
- 76 ● Advocate and foster awareness for students experiencing
77 homelessness by supporting parents/guardians and families in
78 reducing barriers related to school enrollment, transportation,
79 academic achievement, extracurricular activities/programs and
80 appropriate educational placement (Camp et al., 2019)
- 81 ● Work within their professional scope of practice by managing potential
82 conflicts due to multiple roles/relationships in supporting students
83 experiencing homelessness

- 84 ● Acknowledge how biases, stigma and deficit-based approaches can
85 negatively affect students experiencing homelessness, school staff and
86 community partners (ASCA, 2022)
- 87 ● Understand the intersections of students' cultural identities and the
88 need for culturally responsive practices when working with students
89 experiencing homelessness and their families (Waller & Rascoe, 2023)
- 90 ● Use data-informed tools and resources to identify academic needs and
91 support remediation planning for students experiencing homelessness
92 (ASCA, 2019)
- 93 ● Promote postsecondary readiness resources for students experiencing
94 homelessness through various college- and career-focused activities,
95 including postsecondary transition plans, financial aid and independent
96 student status determination, AP/SAT/ACT preparation and fee
97 waivers, career inventories and college/career advisement (NCHE,
98 2023)
- 99 ● Collaborate with school- and community-based mental health
100 professionals to assess students for common associated concerns such
101 as adverse childhood experiences and refer students for additional
102 support as appropriate (Waller & Rascoe, 2023)
- 103 ● Collaborate with community partners to link students and their families
104 to prevention and intervention resources within the community
- 105 ● Promote collaborative partnerships with school counseling preparation
106 programs to support the inclusion/integration of research and
107 literature regarding students experiencing homelessness in order to
108 enhance the training and preparation of future school counselors
109 (Camp et al., 2019).

111 **Summary**

112 School counselors promote awareness and understanding of the issues
113 students face when experiencing homelessness. School counselors
114 recognize and identify strengths and distinct challenges faced by students
115 experiencing homelessness and help mitigate their impact on students'
116 academic, career and social/emotional development. School counselors
117 collaborate with students, parents/guardians, school and community
118 partners to increase educational equity, access and achievement for
119 students experiencing homelessness.

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The School Counselor and Suicide Prevention, Intervention and Postvention

(Adopted 2018, Revised 2024)

American School Counselor Association (ASCA) Position

School counselors work to protect the health and well-being of all students by proactively enhancing awareness of mental health and ensuring policies and procedures are in place to intervene and respond to youth suicidal behavior. School counselors exercise reasonable care when a student poses a serious and foreseeable harm to self or others and informs parents/guardians, school administration and/or emergency services if necessary.

The Rationale

Suicide is the third leading cause of death for young people between the ages of 15 and 35 and the second leading cause of death for youth ages 10 to 14. Between 2000–2021, suicide rates for this age group increased 52.2% (CDC, 2023). Deaths are only a portion of the burden of suicidal behavior; suicide attempts and suicidal thoughts among youths exceed deaths among this group. In 2020, approximately 105,000 youths aged 14–18 years visited emergency rooms for self-harm injuries (Gaylor et. al, 2023).

The prevalence of suicidal behavior has varying impacts on subgroups. LGBTQ+ youth are at increased risk for suicidal thoughts and are statistically more likely to attempt suicide than their peers due to environmental and societal risk factors. In recent years, female students' rate of suicidal behavior has increased as well (Gaylor et. al, 2023).

Research indicates that universal school-based suicide prevention can prevent the development of suicidal thoughts and behaviors in adolescents and that youth suicide risk identification and prevention in schools is likely to help high-risk youth obtain needed treatment that they otherwise would not have received (Ayer & Colpe, 2023). School counselors' implementation of suicide prevention, intervention and postvention efforts are critical in reducing the threat of youth suicide and supporting student well-being.

The School Counselor's Role

School counselors have a legal and ethical responsibility to provide a holistic approach to student's social/emotional well-being and comprehensive suicide prevention policies including prevention, intervention and postvention components.

43 **Prevention Components**

44 **School counselors:**

- 45 • Advocate for comprehensive district policies around suicide prevention
- 46 • Educate staff to recognize risk factors, warning signs, protective factors,
47 response procedures, referrals, postvention and resources regarding youth
48 suicide prevention
- 49 • Provide developmentally appropriate student instruction on the importance of
50 safe and healthy choices and coping strategies focused in resiliency building,
51 and how to recognize risk factors and warning signs of mental health
52 conditions and suicide in oneself and others (American Foundation for Suicide
53 Prevention et al., 2019)
- 54 • Use data from universal screeners to proactively identify and address
55 students' academic, career and social/emotional needs while ensuring
56 appropriate supports are in place to respond to students' immediate needs
57 (ASCA, 2023).
- 58 • Participate in district and school crisis team planning and practices

59
60 **Intervention Components**

61 **School counselors:**

- 62 • Inform parents/guardians and school administration when a student poses a
63 serious and foreseeable risk of harm to self or others. This notification is to be
64 done after careful deliberation and consultation with appropriate professionals
65 and/or an interdisciplinary crisis team. If school counselors are required to
66 use assessments, screenings or any type of instrument to determine the
67 suicide risk, they advocate for the use of an evidence-based tool and do not
68 negate the risk of students' potential harm to self even if the assessment
69 reveals a low risk. In addition, school counselors understand that risk
70 assessments are just one component of the assessment process and therefore
71 should be used with caution, and for the purpose of information-gathering
72 (ASCA, 2022). Parents/guardians are always contacted and notified of
73 anything learned through an investigation of potential suicide, or with any
74 instrument, that will guide parents/guardians in efforts to protect their child
75 (Stone, 2022). School counselors provide culturally responsive mental health
76 resources to parents/guardians and recommendations for next steps based on
77 perceived student need. School counselors follow state legislation and district
78 policy when responding to suicide risk.
- 79 • Collaborate with the student to develop a safety plan and explore coping
80 strategies (Stone, 2022). School counselors avoid no-harm contracts because
81 they can provide a false sense of safety and there is insufficient evidence
82 about their effectiveness. Instead, school counselors Discuss with
83 parent/guardian safety proofing of home and all environments that student
84 frequents to secure and remove all access to firearms and other lethal means
85 of suicide.
- 86 • Engage appropriate emergency response personnel. When a student is
87 actively suicidal and the immediate safety of the student or others is at-risk,
88 school staff should immediately contact appropriate emergency response
89 personnel per federal, state and local laws as well as school district policy

(i.e., administrators, 911 dispatcher, child protective services, law enforcement). If parent/guardian abuse or neglect is the expressed reason for the student's suicidal ideation, it is best practice for the school counselor to contact child protective services rather than the parents/guardians in an effort to protect the student and ensure their safety and well-being (ASCA, 2020).

Postvention Components

Following a suicidal crisis and/or a psychiatric hospitalization, school counselors, meet with the student's parent/guardian, other relevant staff and, if appropriate, include the student to discuss re-entry and address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Recommended actions include:

- Coordinate with any outside health care providers
- Discuss and document any necessary accommodations (i.e. exempted work, adjusted deadlines, building safety plan)
- Identify school support person to periodically check-in with the student for ongoing support
- Notify teachers and other relevant staff that the student is returning after a medically-related absence and may need adjusted educational supports

Following a suicide loss, school counselors take the following steps to assist with the grief process, reduce the risk of contagion and provide needed support:

- Mobilize a crisis response team
- Contact the family of the deceased student
- Notify staff, students, parents
- Monitor student and community reactions (e.g. social media)
- Provide additional support resources if needed

Summary

Through the implementation of comprehensive suicide prevention policies including prevention, intervention and postvention components, school counselors prioritize the health and well-being of all students.

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3 **The School Counselor and the Use of Non-School-Counseling**
4 **Credentialed Personnel in Implementing School Counseling**
5 **Programs**

6 (Adopted 1994, Revised 2000, 2006, 2012, 2018, 2024)
7

8 **American School Counselor Association (ASCA) Position**

9 School counseling programs serve a vital role in maximizing student
10 success and positively affect achievement for all students. School
11 counselors are uniquely qualified and solely eligible to meet the
12 requirements of designing and implementing these programs and
13 recognize that personnel who do not hold a certificate/license in school
14 counseling are not qualified to deliver a school counseling program
15 supporting student academic, career and social/emotional development.
16

17 **The Rationale**

18 School counselors are certified/licensed educators with a minimum of a
19 master's degree in school counseling or equivalent. According to the
20 Department of Education (2022), a credentialed school counselor is an
21 individual who possesses a valid license or certificate from the state
22 education agency (SEA) in which they are employed. As a result of their
23 training and licensure, school counselors are able to design, implement
24 and assess a school counseling program that is integral to the school's
25 mission and is created to have a significant positive impact on student
26 achievement.
27

28 Research shows students who attend a school with a fully implemented
29 school counseling program earn higher grades and are better prepared
30 for life after high school (Carey & Dimmitt, 2012; Carey, Harrington,
31 Martin, & Hoffman, 2012; Carey, Harrington, Martin, & Stephenson,
32 2012; Dimmit & Wilkerson, 2012; Stone & Dahir, 2015; Wood, Wilkerson,
33 Perusse, & Hughes, 2013). School counselors recognize students face
34 many challenges that may place them at risk for school failure.

35 Communities and school districts across the country are seeking solutions
36 to these complex challenges and may establish a variety of positions to
37 address student needs.
38

39 School districts work diligently to employ the most highly trained
40 personnel for dealing with these issues and may employ non-school-
41 counseling credentialed staff for specific functions. Although non-school-

42 counseling credentialed staff members provide valuable services to
43 students, they do not have the training or skills to design or implement a
44 school counseling program nor are they qualified to be placed in the role
45 of school counselor.

46

47 Non-school-counseling credentialed staff may include, but are not limited
48 to, the following jobs:

- 49 • paraprofessionals
- 50 • peer helpers
- 51 • volunteers
- 52 • clerical support staff
- 53 • student assistance team members
- 54 • social workers, psychologists
- 55 • nurses
- 56 • mentors
- 57 • mental health counselors including marriage and family
58 counselors, social/emotional coaches and day treatment workers
- 59 • college or graduation coaches/academic advisors
- 60 • behavior support specialists
- 61 • deans/assistant deans of students
- 62 • chaplains/clergy

63

64 The services non-school-counseling credentialed personnel provide must
65 be clearly defined based on the individual's training and skills. Without
66 appropriate training and skills, individuals with the best of intentions may
67 provide inappropriate responses or interventions to students that could
68 jeopardize students' development and well-being.

69

70 **The School Counselor's Role**

71 School counselors recognize student needs can best be met through the
72 collaborative efforts of all school personnel (Auger, 2013; Bardhoshi,
73 Duncan, & Erford, 2017). When non-school-counseling credentialed
74 personnel are performing interventions or prevention activities, these
75 activities should be limited to the scope of the individual's training and
76 licensure. School counselors encourage non-school-counseling credentialed
77 personnel to accept only positions for which they are qualified. Similarly

78

79 The school counselor works together with administrators, teachers and staff
80 to set up suitable protocols, duties and oversight for non-school-counseling
81 credentialed personnel and the programs they offer. It is important for both
82 school counselors and non-school-counseling credentialed staff to be
83 mindful of who is providing services to students to prevent redundancy in
84 services and maintain integrity of each of the specific roles and
85 qualifications.

86
87 School counselors follow specific legal requirements and ethical guidelines
88 including:

- 89 • Accepting only positions for which they are qualified
- 90 • Adhering to laws, policies and ASCA Ethical Standards
- 91 • Addressing biases, understanding oppression and promoting social
92 justice
- 93 • Staying updated through professional organizations
- 94 • Engaging in continuous professional development
95 (ASCA, 2019; ASCA, 2022).

96
97 When referring students to non-school-counseling credential staff,
98 school counselors inform students and families of these staff members'
99 role within the school. The school counselor may also provide
100 information related to the individual's education level and scope of
101 practice.

102 103 **Summary**

104 School counselors play an important role in students' academic, career
105 and social/emotional development. Non- school-counseling credentialed
106 individuals do not have the training or skills to design or implement a
107 school counseling program, nor are they qualified to be placed in the
108 role of the school counselor. School counselors collaborate with
109 administrators, teachers and staff to establish appropriate guidelines
110 and supervision of services provided by non-school-counseling
111 credentialed personnel and make referrals to these individuals as
112 appropriate for the student.

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