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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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