

ASCA BUSINESS MEETING

July 10, 2026



July 10, 2026
4:30 to 6:00 p.m.

- A. Call to Order
- B. Welcome and Introductions
- C. State of the Profession
- D. Standing Rules/Parliamentary Procedures
- E. 2024 Business Meeting Minutes
- F. State of the Association
- G. Position Statements
- H. Recognition and Awards

A. Call to Order

Dr. Ebonee Magee-Dorsey, Chair of the ASCA Board of Directors, will call the meeting to order.

Action Requested

None

B. Welcome and Introductions

Dr. Magee-Dorsey will welcome the Delegates and introduce the ASCA Board of Directors.

Action Requested

None

C. State of the Profession

Dr. Magee-Dorsey will provide a report about developments in the school counseling profession during the past year.

Action Requested

None

D. Standing Rules/ Parliamentary Procedures

Parliamentarian Dr. Bernell Elzey will present the standing rules of the ASCA Business Meeting. The following information is from the ASCA Board of Directors Procedures Manual.

Action Requested

Delegates are asked to approve or amend the standing rules for the 2026 ASCA Business Meeting.

The Membership Linkage committee helps plan the ASCA Business Meeting, in accordance with ASCA Bylaws, policies, and procedures.

1. ASCA Business Meeting Representation

- 1-A The ASCA Business Meeting consists of voting members of the ASCA Board of Directors and delegates of the chartered divisions.
- 1-B Each chartered division shall appoint two Delegates.
- 1-C Delegates to the ASCA Business Meeting are members of their state/territory school counselor association and are Professional or Retired members of ASCA, as required by ASCA Bylaws.

2. Delegate Responsibilities

- 2-A In accordance with Policy Governance, delegates shall act in the best interests of ASCA and the school counseling profession, not the interests of individual state/territory associations.
- 2-B Delegate terms begin when delegate credentials are approved and end on the day prior to the first day of the ASCA Business Meeting the following year.
- 2-C Delegates are expected to attend ASCA Business Meetings in their entirety.
- 2-D Delegates are expected to be prepared for the ASCA Business Meeting by reading any information provided to all delegates by ASCA, submitting any information requested, and completing any required training or orientation.
- 2-E Delegates are expected to provide relevant information and feedback to the ASCA Board of Directors. This information is vital to the work of the board in creating and meeting Ends Policies for the success of ASCA.

3. Meetings

- 3-A The ASCA Business Meeting shall meet annually.
- 3-B The chair of the ASCA Board of Directors shall preside at meetings of the ASCA Business Meeting. In the absence of the chair, the assistant chair shall preside.
- 3-C In accordance with ASCA Bylaws, the ASCA Board of Directors shall appoint a Parliamentarian to help ensure that the ASCA Business Meeting is conducted in accordance with ASCA Bylaws, the principles of Policy Governance and the rules approved by the delegates.
- 3-D Delegates to the ASCA Business Meeting shall be provided certifying credentials by the Executive Director. Disputes or discrepancies regarding delegate credentials shall be resolved by the Board of Directors, whose decisions shall be final.

- 3-E All voting delegates can participate in discussion at the discretion of the presiding chair, who will determine the number of times, order and duration that delegates may speak.
- 3-F Delegates shall not participate in the discussion of or vote on a question in which they have a direct personal or financial interest not common to other members of the ASCA Business Meeting.
- 3-G Decisions are made by a majority vote of delegates, in accordance with ASCA Bylaws and the following procedures:
- Any delegate may make a motion.
 - All motions must be supported by a second prior to discussion and vote.
 - Any changes to a motion must be accepted by the maker and seconder. If the maker and seconder do not accept proposed changes, then the motion that is acceptable to the maker and seconder must be voted upon. If the motion is defeated, another motion may be introduced.
 - Once a motion has been made and seconded, a vote must be made on that motion before another motion can be made, except a motion to end discussion.
 - Any delegate may propose ending discussion at any time by calling for a vote of a motion. When this occurs, the Delegate must agree by majority vote to end discussion. If a majority of delegates vote to end discussion, then delegates will vote on the main motion without further discussion.
 - The maker of a motion may withdraw his or her motion at any time before it is voted on, with the approval of the seconder.
 - The presiding chair may rule any motion out of order if it contradicts ASCA Bylaws, the principles of Policy Governance or the standing rules approved by the delegates.
- 3-H Members of the Association other than members of the ASCA Business Meeting may observe the ASCA Business Meeting and may address the group at the discretion of the presiding chair. These members may not introduce motions or vote.

E. 2025 Business Meeting Minutes

The minutes from the 2025 Business Meeting are included. Delegates are asked to review the minutes from the 2025 Business Meeting.

Action Requested:

Delegates are asked to approve or amend the minutes from the 2025 Business Meeting.



2025 ASCA Business Meeting

July 11, 2025

4:30 to 6:00 p.m. PDT

Long Beach, CA

A. Call to Order

Ms. Welch, chair of ASCA's Board of Directors, called the meeting to order at 4:34 p.m. PDT on Friday, July 11, 2025.

B. Welcome and Introductions

Ms. Welch welcomed the Delegates, introduced the ASCA Board of Directors and acknowledged all the committee volunteers.

C. State of the Profession

Ms. Welch reflected on the ongoing evolution of the school counseling profession and the important role school counselors play in supporting students' academic, career and social/emotional development. She shared that the dedication, compassion and perseverance demonstrated by school counselors across the country continue to inspire her daily. At the same time, she acknowledged that the work is increasingly complex, as many students face significant challenges including mental health concerns, economic hardship and other barriers that can impact their ability to succeed in school.

Ms. Welch emphasized that, despite these challenges, school counselors remain uniquely positioned to advocate for students and help remove barriers to their success. She encouraged school counselors to continue using their voices, data and leadership to champion equitable opportunities for all students.

D. Standing Rules/Parliamentary Procedures

Parliamentarian Lezya Weglarz from the San Diego County Office of Education presented the procedures for the ASCA Business Meeting.

Motion—It is moved to approve the Standing Rules as presented. The motion was made by Amanda Bender from South Dakota and seconded by Tiffany Gilmore from Texas.

Vote—The motion passed with 92 voting in favor and 0 voting against.

E. 2024 Business Meeting Minutes

Motion—It is moved to approve the 2024 Delegate Assembly minutes as presented. The motion was made by Alexya Irvin from Mississippi and seconded by Mary Banaszak from New York.

Note— The motion passed with 85 voting in favor, 0 against and 1 abstention.

F. State of the Profession

Ms. Cook presented an overview of the work of the association over the past year and highlighted several key initiatives and accomplishments that support school counselors and advance the profession nationwide.

She acknowledged the release of the 5th edition of the ASCA National Model®, noting that the updated edition reflects the continued evolution of the profession and provides school counselors with strengthened guidance for implementing comprehensive, data-informed school counseling programs that support student success.

Ms. Cook also shared information about new resources, professional learning opportunities and programs developed by the association during the past year to further support school counselors in their daily work with students. These resources were designed to address emerging needs in the field and to provide practical tools that help school counselors implement best practices aligned with the ASCA National Model.

In addition, Ms. Cook reported on the association’s ongoing collaborations with dozens of coalitions, organizations and partners across the education and youth-serving sectors. She emphasized that these partnerships allow the association to amplify the voice of school counselors in national conversations and ensure that the expertise of school counselors is represented in broader education initiatives.

Ms. Cook provided an overview of results from the most recent survey of state school counselor association (SCA) leaders. She noted that the survey results demonstrate continued growth and strengthening of state affiliates, including increased membership engagement, expanded professional development opportunities and stronger advocacy efforts at the state level. She emphasized that the work of these state associations plays a critical role in supporting school counselors locally and ultimately has a meaningful impact on students in schools and communities across the country.

Finally, Ms. Cook shared an update on the association’s financial standing, providing a comparison of fiscal year 2024 results with fiscal year 2023. She reported that the association remains financially stable and well-positioned to continue delivering high-quality resources, professional learning and advocacy efforts that support the profession and the students served by school counselors.

H. Position Statements

Dr. Jacinta Nafziger, Position Statements Committee co-chair, thanked the committee members for their work and provided background on the revision process. The committee revised nine statements and introduced one new statement. As in previous years, the committee held a public comment period in the fall of 2024 to inform the revision process and again during April 2025 for additional input.

The Delegates were asked to approve the following statements:

1. The School Counselor and Corporal Punishment
2. The School Counselor and Discipline
3. The School Counselor and Gifted and Talented Student Programs
4. The School Counselor and School-Related Gun Violence Prevention and Response
5. The School Counselor and Safe Schools and Crisis Response
6. The School Counselor and Student Mental Health
7. The School Counselor and Suicide Risk Assessment
8. The School Counselor and Threat Assessment
9. The School Counselor and Use of Support Staff in School Counseling Programs
10. The School Counselor and Working with Students Experiencing Issues Surrounding Undocumented Status

Motion—It is moved to accept the recommendations from the Position Statement Committee as presented. The motion was made by Thomas Michalos from Michigan and seconded by Guin Husic from Colorado.

Vote—The motion passed with 100 voting in favor, 1 against and 1 abstention.

I. Bylaw Revisions

Stephen Sharp, chair of the Bylaw Committee provided an overview of the Board of Director's recommended revisions to the ASCA Bylaws. The proposed changes were to create consistent language throughout the document to align with board policies and procedures.

The Bylaws Committee proposes the following revisions:

ARTICLE I: NAME AND MISSION

ARTICLE I, SECTION 1. The name of the Association shall be the American School Counselor Association (ASCA).

ARTICLE I, SECTION 2. ASCA expands the image and influence of school counselors. ASCA empowers school counselors with the knowledge, skills, linkages, and resources to promote equity, access to a high-quality education and overall success for every student in the school.

~~The mission of ASCA shall be to represent school counselors and to promote professionalism and ethical practices.~~

The mission of ASCA is to represent the school counseling profession and equip school counselors to create equitable opportunities and inclusive environments that enable all students to succeed.

ARTICLE V: ASCA OFFICERS AND BOARD OF DIRECTORS

ARTICLE V, SECTION 1. Officers. The officers of ASCA shall be the Chief Governance Officer (Chair of the Board), Assistant Chief Governance Officer (Assistant Chair of the Board), and the Corporate Treasurer.

ARTICLE V, SECTION 2. Powers and Functions.

V-2a. The Board of Directors shall conduct the governance of ASCA but shall not take any action contrary to Bylaws adopted at the ASCA business meeting.

V-2b. The Board of Directors shall create policies and procedures to carry out the mission of ASCA.

V-2c. The Board of Directors shall be voting members consisting of nine at-large Directors.

V-2d. The selection of the Board of Directors and the elected leaders of the Board (CGO & ACGO) will be in accordance with the policy and procedures that address Governance.

ARTICLE VII: COMMITTEES

~~ARTICLE VII, SECTION 1. Committees. ASCA's committees shall be appointed to accomplish specific tasks within specific timeframes. If membership on a committee includes individuals who are not members of the Board of Directors, that committee shall function only as an advisory committee and shall not conduct any function reserved for the Board.~~

Article VII, SECTION 1: ASCA's Board of Directors will utilize and maintain committees for efficiency and the effective leadership of the organization. ASCA's committees shall be appointed to accomplish specific tasks within specific timeframes. If membership on a committee includes individuals who are not members of the Board of Directors, that committee shall function only as an advisory committee and shall not conduct any function reserved for the Board.

~~ARTICLE VII, SECTION 2. Standing Committees. The standing committees shall be the ASCA Bylaw Review Committee, the Nominations and Elections Committee, and the Membership Linkage Committee.~~

~~VII 2a. ASCA Bylaws Review. The ASCA Bylaws Review Committee annually reviews the ASCA Bylaws and makes recommendations to the Board of Directors. The ASCA Bylaws Review Committee also reviews all proposed amendments to the ASCA Bylaws and makes recommendations to the Board of Directors. The ASCA Bylaws Review Committee is appointed annually by the Board of Directors.~~

~~VII 2b. Nominations and Elections. The Nominations and Elections Committee develops policies and procedures for approval by the Board of Directors and conducts elections in accordance with ASCA policies and procedures that address Nominations and Elections. The Nominations and Elections Committee is appointed annually by the Board of Directors.~~

~~VII 2c. Membership Linkage. The Membership Linkage Committee assists the board in its duty to proactively link with the ownership/members. To ensure transparency and accountability to ASCA members, the board will seek input and share results with the membership. The committee recommends the parliamentarian for the ASCA business meeting and coordinates the membership linkage activities. The Membership Linkage Committee is appointed annually by the Board of Directors.~~

Motion—It is moved to accept the ASCA Bylaws revisions as amended. The motion was made by Jordan Blevins from California and seconded by from Melissa Nagamine-Inouye from Hawaii.

Vote—The motion passed with 100 voting in favor and 0 against.

J. New Business

No new business was presented.

K. Recognition and Awards

Ms. Welch and Dr. Magee-Dorsey recognized state school counselor associations who were celebrating charter renewals, anniversary commemorations and membership achievements. Ms. Cook recognized Ms. Grijalva, Mr. Sharp and Mr. Tench as outgoing members of the ASCA Board of Directors and Ms. Welch for her service as Chair of the ASCA Board of Directors during the 2024-25 year.

The DC School Counselor Association (Washington, DC) was recognized as a newly chartered SCA. The Oklahoma SCA was recognized as the third recipient of the Pinnacle Award that honors a state or territory association for an outstanding innovation.

The meeting adjourned at 5:50 p.m. PDT.

Board Members in Attendance:

Christy Welch, Chair
Dr. Ebonee Magee-Dorsey, Assistant Chair
Roberto Aguilar
Joseph Batiano
Matt Berry
Monica Bryant
Priscilla Grijalva
Steve Sharp
Richard Tench

Parliamentarian: Lezya Weglarz (non-voting)
Staff Members: Jill Cook, Amanda Fitzgerald, Eric Sparks
ASL Interpreters: Audrey Bastian and Brian Jensen

State/Territory Delegates in attendance:

Alabama

Winnie Davis
Autumn Rowe

Alaska

Noel Bowe
Kelsey Kramer

Arizona

Aja DeZeeuw
Kristina Guy

Arkansas

Kelli Dockery
Allison Spraggins

California

Jordan Blevins
Andres Castro

Colorado

Anna Gisetti
Guin Husic

Connecticut

Lisa Kilcourse
Sarah Magilnick

Delaware

Rachel Herskowitz
Andrea Woodard

**District of
Columbia**

Catherine Babcock
Shakirra McKinley

Florida

Drew Grissell
Tabby Johns

Georgia

Gabrielle Brundidge
Katrina Wilson

Guam

Nadine Cruz

Hawaii

Melissa Nagamine-
Inouye
Kaimionalani
Gample

Illinois

Andrea Allen-Moore
Patrick Wildman

Indiana

Timothy Adams
Rebekah Frazer

Iowa

Allison Graham
Rebecca Lins

Kansas

Laura Douglas
Chelcie Heitman

Kentucky

Shannon Fryar
Amy Riley

Louisiana

Danielle Cole-Thomas
Val Estoque

Maine

Mandy Kilcollins
Kelly Wright

Maryland

Jessica Conter
Maureen Ponce

Massachusetts

Cory McGann
Ali Robidoux

Michigan

Sarah Dickman
Thomas Michalos

Minnesota

Hayley Endersbe
Sydney Piras

**Mississippi-
Magnolia State**

Alexya Irvin
Monica King

Missouri

Cindy Bentley
Olivia Carter

Montana

Tina Boone
Elizabeth Clark

Nebraska

Katy McQueen
Amanda Reimers

Nevada

Michelle King
Colleen Tuttle

New Hampshire

Joyce Lewis

New Jersey

Amy Lombardo
Carl Palmer

New Mexico

Aubree Boivin
Zac Craig

New York

Mary Banaszak
Sean Finnerty

North Carolina

Stacy Diaz
Deanna Ford

Ohio

Shawn Grime
Laura Hogue

Oklahoma

Chelsea Hinkle
Alexis Robertson

Oregon

Heather Hadraba

Pennsylvania

Emilia Mattucci
Zach Watters

Rhode Island

Anne-Marie Flaherty
Lisa Fontaine

**South Carolina -
Palmetto State**

Abigail Bays
Heather Williams

South Dakota

Amanda Bender
Chelsea Greenfield

Tennessee

Jackie Lynn
Katherine Wood

Texas – Lone Star

Tiffany Gilmore
Ashley Wright
**U.S. Virgin
Islands**
Rashida Lester
Tiana Wilson

Utah

Dylan Lines
Patty Nielson

Virginia

Paige Abasolo
DeLisa Joseph

Washington

Marin Marks
Christine Robinson

West Virginia

Lauren Hensley
Anna Simmons

Wisconsin

David Lynch

Wyoming

Lexi Carr
Brandy Edlund

F. State of the Association

ASCA Executive Director Jill Cook will provide an update about the current state of the association.

Action Requested

None

G. Position Statements

Dr. Jacinta Nafziger, Position Statements Committee chair, will present position statements for approval.

Action Requested

Delegates are asked to review and discuss the proposed revisions to the Position Statements and take action as appropriate.

2026 ASCA Position Statements

Thank you to the following ASCA members for their dedicated work on the 2026 ASCA Position Statements Committee.

Jacinta Nafziger, MI, Chair

Erin Lane, IA, Assistant Chair

Kitzya Aguilar, CA Amy Baltimore, TN Keisha Branch, MD Sherlyn Bratcher, KY Kimberly Brown, SC Leanne Campbell, OK Andres Castro, CA Diego Castro, CA Maritza Cha, CA Rebecca Chambers-Arway, MO Victoria Claas, GA Ashley Clay, GA Jessica Conter, MD John Crocker, MA Robin Fishman, TX	Chelsea Hinkle, OK Nicole Hogkinson, IL Keela Kuhlert, MN Margarita Landeros, CA Dawn Lorenz, PA Yuridia Nava, CA Brianna Patterson, FL Alana Pustay Sopko, OH Morgan Roberts, TX Susan Rose, KY Elizabeth Schopfer, NJ Stephanie Steigerwalt, PA Derek Therrien, GA Katherine Wood, TN
---	--

Summary of Changes

Statement	Years Revised	Notes
<p>The School Counselor and Annual Performance Appraisal</p>	<p>Adopted 1978; reaffirmed 1984; revised 1986, 1993, 2003, 2009, 2015; reviewed 1999, 2021; revised 2026</p>	<p>This statement was updated with language aligned with the ASCA National Model[®], Fifth Edition. The revision integrated current research, consolidated key topics within the school counselor’s role and added language about school counselor advocacy, which includes informing school administrators and other education partners about the role of school counselors and school counseling programs.</p>
<p>The School Counselor and Credentialing and Licensure</p>	<p>Adopted 1990; revised 1993, 1999, 2003, 2009, 2015, 2021, 2026</p>	<p>This statement’s references and citations were updated. The language was also revised to align with current ASCA publications. Additional focus was included on being able to identify systemic barriers affecting the school counseling program and advocating for improvement.</p>
<p>The School Counselor and Gender Equity and Inclusivity</p>	<p>The School Counselor and Gender Equity: Adopted 1983; revised 1993, 1999, 2002, 2008, 2024, 2020</p> <p>The School Counselor and Transgender and Nonbinary Youth: Adopted 2016, revised 2022</p> <p>Combined Statement: 2026</p>	<p>This revision combined two previous statements on gender equity and transgender and nonbinary youth. The revision focuses on gender equity for each and every student and the school counselor’s role as an advocate for safe, inclusive learning environments, following laws, policies and ethical practice.</p>

<p>The School Counselor and Group Counseling</p>	<p>Adopted 1989; revised 1993, 2002, 2008; reviewed 1999, 2008, 2014, 2020; revised 2026</p>	<p>This statement was revised to include language related to equitable access to group counseling, evidence-based and data-informed practices and the ASCA National Model[®], Fifth Edition.</p>
<p>The School Counselor and Letters of Recommendation</p>	<p>Adopted 2020, revised 2026</p>	<p>The committee paid specific attention to ongoing technological changes and included information about artificial intelligence tools. The school counselor’s role was revised to focus on best practice when writing letters of recommendation.</p>
<p>The School Counselor and Peer Support Programs</p>	<p>Adopted 1978; revised 1984, 1993, 1999, 2002, 2008, 2015, 2021, 2026</p>	<p>The revision includes a definition of peer support programs.</p>
<p>The School Counselor and School Counselor Preparation Programs</p>	<p>Adopted 2008, revised 2014, 2020, 2026</p>	<p>The focus of this revision was to clarify the impact of school counselor preparation programs on emerging school counselors guided by updated research on preparation programs and current ASCA publications. The position also emphasizes what school counseling graduates should know and be able to do related to professional foundation, direct/indirect student services and planning/assessment of school counseling programs.</p>
<p>The School Counselor and Supervision</p>	<p>Adopted 2021, revised 2026</p>	<p>The committee proposes changing the name from <i>The School Counselor and School Counselor Supervision</i> to <i>The School Counselor and Supervision</i>. The statement clarifies that supervision is distinct from administrative evaluations and focuses on school counselors serving in a supervisory role to support the development of school counselors.</p>

The School Counselor and the Individualized Education Program Process	Proposed 2026	<p>This draft statement began with an ASCA member submitting a request for a statement addressing the role of school counselors in the IEP process. The subcommittee used current research, state school counselor association position statements, existing position statements and ASCA documents to develop the statement. The statement also was reviewed through public comment and by ASCA staff for alignment with the legal and ethical concerns of school counselors and the Office of Special Education Programs. Similar to the statement on School Counselors and the 504 Process, ASCA’s position is that “School counselors are collaborative members of the individualized education program (IEP) team who advocate for students with disabilities. School counselors should not be designated as case managers, administrative designees, local education agency representatives or long-term clinical service providers in the IEP process, as these roles compromise delivery of the school counseling program to each and every student.”</p>
--	---------------	---



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

The School Counselor and Annual Performance Appraisal

(Adopted 1978; reaffirmed 1984; revised 1986, 1993, 2003, 2009, 2015; reviewed 1999; 2021; 2026 update)

ASCA Position

The annual performance appraisal of school counselors should accurately reflect the unique professional training and practices of school counselors working within a pre-K–12 school counseling program. These appraisals should be aligned to the role and responsibilities of the school counselors as articulated by ASCA School Counselor Professional Standards & Competencies, the ASCA Ethical Standards for School Counselors, the school counseling program assessment and the school counselor performance appraisal from the ASCA National Model®.

The Rationale

The overarching purpose of the school counselor performance appraisal is to enhance the positive impacts the school counselor and the school counseling program have on students’ success. Feedback and collaboration in the performance appraisal process should be based on the ASCA School Counselor Professional Standards & Competencies to ensure school counselors “design, implement and assess a school counseling program that improves life-readiness and academic success for each and every student” (ASCA, 2025a, p. 1) and are engaging in appropriate school counseling duties.

Because many administrators have not received training on the ASCA National Model® and how to appraise school counselor performance, part of school counselor advocacy includes informing school administrators and other educational partners about the role of the school counselor and that of the school counseling program (ASCA 2025a; Dahir & Geesa, 2022; Sabella et al., 2023). The annual administrator conference, as described in the ASCA National Model®, is an essential practice to support the school counselor appraisal process. It ensures school counselors are better positioned to support student success in ways that align with appropriate school counselor roles and responsibilities (Dahir & Geesa, 2022; Geesa et al., 2023). Utilizing this process, there is a higher likelihood that the school counseling programs reflect the ASCA National Model® (Geesa et al., 2023; Kirk et al., 2025; Sabella et al., 2023) and that school counselors experience greater job satisfaction (Lee, 2025).

42

43 **The School Counselor's Role**

44 The role and responsibilities of the school counselor in pre-K-12 settings
45 require that their performance is appraised in a manner that accounts for
46 appropriate and professional school counseling duties (Beal, 2025).

47

48 The school counselor:

- 49 ● Completes the annual administrator conference, in collaboration with
50 their school administrators, and references it during the annual school
51 counselor performance appraisal
- 52 ● Consults with school administrators regarding ASCA School Counselor
53 Professional Standards & Competencies and advocates for its
54 integration as a tool of the ASCA National Model® (Dahir & Geesa,
55 2022; Geesa et al., 2023) in the performance appraisal process
- 56 ● Presents evidence of the school counseling program's impact including
57 access, life-readiness and academic achievement data (ASCA 2025a)
- 58 ● Collaborates with other school counselors, school administrators,
59 district leadership, union representatives (as appropriate),
60 departments of education, etc. to advocate for the alignment between
61 the school counselor appraisal tool and appropriate school counseling
62 roles (Geesa et al., 2023; Sabella et al., 2023; Young & Kaffenberger,
63 2018)

64

65 **Summary**

66 The annual performance appraisal of the school counselor, including the
67 appraisal forms and tools used in the process, should reflect the current
68 standards, competencies and the performance appraisal instruments of the
69 school counseling profession.

70

71 **References**

72 American School Counselor Association. (2022). *ASCA Ethical Standards for*
73 *School Counselors*

74

75 American School Counselor Association. (2025a). *ASCA National Model: A*
76 *framework for school counseling programs* (5th ed.)

77

78 American School Counselor Association. (2025b). *ASCA School Counseling*
79 *Program Assessment*

80

81 American School Counselor Association. (2025c). *ASCA School Counselor*
82 *Performance Appraisal*

83

84 American School Counselor Association. (2025d). *ASCA School Counselor*
85 *Professional Standards & Competencies*

- 86
87 Dahir, C. & Geesa, R. L. (2022). Introduction to the special issue: Creating
88 social capital through school counselor–principal collaboration. *Professional*
89 *School Counseling*, 26(1c), 1–7.
90 <https://doi.org/10.1177/2156759X221134660>
91
- 92 Geesa, R. L., Elam, N. P., Quick, M. M., Odell, K. M. & Kim, J. (2023).
93 Leading and supporting school counselors through evaluation systems: A
94 national study. *Psychology in the Schools*, 61(3), 1090–1115.
95 <https://doi.org/10.1002/pits.23102>
96
- 97 Kirk, S., VanMeter, C. & Watkins van Asselt, K. (2025). School counselor and
98 principal relationship as a predictor of ASCA National Model implementation.
99 *Professional School Counseling*, 29(1b), 1–11.
100 <https://doi.org/10.1177/2156759X251365244>
101
- 102 Lambie, G. W. & Stickl Haugen, J. (2021). The assessment of school
103 counseling competencies as a tool to support school counseling students,
104 supervisors and training programs. *Professional School Counseling*, 25(1),
105 1–10. <https://doi.org/10.1177/2156759X20981050>
106
- 107 Lee, A. B. (2025). *A qualitative study examining roles, responsibilities and*
108 *job satisfaction of professional school counselors: The ASCA National*
109 *Model® vs. daily practices* (Publication No. 32171360) [Doctoral
110 dissertation, University of Louisiana at Lafayette]. ProQuest Dissertations &
111 Theses Global.
112
- 113 Sabella, R. A., Bixley, K. M., Ungarean, M., Koklu, O. & Tilman, A. L. (2023).
114 Validating the educational leaders’ knowledge of school counseling inventory.
115 *Professional School Counseling*, 27(1), 1–9.
116 <https://doi.org/10.1177/2156759X231187618>
117
- 118 Young, A. & Kaffenberger, C. (2018). School counseling professional
119 development: Assessing the use of data to inform school counseling
120 services. *Professional School Counseling*, 19(1).



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38

The School Counselor and Credentialing and Licensure

(Adopted 1990; revised 1993, 1999, 2003, 2009, 2015, 2021, 2026 draft)

ASCA Position

Effective school counselor credentialing or licensing laws include a definition of the profession, minimum qualifications for entry into the profession and requirements for continuing professional development. All state education certification or licensure agencies are encouraged to adopt the ASCA School Counselor Professional Standards & Competencies when developing policy and legislation regarding school counselor credentialing or licensing.

The Rationale

Credentialing and licensure ensure school counselors are equipped with the knowledge, attitudes and skills to effectively support each and every student. These requirements ultimately protect students by ensuring access to highly qualified and trained professionals who can deliver comprehensive, ethical and data-informed services. Credentialing or licensure legislation should include:

- A description of the role of the school counselor as defined in the ASCA National Model[®] (ASCA, 2025a) and the ASCA School Counselor Professional Standards & Competencies (ASCA, 2025b)
- Standards for entry into the profession that require, at minimum, a master’s degree in school counseling or the substantial equivalent
- Standards for school counselor preparation programs aligned with the ASCA Standards for School Counselor Preparation Programs (ASCA, 2019)
- Reasonable and relevant requirements for continuing education to further develop skills as a school counselor

The School Counselor's Role

School counselors must be professionally credentialed or licensed in the state in which they practice. School counselors work with state school counselor associations, school counselor preparation program and legislative bodies to advocate for alignment of credentialing or licensing requirements (Carey, et al., 2019) with the ASCA Professional Standards & Competencies for School Counselors. All school counselors are expected to:

- Be culturally competent (Verdon, 2020; Uher, Fisher & Josol, 2024)
- Have skills in evidence-based educational and school counseling practices (Zyromski, et al., 2018)

- 39 • Focus on the ASCA Student Standards: Mindsets & Behaviors for
40 Student Success, including K–12 college- and career- readiness
41 standards for each and every student, with specific attention to
42 academic, career and social/emotional needs (Yulis Mardotilla, et al.,
43 2024; ASCA, 2025a)
- 44 • Possess leadership and advocacy skills (Gilfillan, et al., 2026)
- 45 • Engage in professional development to maintain credentials and
46 licensure to stay current with best practices in school counseling
- 47 • Have consultation skills and the ability to work collaboratively with
48 educational professionals and partners in the school and community
49 (Brigman, et al., 2021)
- 50 • Be able to develop, implement and assess school counseling programs
51 using data-informed processes (Warren & Mauck, 2019)
- 52 • Be able to identify systemic factors affecting the school counseling
53 program and advocate for improvement (Kratsa et al., 2023)

54
55 School counselors collaborate with district and state education personnel and
56 local or state school counselor associations to provide ongoing professional
57 development specifically for school counselors, aligned with the ASCA School
58 Counselor Professional Standards & Competencies (ASCA, 2025b).

59 **Summary**

60 Effective state school counselor credentialing/licensing laws and regulations
61 align with the ASCA School Counselor Professional Standards &
62 Competencies to ensure highly qualified and trained school counselors.

63 **References**

- 64 American School Counselor Association. (2019). *ASCA Standards for School*
65 *Counselor Preparation Programs*
- 66
67 American School Counselor Association. (2022). *ASCA Ethical Standards for*
68 *School Counselors*
- 69
70 American School Counselor Association. (2025a). *ASCA National Model: A*
71 *framework for school counseling programs (5th ed.)*
- 72
73 American School Counselor Association. (2025b). *ASCA Professional*
74 *Standards & Competencies*. Alexandria, VA: Author.
- 75
76 Brigman, G., Villares, E., Mullis, F., Webb, L. D., & White, J. F. (2021).
77 *School counselor consultation: Skills for working effectively with parents,*
78 *teachers, and other school personnel (2nd ed.)*. Wiley.

79

- 80 Carey, J. C., Martin, I., Harrington, K., & Trevisan, M. S. (2019).
81 Competence in program evaluation and research assessed by state school
82 counselor licensure examinations. *Professional School Counseling*, 22(1).
83 <https://doi.org/10.1177/2156759X18793839>
84
- 85 Gilfillan, B., Dahir, C., Hilts, D., Guzman, Y., Barrow, S., Scott, S., Berger,
86 C., Blalock, S., & Campbell, L. (2026). Transforming school counselor
87 education: A Delphi study. *Professional School Counseling*.
88 <https://doi.org/10.1177/2156759X251412819>
89
- 90 Kratsa, K. D., Hilts, D., Kolbert, J. B., Joseph, M., Nice, M. L., & Crothers, L.
91 M. (2023). Ecological barriers to comprehensive school counseling program
92 implementation. *Journal of School-Based Counseling Policy and Evaluation*,
93 5(2), 33–44. <https://doi.org/10.25774/rktf-dx61>
94
- 95 Mardotilla, Y., et al. (2024). The impact of social-emotional learning on
96 academic achievement in elementary schools. *International Journal of*
97 *Educational Research*, 1(1), 20–25. <https://doi.org/10.62951/ijer.v1i1.14>
98
- 99 Uher, A., Fisher, M. H., & Josol, C. K. (2024). Cultural competency training
100 for the social service professions: A systematic literature review.
101 *Multicultural Learning and Teaching*. <https://doi.org/10.1515/mlt-2022-0024>
102
- 103 Verdon, S. (2020). Awakening a critical consciousness among
104 multidisciplinary professionals supporting culturally and linguistically diverse
105 families: A pilot study on the impact of professional development. *Child Care*
106 *in Practice*, 26(1), 4–21. <https://doi.org/10.1080/13575279.2018.1516626>
107
- 108 Warren, J. M., & Mauk, G. W. (2019). Implementation science: A path
109 toward strengthening school counselor practice. *Professional School*
110 *Counseling*, 23(1).
111
- 112 Zyromski, B., Dimmitt, C., Mariani, M., & Griffith, C. (2018). Evidence-based
113 school counseling: Models for integrated practice and school counselor
114 education. *Professional School Counseling*.
115 <https://doi.org/10.1177/2156759X1800184>



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40

The School Counselor and Gender Equity and Inclusivity

(Adopted 1983; revised 1993, 1999, 2002, 2008, 2014, 2020, 2026 draft)

Note: This draft combines two position statements – The School Counselor and Gender Equity (2020) and The School Counselor and Transgender and Nonbinary Youth (2022)

American School Counselor Association (ASCA) Position

School counselors affirm each and every student, regardless of someone’s gender, gender identity or gender expression, has the right to be treated with dignity and respect by creating safe learning environments free from discrimination, harassment and bullying. School counselors are committed to recognizing gender bias, modeling gender inclusivity, promoting gender equity and safeguarding the well-being of transgender and gender-nonconforming students. These principles are applied within the scope of the school counselor’s professional responsibilities and in accordance with applicable federal, state and local law and district policy.

The Rationale

School counselors recognize that gender-based discrimination negatively affects student outcomes across academic, career and social/emotional domains (Glisten, 2026; Leaper & Gutierrez, 2024). To expand the range of options available to students, it is important that school counselors become acutely aware of ways in which language, organizational structures, leader selection, expectations of individuals and activity implementation affect opportunities based on gender. Many federal and state laws have been passed protecting individuals from gender discrimination in education and work (e.g., Equal Pay Act of 1963; Civil Rights Act of 1964; Age Discrimination in Employment Act of 1967; Title IX, 1972; Women’s Educational Equity Act of 1974; Taylor Law, 1989; Vocational Amendments of 1976; Lilly Ledbetter Fair Pay Act of 2009). These important legal mandates ensure equal treatment under the law but do not necessarily change ingrained attitudes and behaviors.

Although gender discrimination affects every student, transgender and gender-nonconforming students may face unique circumstances requiring additional support (Frost & Meyer, 2023; Glisten, 2026; Nath et al., 2024). For example, systemic barriers may lead to students reporting higher

41 negative mental health and behavior outcomes (Russell et al., 2021).
42 Research indicates that transgender and gender-nonconforming students
43 with supportive adults in their school and affirming policies in their districts
44 are more likely to feel safe and have a greater sense of belonging in school
45 (Glisten, 2026).

46

47 **The School Counselor's Role**

48 School counselors advocate for affirming, safe environments for each and
49 every student, while aligning practice with law and policy at the federal,
50 state, local and district levels (ASCA, 2022). Although the guidelines within
51 this statement provide important suggestions, they cannot anticipate every
52 situation that might arise in different settings.

53

54 School counselors:

- 55 ● Model gender-inclusive actions and attitudes, as well as gender-
56 affirming language, with both students and staff
- 57 ● Provide proactive, developmentally appropriate, classroom instruction
58 to educate and reduce gender-based bullying and discrimination
- 59 ● Maintain awareness of continually evolving legislation and policy
60 around gender equity and identity in educational settings and align
61 practice accordingly
- 62 ● Deliver classroom instruction on postsecondary readiness that
63 recognizes stereotypical gender role expectations and reduces bias
64 that may influence students' career expectations and opportunities
65 (National Center for Education Statistics [NCES], 2023; National
66 Science Foundation [NSF], 2023; Oliveria et al., 2020)
- 67 ● Advocate for each and every student to have access to curricular or
68 extracurricular opportunities, including athletic programs, and work to
69 alleviate discrimination when policies limit transgender and gender-
70 nonconforming students' participation
- 71 ● Support dress codes that are free from discrimination and equally
72 enforced for each and every student
- 73 ● Affirm that the determination of a student's gender identity rests solely
74 with the student.
- 75 ● Consider how confidential, sensitive information about a student's
76 identity may be accessible to other staff with a legitimate educational
77 interest and parents/legal guardians, per the Family Educational Rights
78 and Privacy Act
- 79 ● Respect student autonomy and provide accurate, transparent
80 information to each and every student about confidentiality limits and
81 relevant laws and policies (ASCA, 2022)
- 82 ● Understand that it is best practice to refer to students by names and
83 pronouns that affirm their gender, gender identity and gender
84 expression (Russell et al., 2021)

- 85 • Advocate for affirming bathroom and locker room policies so each and
86 every student can feel safe and use the selected facilities with dignity
87 (Glisten, 2026)
- 88 • Encourage the routine re-evaluation of district operations, programs,
89 policies and activities promoting gender-inclusive strategies and work
90 collaboratively to remove barriers inhibiting gender equity (Glisten,
91 2026; McQuillan et al., 2024)

92

93 **Summary**

94 School counselors are committed to creating emotionally, intellectually and
95 physically safe learning environments for each and every student, regardless
96 of gender, gender identity or gender expression. School counselors' model
97 and advocate for gender equity and inclusivity that supports all members of
98 the school community.

99

100 **References**

101 American School Counselor Association. (2022). *ASCA Ethical Standards for*
102 *School Counselors*. Alexandria, VA: Author.

103

104 Glisten (2026). *The 2025 National School Climate Survey: School*
105 *experiences of LGBTQ+ Youth in the U.S.* New York: Glisten.

106

107 Frost, D. M., & Meyer, I. H. (2023). Minority stress theory: Application,
108 critique, and continued relevance. *Current opinion in psychology, 51,*
109 *101579.*

110

111 McQuillan, M. T., Anderson, J., & Gandy-Fastovich, L. (2024). "Sometimes
112 it's hard to do the right thing": The gender-inclusive leadership spectrum of
113 how PK-12 administrators understand gender diversity laws, policies, and
114 implementation. *American Educational Research Journal, 62(1), 14-52.* DOI:
115 [10.3102/00028312241281731](https://doi.org/10.3102/00028312241281731)

116

117 Nath, R., Matthews, D.D., DeChants, J.P., Hobaica, S., Clark, C.M., Taylor,
118 A.B., Muñoz, G. (2024). 2024 U.S. National Survey on the Mental Health of
119 LGBTQ+ Young People. West Hollywood, California: The Trevor Project.
120 www.thetrevorproject.org/survey-2024

121

122 National Center for Education Statistics. (2023). Digest of education
123 statistics. U.S. Department of Education. <https://nces.ed.gov/>

124

125 National Science Foundation. (2023). Women, minorities, and persons with
126 disabilities in science and engineering. <https://nces.nsf.gov/>

127 Oliveira, Í.M., Porfeli, E. J., Céu Taveira, M., & Lee, B. (2020). Children's
128 career expectations and parents' jobs: Intergenerational (dis)continuities.
129 The Career Development Quarterly, 68(1), 63-77. doi:10.1002/cdq.12213

130

131 Leaper, C., & Gutierrez, B. C. (2024). Sexism and gender-based
132 discrimination. *Encyclopedia of Adolescence*, 543–561.
133 <https://doi.org/10.1016/b978-0-323-96023-6.00013-0>

134

135 Russell, S. T., Pollitt, A. M., Li, G., & Grossman, A. H. (2021). Chosen name
136 use is linked to reduced depressive symptoms, suicidal ideation, and suicidal
137 behavior among transgender youth. *Journal of Adolescent Health*, 63(4),
138 503–505.

DRAFT



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

The School Counselor and Group Counseling

(Adopted 1989; revised 1993, 2002, 2008; reviewed 1999, 2008, 2014, 2020, *draft 2026*)

ASCA Position

Group counseling is a vital direct service to students and an essential part of a school counseling program. Group counseling has a positive effect on academic, career and social/emotional development when delivered using evidence-based practices and should be supported by school administration to ensure groups can be facilitated effectively and students are readily able to access group services.

The Rationale

Group counseling involves a number of students working on shared tasks to develop knowledge, skills and supportive relationships in a group setting. It has been shown to be efficient and effective in improving academic outcomes (Kayler & Sherman, 2018; Berger, 2018; Steen et al., 2018), social/emotional competence, belonging and positive mental health development (Durlak et al., 2011; CDC, 2021). The group counseling process can help reduce social isolation, improve emotional regulation, increase positive peer relations and foster a sense of belonging (Howard & Pedroz, 2025). Group work in schools is an integral component of the ASCA National Model® (Erford, 2019; ASCA, 2025; Howard & Pedroz, 2025).

The School Counselor’s Role

School counselors provide evidence-based small-group counseling services in schools to support students’ life-readiness and academic success. Group counseling should be accessible to all students in a pre-K–12 setting, and data should be used to determine group topics and outcomes of group participation (ASCA, 2022). Ongoing professional development helps school counselors stay up to date on best practices for small-group counseling in schools (Tompkins, 2026; Florida Atlantic University, 2025).

School counselors provide counseling sessions in small-group settings that:

- Help students overcome issues impeding achievement or success
- Help students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate action
- Are planned, goal-focused, evidence-based and short-term in nature

42 School counselors have a responsibility to screen potential group members
43 and obtain informed consent. Informed consent should include the group's
44 purpose and goals, limits to confidentiality and information regarding
45 voluntary participation. Best practices include informing parents/guardians of
46 student participation in and the purpose of the small group and student
47 agreement to participate, following school and district policy (ASCA, 2022).
48 When students require long-term counseling or services requiring family
49 therapy, school counselors make referrals to appropriate community
50 resources (ASCA, 2025) and maintain collaborative relationships with
51 providers to align service coordination.

52

53 **Summary**

54 Group counseling is an efficient and effective way to meet students'
55 academic, career and social/emotional needs. Group counseling is an
56 integral part of a school counseling program and should be supported by
57 school administrators and school districts. Group counseling has a positive
58 effect on student academic achievement, postsecondary and life readiness,
59 social/emotional development and positive mental health development.

60

61 **References**

62 American School Counselor Association. (2021). *ASCA Student Standards:
63 Mindsets & Behaviors for Student Success*

64

65 American School Counselor Association. (2022). *ASCA Ethical Standards for
66 School Counselors*

67

68 American School Counselor Association. (2025). *ASCA National Model: A
69 framework for school counseling programs* (5th ed.)

70

71 Berger, C. (2018). Bringing out the brilliance: A counseling intervention for
72 underachieving students. *Professional School Counseling, 17*(1).

73 <https://doi.org/10.1177/2156759X0001700102>

74

75 Bore, S., Armstrong, S., & Womack, A. (2014). School counselors'
76 experiential training in group work. *Group Counseling*.

77 <http://jsc.montana.edu/articles/v8n26.pdf>

78

79 Centers for Disease Control and Prevention. (2021). *School connectedness:
80 Strategies for increasing protective factors among youth*. U.S. Department of
81 Health and Human Services.

82 https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm

83

84 Centers for Disease Control and Prevention. (2023). School connectedness
85 and risk behaviors and experiences among high school students – Youth Risk
86 Behavior Survey, United States, 2021. *MMWR Supplements*, 72(1), 13–21.
87 <https://doi.org/10.15585/mmwr.su7201a2>
88

89 Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger,
90 K. B. (2011). The impact of enhancing students' social and emotional
91 learning: A meta-analysis of school-based universal interventions. *Child*
92 *Development*, 82(1), 405–432. [https://doi.org/10.1111/j.1467-](https://doi.org/10.1111/j.1467-8624.2010.01564.x)
93 [8624.2010.01564.x](https://doi.org/10.1111/j.1467-8624.2010.01564.x)
94

95 Erford, B. T. (2019a). *Transforming the school counseling profession* (5th
96 ed.). Pearson.
97

98 Erford, B. T. (2019b). *Group work: Process and application* (2nd ed.).
99 Pearson.
100

101 Florida Atlantic University. (2025, November 14). FAU study: Small group
102 counseling helps children thrive at school. *FAU News Desk*.
103 <https://www.fau.edu/newsdesk/articles/school-counseling-children.php>
104

105 Howard, L., & Pedroz, E. (2025, July/August). Virtual small groups. *ASCA*
106 *School Counselor*.
107

108 Kayler, H., & Sherman, J. (2009). At-risk ninth-grade students: A
109 psychoeducational group approach to increase study skills and grade point
110 averages. *Professional School Counseling*, 12(6).
111 <https://doi.org/10.1177/2156759X0901200608>
112

113 Masia Warner, C., Colognori, D., Brice, C., Herzig, K., Mufson, L., Lynch, C.,
114 ... & Klein, R. G. (2016). Can school counselors deliver cognitive behavioral
115 treatment for social anxiety effectively? A randomized controlled trial.
116 *Journal of Child Psychology and Psychiatry*, 57(11), 1229–1238.
117

118 Steen, S., Liu, X., Shi, Q., Rose, J., & Merino, G. (2018). Promoting school
119 adjustment for English-language learners through group work. *Professional*
120 *School Counseling*, 21(1). <https://doi.org/10.1177/2156759X18777096>
121

122 Tompkins, E. (2026). *Making Small Groups Work*. American School
123 Counselor Association.



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

The School Counselor and the Individualized Education Program Process

(Draft Position Statement, 2026)

ASCA Position

School counselors are collaborative members of the individualized education program (IEP) team who advocate for students with disabilities. School counselors should not be designated as case managers, administrative designees, local education agency representatives or long-term clinical service providers in the IEP process, as these roles compromise delivery of the school counseling program to each and every student.

The Rationale

School counselors are essential collaborators who support academic, career and social/emotional development for each and every student. When school counselors are placed in administrative, case management or mandated service provider roles, their ability to deliver Tier 1 direct student services to each and every student is hindered, and it may also create risks related to licensure, ethics and the provision of a free, appropriate public education (Wikoff, 2020; Stone & Dahir, 2016).

The School Counselor’s Role

School counselors deliver a school counseling program that improves life-readiness and academic success for each and every student. School counselors maintain clear professional boundaries between the role of the school counselor and the IEP process, ensuring their role remains aligned with school counselor professional and ethical standards (ASCA, 2022a; ASCA, 2025).

School counselors align their school counseling program with the multitiered system of supports (MTSS) process, which further reinforces their professional boundaries in the IEP process. School counseling programs aligned with MTSS include:

- **Tier 1 – Proactive developmental strategies for each and every student and programs for families and staff:** Deliver classroom, grade-level and schoolwide programming that promotes learning strategies, self-management skills and social skills

- 40 • **Tier 2 – Interventions for some students:** Provide small-group and
41 individual counseling for students, and referrals, consultation and
42 collaboration with education partners
- 43 • **Tier 3 – Indirect services for few students:** Recognize and
44 respond to intensive academic, behavioral and mental health needs
45 through referrals, consultation and collaboration (ASCA, 2025)

46
47 School counselors participate as team members of the IEP team when
48 appropriate, serving as collaborators and consultants within multidisciplinary
49 teams supporting students with disabilities (Reese, 2021; Hines et al.,
50 2019). To safeguard their Tier 1 role promoting life-readiness and academic
51 success for each and every student, school counselors should not be
52 designated as case managers, administrative designees, local education
53 agency representatives or long-term clinical service providers.

54
55 When participating as members of the IEP team, school counselors:

56 57 **Provide Advocacy and Access**

- 58 • Advocate for students in the IEP process by ensuring their voice,
59 strengths and needs are represented and promote equitable access to
60 rigorous coursework, school programs and postsecondary
61 opportunities (ASCA, 2022b, Geltner & Leibforth, 2008)
- 62 • Advocate that services included in the IEP are delivered in the least-
63 restrictive environment, including Tier 1 and Tier 2

64 **Provide Social/Emotional and Behavioral Insight**

- 65 • Provide insight into the student’s functioning, including peer
66 relationships, coping skills, behavior patterns and emotional
67 regulation, and help connect these factors to academic performance
68 and school success (Buckley & Mahdavi, 2018)
- 69 • Assist the team in identifying student needs and contribute to the
70 development of appropriate, measurable, school-based supports
71 aligned with IEP goals (Barna & Nice, 2021; Frazier et al., 2022)

72 **Provide College, Career and Transition Planning**

- 73 • Support college and career readiness by contributing to transition
74 planning, aligning IEP goals with postsecondary outcomes related to
75 education, employment and independent living (Challenger et al.,
76 2024).

77 **Clarify the Role of Counseling Services in IEPs**

- 78 • Distinguish between school-based counseling and long-term clinical
79 therapy as it pertains to the school environment
- 80 • Collaborate with the IEP team to determine when Tier 3 intensive or
81 clinical mental health services beyond the scope of school counseling
82 practice are needed

83

84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127

Summary

When school counselors operate within their appropriate role as collaborative advocates in the IEP process, students with disabilities receive more equitable access to opportunities and more support for life-readiness and academic success. School counselors focus on the inclusion of students with IEPs into their school counseling program rather than serve in administrative, case management roles or long-term clinical service providers for the IEP.

References

American School Counselor Association. (2025). ASCA School Counselor Professional Standards & Competencies

American School Counselor Association. (2022a). Ethical Standards for School Counselors

American School Counselor Association. (2022b). The School Counselor and Students with Disabilities

Barna, J.S., & Nice, M.L. (2021). The school counselor’s role in supporting students with high-functioning autism spectrum disorder with the transition to college. *Journal of School Counseling, 19*(36).

Buckley, M. & Mahdavi, J.N. (2018). Bringing children from the margins to the page: School counselors supporting students with Learning Disabilities. *Journal of School Counseling, 16* (23). Retrieved from <http://www.jsc.montana.edu/articles/v16n23.pdf>

Challenger, C.D., Lombardi, A.R., Duquette, K., Esposito, C., & DeJesus, J. (2025). Strategies to increase collaboration between school counselors and transition specialists: A multi-tiered approach to college and career readiness. *Journal of Education, 205*(2), 153-165.

Frazier TW, Crowley E, Shih A, Vasudevan V, Karpur A, Uljarevic M and Cai RY (2022) Associations between executive functioning, challenging behavior, and quality of life in children and adolescents with and without neurodevelopmental conditions. *Frontier Psychology, 13*:1022700. doi: 10.3389/fpsyg.2022.1022700

Geltner, J. A., & Leibforth, T. N. (2008). Advocacy in the IEP Process: Strengths-Based School Counseling in Action. *Professional School Counseling, 12*(2).

128 Hines, E. M., Lemons, R. W., & Crews, C. (2019). School counselors as
129 collaborators within a multitiered system of supports. *Journal of School*
130 *Counseling, 17*(20), 1–32.

131

132 Hines, EM, Vega, DD, Mayers, R., Harris, PC., Mack, M. (2019). School
133 counselors and school psychologists as collaborators of college and career
134 readiness for students in urban school settings. *Journal for Multicultural*
135 *Education, Vol. 13* (3), pp. 190-202.

136

137 La Sierra University. (n.d.). *School counselor vs. clinical counseling*
138 *professional: What's the difference?* La Sierra University.
139 [https://www.lapu.edu/post/school-counselor-vs-clinical-counseling-](https://www.lapu.edu/post/school-counselor-vs-clinical-counseling-professional-whats-the-difference)
140 [professional-whats-the-difference](https://www.lapu.edu/post/school-counselor-vs-clinical-counseling-professional-whats-the-difference)

141

142 Martin-Perkins, K. (2025). Insights into school administrators' perceptions:
143 Navigating the role of school counselors through lived experiences. Walden
144 University.

145

146 Novak, O., Oehrtman, J., & Vostal, B. (2024). School counselors' role in
147 supporting CCR and the impact of disability status.

148

149 Ockerman, M. S., Mason, E. C. M., & Chen-Hayes, S. F. (2012). School
150 counseling and multitiered systems of support: A collaboration for systemic
151 change. *Journal of School Counseling, 10*(2), 1–34.

152

153 Reese, D. M. (2021). School counselor preparation to support inclusivity,
154 equity, and access for students of color with disabilities. *Frontiers in*
155 *Education, 6*, 588528. <https://doi.org/10.3389/feduc.2021.588528>

156

157 Stone, C., & Dahir, C. (2016). *The transformed school counselor* (3rd ed.).
158 Cengage Learning.

159

160 Stone, C. (2017). *School counselor ethical decision making: A model for*
161 *practice*. American School Counselor Association.

162

163 Stone, C. (2022). *School counseling principles: Ethics and law* (5th ed.).
164 American School Counselor Association.

165

166 Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-
167 wide positive behavior supports. *Child & Family Behavior Therapy, 24*(1–2),
168 23–50. https://doi.org/10.1300/J019v24n01_03

169

170 Wikoff, H. D. (2020). *Use-of-time assessments: Ensuring school counselors*
171 *focus on appropriate duties*. American School Counselor Association.

172
173
174
175
176
177

Ziomek-Daigle, J.(2023). Tier 3: Specialized services for students with intensive needs. In E. Goodman-Scott, J. Betters-Bubon, P. Donohue, & J. Olsen (Eds.), *The school counselor's guide to Multi-Tiered Systems of Support* (2nd ed., pp. 218–240). Routledge/Taylor & Francis Group.
<https://doi.org/10.4324/9781315144467-6>

DRAFT



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

The School Counselor and Letters of Recommendation (Adopted 2020, 2026 draft)

ASCA Position

School counselors draw on research in college admissions that demonstrates the importance of letters of recommendation within holistic review processes and the need for equitable, ethical and informed practices when developing them. To guide this work, school counselors rely on the ASCA Ethical Standards for School Counselors and the Family Education Rights and Privacy Act (FERPA), which is a federal statute protecting students’ rights regarding educational records.

The Rationale

As student advocates, school counselors use best practices to help each and every student achieve their aspirations. School counselors recognize that letters of recommendation play a significant role in holistic admissions decisions, as they are currently required by more than 250 selective colleges (Common App, 2024). Letters of recommendation offer deeper insight into students’ personal qualities, providing context about their opportunities and backgrounds. In addition, it has been found that often “the letters are used not only to determine admissibility but also to determine eligibility for scholarships and honors invitations” (Akos and Kretchmar, 2016, p. 102). School counselors help students and their families understand the value of letters of recommendation.

School counselors are familiar with inequities in college admissions processes. Higher education research indicates that students from lower-income backgrounds are not only less likely to receive letters of recommendation but also receive letters of lower quality than those written for their more affluent peers (Nicola, 2023). Practices such as declining to write letters due to missed deadlines, failing to explicitly teach students how to request letters or providing unequal support to first-generation students and other historically marginalized populations can unintentionally reinforce systemic inequities (Nicola, 2023). School counselors work to mitigate the impact of injustice and inequity and support each and every student in achieving their goals beyond high school.

40 **The School Counselor's Role**

41 School counselors' letters of recommendation are especially valuable
42 because school counselors compare students across the entire school and
43 offer a broader perspective than teachers (Kim et al., 2025). These letters
44 offer deeper insight into students' personal qualities, providing context about
45 their opportunities and backgrounds. When students request letters of
46 recommendation, school counselors must balance their support for students
47 by using a strengths-based approach (beneficence) while maintaining
48 honest, conscientious communication without harm to students
49 (nonmaleficence). As school leaders and advocates, school counselors help
50 staff, students and their families understand the legal and ethical practices
51 with an impact on letters of recommendation, as well as the role these
52 letters play in admission processes and future employment opportunities.
53 School counselors also understand the benefits of collaborating with
54 admissions professionals (Savitz, et al., 2026) when writing letters of
55 recommendation.

56
57 School counselors understand that offering to provide letters of
58 recommendation cannot be made conditional on waiving one's rights under
59 FERPA (Family Policy Compliance Office [FPCO], 2005). They also
60 understand that an educational agency or institution may not require
61 parents/guardians or students to waive the protections and rights afforded
62 to them under FERPA (U.S. Department of Education, 2023) as a condition
63 of acceptance into an institution or for the receipt of educational services.
64

65 In regard to letters of recommendation, school counselors:

- 66 • Seek out resources to educate themselves on how to write an
67 ethical/unbiased letter
- 68 • Maintain familiarity with federal and state laws and local school board
69 policies concerning personal identifiable information
- 70 • Include personal identifiable information only with dated, written
71 consent of the student and/or parents/guardians
- 72 • Educate students and their families on the impact of waiving FERPA
73 rights
- 74 • Provide teachers and administrators with training, orientation and
75 consultation regarding writing letters of recommendation (National
76 Association for College Admission Counseling, 2024)
- 77 • Work to gather ample information before writing a letter of
78 recommendation about a student they do not know well, given that
79 generic letters of recommendation are less effective
- 80 • Do not sign letters of recommendation they have not written
- 81 • Provide the substantive content, evaluation and endorsement
82 expressed in the letter, only using artificial intelligence tools to assist
83 with minor editing for clarity or grammar if necessary (Cha & Chung,

84 n.d.; Dickstein-Fischer, et al., 2025), as AI-generated letters that do
85 not accurately represent the recommender’s firsthand knowledge
86 undermine the purpose of the recommendation process and are
87 strongly discouraged (Cha & Chung, n.d.)
88

89 **Summary**

90 There are many legal and ethical implications associated with writing letters
91 of recommendation for students. School counselors are aware of these
92 implications and apply them in their practice. Additionally, school counselors
93 communicate these best practices to students, their families and educators
94 to best support students as they seek employment and postsecondary
95 opportunities.
96

97 **References**

98 Akos, P. & Kretchmar, J. (2016). Gender and ethnic bias in letters of recommendation:
99 Considerations for school counselors. *Professional School Counseling*, 20(1), 102.

100 <https://doi.org/10.5330/1096-2409-20.1.102>

101
102 American School Counselor Association. (2022). *ASCA Ethical Standards for School*
103 *Counselors*

104
105 Cha, M. & Chung, L. H. (n.d.). College recs made simple: Tips, tricks and time-savers
106 [Conference presentation recording]. National Association for College Admission
107 Counseling.

108
109 Common App. (2024). *2024–25 requirements grid template*.
110 content.commonapp.org/Files/ReqGrid.pdf

111
112 Dickstein-Fischer, L., Krell, M. M. & Godbout, S. (2025). Mitigating school counselor
113 burnout: Exploring the ethical dimensions of AI assistance in writing letters of
114 recommendation. *Journal of Technology in Counselor Education and Supervision*, 6(1),
115 Article 4. <https://doi.org/10.61888/2692-4129.1126>

116
117 Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (1974).
118 law.cornell.edu/uscode/text/20/1232g

119
120 Family Policy Compliance Office. (2005). *Letter to College of Southern Maryland*.
121 studentprivacy.ed.gov/resources/letter-college-southern-maryland
122

123 Harris, A. (2019, June 7). The education scandal that's bigger than Varsity Blues. *The*
124 *Atlantic*. [theatlantic.com/education/archive/2019/05/education-scandals-bigger-varsity-](https://www.theatlantic.com/education/archive/2019/05/education-scandals-bigger-varsity-blues/590137/)
125 [blues/590137/](https://www.theatlantic.com/education/archive/2019/05/education-scandals-bigger-varsity-blues/590137/)
126

127 Kim, B. H., Park, J. J., Lo, P., Baker, D., Wong, N., Breen, S., Truong, H., Zheng, J., Rosinger,
128 K. & Poon, O. A. (2025). Letters of recommendation by high school counselors in
129 selective college admissions: Differences by race and socioeconomic status in letter
130 length and topics discussed. *Research in Higher Education*, 66(5), Article 30.
131 <https://doi.org/10.1007/s11162-025-09847-5>
132

133 National Association for College Admission Counseling. (2024). *Fundamentals of college*
134 *admissions counseling: A textbook for graduate students and practicing counselors* (6th
135 ed.).
136

137 National Center for Education Statistics. (2019). *The condition of education: Young adult*
138 *educational and employment outcomes by family socioeconomic status*.
139 nces.ed.gov/programs/coe/indicator_tbe.asp
140

141 Nicola, T. P. (2023). *Connecting both sides of the "admission desk": Contextual data from*
142 *high school counselors and factors influencing its quality* (Publication No. 30489878)
143 [Doctoral dissertation, Harvard University]. ProQuest Dissertations & Theses Global.
144

145 Savitz-Romer, M., Nicola, T., DiLorenzo, J., Ha, J., Desiderio, A., Muñoz Gálvez, S. &
146 O'Brien, M. (2026). Necessary, but insufficient: School counselors' informal learning
147 experiences with writing letters of recommendation. *Journal of College Access*, 11(1),
148 Article 4.
149

150 U.S. Department of Education. (2023, November 28). Family Educational Rights and
151 Privacy Act (FERPA). ed.gov/policy/gen/guid/fpco/ferpa/index.html



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

The School Counselor and Peer Support Programs

(Adopted 1978; Revised 1984, 1993, 1999, 2002, 2008, 2015, 2021, 2026 draft)

ASCA Position

Peer support programs help students develop a belief in self, provide a sense of community and improve social/emotional well-being. The informed implementation of peer support programs enhances the effectiveness of school counseling programs and provides a collaborative approach to positive life-readiness and mental health development.

The Rationale

Peer support programs can be defined as peer-to-peer interactions in which trained and supervised individuals of approximately the same age take on a helping role, assisting students who may share similar experiences. Peer support programs include activities such as assisting with one-to-one and group interventions, providing academic support, acclimating new students and other activities. In addition, peer support programs improve academic achievement and social networks through restorative justice initiatives and social/emotional learning (Roberts, 2022; Williams et al., 2018).

School counselors are aware that students often communicate more readily with peers than with adults. Peer support programs can enhance the effectiveness of school counseling programs by increasing outreach and raising student awareness of services. Through proper selection, training and supervision, peer support can be a positive influence within the school and community. Research indicates peer support programs are helpful when focused on assisting students with academic or social/emotional problems (Logsdon, et al., 2018), while promoting protective factors (Search Institute, 2006). Peer support programs can also help create a positive school culture and connectedness to the school community for both mentors and mentees (Voight & Nation, 2016; Roberts, 2020) as well as safer schools (Walker, 2019).

The School Counselor’s Role

School counselors use best practices to determine the needs of the school population and to implement interventions designed to meet those needs, such as peer support programs. In collaboration with school staff, school counselors:

- Follow the ASCA Ethical Standards for School Counselors as they relate to peer support programs, including safeguarding the welfare of students participating in peer support programs and providing appropriate training and supervision for peer helpers (ASCA, 2022; QPR, 2019)
- Develop a recruitment process that meets a specific peer leader criteria (Crist, 2024) and is representative of the student body
- Train students to be well-versed in the mandated reporter laws to know when to refer their peers or mentees to the school counselor (Roberts, 2020) according to the school site’s reporting protocol
- Communicate program goals and purpose, then supervise, assess and adjust the program on a continual basis to meet the needs of the school population the program serves
- Report results to students and education partners (e.g., teachers, administrators, families, community)

Summary

School counselors understand and build upon the positive effects of peer support programs on students, the school climate and culture, as well as the school connectedness of students involved. School counselors also understand their unique responsibilities when peer-support programs are implemented, including ensuring students are properly trained, supervised, and supported in their role.

References

American School Counselor Association. (2022). *ASCA Ethical Standards for School Counselors*

California Children’s Trust. (2022, February). *Youth supporting youth: Expanding peer-to-peer support programs in schools to address the growing youth mental health crisis*. cloudfront.net/de1dd3e0-8f2d-4a61-b59d-98c01abc510b/CaliforniaChildrensTrust_PeerToPeer_IssueBrief_February2022_Final.pdf

Crist, J. J. (2024, August 9). How to set up a peer counseling program at your school. Teacher Created Materials. teachercreatedmaterials.com/free-spirit-publishing/blog/how-to-set-up-a-peer-counseling-program-at-your-school?srsltid=AfmBOoqPSwjF_miQWg7AvNdDPTSp5hWd6t5b6fgUaOK26v0260qa0a

Logsdon, P., Samudre, M., Kleinert, H. & University of Kentucky, Human Development Institute. (2018). *A qualitative study of the impact of peer*

84 *networks and peer support arrangements in Project Pilot schools* (Research
85 brief, Winter 2018). Human Development Institute.
86

87 QPR Institute. (2019). *QPR training for youth guidelines: Policies and*
88 *procedures.* [qprinstitute.com/uploads/instructor/QPR-Training-for-Youth-](http://qprinstitute.com/uploads/instructor/QPR-Training-for-Youth-Guidelines-2019.pdf)
89 [Guidelines-2019.pdf](http://qprinstitute.com/uploads/instructor/QPR-Training-for-Youth-Guidelines-2019.pdf)
90

91 Roberts, H. (2020). *Peer advocates in action: A step-by-step curricular guide*
92 *for trainers and coordinators of peer resource programs.* Peer Advocates
93 Training and Consulting.
94

95 Search Institute. (2006). *Developmental assets.* [search-institute.org/our-](http://search-institute.org/our-research/development-assets/developmental-assets-framework/)
96 [research/development-assets/developmental-assets-framework/](http://search-institute.org/our-research/development-assets/developmental-assets-framework/)
97

98 Voight, A. & Nation, M. (2016). Practices for improving secondary school
99 climate: A systematic review of the research literature. *American Journal of*
100 *Community Psychology, 58, 174–191.*
101

102 Walker, T. (2019, November 14). Peer programs helping schools tackle
103 student depression, anxiety. National Education Association.
104 [nea.org/advocating-for-change/new-from-nea/peer-programs-helping-](http://nea.org/advocating-for-change/new-from-nea/peer-programs-helping-schools-tackle-student-depression-anxiety)
105 [schools-tackle-student-depression-anxiety](http://nea.org/advocating-for-change/new-from-nea/peer-programs-helping-schools-tackle-student-depression-anxiety)
106

107 Williams, J. M., Greenleaf, A. T., Barnes, E. F. & Scott, T. R. (2019). High-
108 achieving, low-income students' perspectives of how schools can promote
109 the academic achievement of students living in poverty. *Improving Schools,*
110 *22(3), 224–236.* <https://doi.org/10.1177/1365480218821501>



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

The School Counselor and School Counselor Preparation Programs
(Adopted 2008, Revised 2014, 2020, 2026 draft)

ASCA Position

School counselors are best prepared through master’s-level programs that align with the philosophy and vision of the ASCA National Model®, the ASCA School Counselor Professional Standards & Competencies, the ASCA Standards for School Counselor Program Preparation, the ASCA Ethical Standards for School Counselor Education Faculty and the ASCA Ethical Standards for School Counselors. These programs emphasize training that helps ensure school counselors are equipped to establish, maintain and enhance a school counseling program that enhances life-readiness and academic success.

The Rationale

School counselor preparation programs are vital to the appropriate development of future school counselors. School counselor preparation programs equip school counseling students to address student needs by integrating professional and ethical standards into the design, implementation and assessment of school counseling programs. These programs ensure emerging school counselors can lead programs that promote success for each and every student (ASCA, 2024; Gilfillan et al., 2026).

The Impact on Emerging School Counselors

Effective school counselor preparation programs provide education that equips school counseling students to design, implement and assess school counseling programs in the pre-K–12 setting. These programs help students develop the knowledge, attitudes and skills needed to demonstrate the following:

Professional Foundation – School counseling graduates are able to:

- Apply education and counseling knowledge, theories, principles, standards and competencies to inform the development and implementation of a school counseling program
- Apply knowledge of cultural, social and environmental influences to enhance student success and opportunities
- Provide leadership, advocacy and collaboration to create systemic change that enhances student success and opportunities

42

43 **Direct and Indirect Student Services** – School counseling graduates are
44 able to provide:

- 45 • Direct services to students including the continuum of classroom
46 instruction, appraisal & advisement (Tier 1) and small-group and
47 individual counseling (Tier 2). Direct services enhance student access,
48 life-readiness and academic success through delivery of the ASCA
49 Student Standards.
- 50 • Indirect services on behalf of students including referrals, consultation
51 and collaboration provided on behalf of students through the school
52 counselor’s interactions with others (Tiers 1, 2 and 3).

53

54 **Planning and Assessment** – School counseling graduates are able to:

- 55 • Articulate how the school counseling program aligns with the school
56 and district vision and mission
- 57 • Identify achievement gaps
- 58 • Develop achievement gap plans based on student data
- 59 • Assess and report program impact
- 60 • Use time appropriately aligned with national recommendations
- 61 • Establish agreement about the school counseling program with the
62 administrator in charge of the program
- 63 • Convene an advisory council for the school counseling program
- 64 • Use an appropriate school counselor performance appraisal process
65 (ASCA, 2025b; Dollarhide et al, 2021; Goodman-Scott et al., 2023)

66

67 Field-based experiences are essential to school counselor preparation. These
68 experiences should provide training aligned with the school counselor
69 preparation program and further develop the students’ knowledge, attitudes
70 and skills necessary to implement a school counseling program. Field-based
71 experiences are supervised by a fully licensed or certified school counselor in
72 the pre-K–12 setting and a university supervisor with the appropriate school
73 counselor educator qualifications.

74

75 School counselor preparation programs are facilitated by school counselor
76 educators who have the knowledge, attitudes and skills necessary to prepare
77 school counselors to promote each and every student’s academic, career and
78 social/emotional development. School counselor educators have appropriate
79 preparation and experience to understand and teach current issues and
80 trends in school counseling. School counselor educators should hold an
81 earned doctoral degree in counselor education, counseling psychology,
82 educational leadership or a closely related field. Adjunct faculty/instructors
83 will minimally have a master’s degree in school counseling and have
84 significant school counseling experience. All university instructors should
85 have experience as an employed school counselor.

86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125

Summary

School counselor preparation programs emphasize the development of the knowledge, attitudes and skills needed by emerging school counselors to implement effective school counseling programs that empower each and every student to succeed and achieve in their pre-K–12 experiences. These programs align with the philosophy of the ASCA National Model®, the ASCA School Counselor Professional Standards & Competencies, the ASCA Ethical Standards for School Counselor Education Faculty and the ASCA Ethical Standards for School Counselors. School counselor educators have the appropriate education, training, experience and commitment to prepare school counselors to respond to the changing expectations and dynamics of students, families, schools and communities.

References

- American School Counselor Association. (2019). *ASCA Standards for School Counseling Preparation*
- American School Counselor Association. (2021). *ASCA Student Standards: Mindsets & Behaviors for Student Success*
- American School Counselor Association. (2022). *ASCA Ethical Standards for School Counselors*
- American School Counselor Association. (2024). *ASCA Ethical Standards for School Counselor Education Faculty*
- American School Counselor Association. (2025a). *ASCA National Model: A framework for school counseling programs* (5th ed.).
- American School Counselor Association. (2025b). *ASCA School Counselor Professional Standards & Competencies*.
- Cinotti, D. (2014). Competing professional identity models in school counseling: A historical perspective and commentary. *The Professional Counselor*, 4(5), 417–425. <https://doi.org/10.15241/dc.4.5.417>
- Dollarhide, C. T. & Saginak, K. A. (2021). *Comprehensive school counseling programs: K–12 delivery systems in action* (3rd ed.). Pearson.

126 Gilfillan, B., Dahir, C., Hiltz, D., Guzman, Y., Barrow, S., Scott, S., Berger, C., Blalock, S. &
127 Campbell, L. (2026). Transforming school counselor education: A Delphi study.
128 *Professional School Counseling*, 30(1), Article 2156759X251412819.
129
130 Goodman-Scott, E., Betters-Bubon, J., Donohue, P. & Olsen, J. (2023). *The school*
131 *counselor's guide to multi-tiered systems of support* (2nd ed.). Routledge.
132
133 Janson, C., Stone, C. & Clark, M. A. (2009). Stretching leadership: A distributed
134 perspective for school counselor leaders. *Professional School Counseling*, 13(2), 98–106.
135 <https://doi.org/10.5330/PSC.n.2010-13.98>

DRAFT



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

The School Counselor and Supervision

(Adopted 2021; 2026 draft)

ASCA Position

School counselors engage in quality supervision during their training and professional practice to enhance the implementation of the school counseling program. Supervision by individuals who have a background in school counseling and supervision training enhances school counselors’ professional growth and leadership development in their roles as practitioners and potential supervisors.

The Rationale

School counselors, including those in training, engage in supervision as part of their ethical and professional responsibility to support the delivery of school counseling programs that promote academic, career and social/emotional development for each and every student (ASCA, 2025a, 2025b). Supervision is distinct from administrative evaluation and is grounded in professional standards that prioritize student welfare, ethical practice and continuous improvement.

School counselors pursue consultation and supervision in their school counselor training program and throughout their professional career to strengthen their school counseling skills and remain culturally supportive and ethically compliant (ASCA, 2019, 2020, 2022). Supervision provides opportunities for school counseling students, novice school counselors and experienced school counselors to develop and refine the skills required to address the needs of each and every student (Bultsma, 2021). Supervision is also helpful in adapting to changing cultural, developmental and environmental demands.

School counseling ethical and professional standards highlight the need for school counselors to seek supervision and training as supervisors (ASCA, 2019, 2020). Effective supervision draws on supervision models specific to school counseling, ethics, social justice, professional development, leadership, advocacy and other professional roles (ASCA, 2019, 2020, 2023; Hilts & Levy, 2025). Trained school counselor supervisors provide necessary professional development that supports school counselors and school

40 counseling students to be well-prepared, skilled and competent practitioners
41 (Bernard & Goodyear, 2019; Brown & Carrola, 2022).

42

43 **The School Counselor's Role**

44 Effective school counselor supervision is an intensive, interpersonally
45 focused, individual or small-group intervention delivered by a more senior
46 member of the profession to a junior member to facilitate continued
47 professional growth (Bernard & Goodyear, 2019).

48

49 School counselors who serve in a supervisory role:

- 50 • Establish expectations and structures that support supervisees' active
51 engagement and meaningful participation in the supervision process,
52 recognizing supervision as a collaborative and developmental
53 professional practice (Miserentino & Hannon, 2022).
- 54 • Maintain appropriate credentialing and demonstrate expertise in school
55 counseling (ASCA, 2019, 2022)
- 56 • Provide supervision grounded in school-counseling-specific knowledge,
57 including the appropriate role and scope of school counseling practice
58 (Bledsoe et al., 2021)
- 59 • Promote the implementation of school counseling programs aligned
60 with the ASCA National Model® (ASCA, 2022, 2024)
- 61 • Model ethical decision-making and ensure adherence to the ASCA
62 Ethical Standards for School Counselors (ASCA, 2022)
- 63 • Serve as professional gatekeepers who monitor school counselor
64 candidates' development and address any concerns that could affect
65 their professional practice (ASCA, 2024)
- 66 • Engage in ongoing professional development (ASCA, 2025a; Mecadon-
67 Mann & Tuttle, 2023; Um & Bardhoshi, 2024)
- 68 • Remain current on school counseling research, trends and best
69 practices (Taylor et al., 2023)

70

71 School counselors who serve as site supervisors or mentors uphold
72 standards of integrity, leadership and professionalism while supporting
73 supervisees. In alignment with ethical standards, supervisors collaborate
74 with school counselor preparation programs to promote supervision practices
75 that are developmentally appropriate, culturally responsive and consistent
76 with professional expectations (ASCA, 2019, 2022).

77

78 School counselor supervisors must have the following qualifications:

- 79 • School counseling licensure or certification with an understanding of
80 school counseling programs and school counselors' ethical practices
- 81 • A minimum of two years of professional experience within school
82 counseling
- 83 • Relevant training in school counselor supervision

84 (ASCA, 2022; Neyland-Brown, et al., 2019)

85 **Summary**

86 School counselor supervision supports the ongoing personal and professional
87 development of practicing school counselors and school counseling students
88 in the knowledge and skills required to deliver effective school counseling
89 programs. Supervision focuses on the development of school counseling
90 skills and the integration of school counselor standards and competencies in
91 practice. School counselor supervisors have the appropriate background,
92 experience and training needed to prepare school counselors to meet the
93 needs and challenges of students, families, schools, colleagues and
94 communities.

95

96 **References**

97 American School Counselor Association. (2019). *ASCA Standards for School Counselor*
98 *Preparation Programs*

99

100 American School Counselor Association. (2020). *Making Supervision Work*

101

102 American School Counselor Association. (2022). *ASCA Ethical Standards for School*
103 *Counselors*

104

105 American School Counselor Association. (2023). *The School Counselor and School*
106 *Counseling Programs*

107

108 American School Counselor Association. (2024a). *ASCA Ethical Standards for School*
109 *Counselor Education Faculty*

110

111 American School Counselor Association. (2024b). *ASCA National Model: What the*
112 *research says*

113

114 American School Counselor Association. (2025a). *ASCA National Model: A framework for*
115 *school counseling programs* (5th ed.)

116

117 American School Counselor Association. (2025b). *ASCA School Counselor Professional*
118 *Standards & Competencies*

119

120 Bernard, J. M. & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.).
121 Pearson.

122

123 Bledsoe, K. G., Burnham, J. J., Cook, R. M., Clark, M. & Webb, A. L. (2021). A
124 phenomenological study of early career school counselor clinical supervision
125 experiences. *Professional School Counseling*. <https://doi.org/10.1177/2156759X21997143>
126

127 Brown, C. H. & Carrola, P. (2022). A creative supervision approach for school counselors
128 supervising interns. *Journal of Creativity in Mental Health*, 17(1), 67–81.
129 <https://doi.org/10.1080/15401383.2020.1842276>
130

131 Bultsma, S. A. (2021). Supervision experiences of new professional school counselors.
132 *Michigan Journal of Counseling*, 39(1), 4–18. <https://doi.org/10.22237/mijoc/1325376060>
133 Council for Accreditation of Counseling and Related Educational Programs. (2024).
134 CACREP standards. <https://www.cacrep.org/for-programs/2024-cacrep-standards/>
135

136 Hilts, D. & Levy, I. (2025). The educator – school counselor school counseling supervision
137 model. *Journal of Counseling & Development*, 103(4), 389–402.
138 <https://doi.org/10.1002/jcad.70002>
139

140 Mecadon-Mann, M. & Tuttle, M. (2023). School counselor professional identity in
141 relation to post-master’s supervision. *Professional School Counseling*, 27(1).
142 <https://doi.org/10.1177/2156759X231163028>
143

144 Miserentino, J. & Hannon, M. D. (2022). Supervision in schools: A developmental
145 approach. *Journal of Counselor Preparation and Supervision*, 16(1).
146 <https://repository.wcsu.edu/jcps/vol16/iss1/2/>
147

148 Neyland-Brown, L., Laux, J. M., Reynolds, J. L., Kozlowski, K. & Piazza, N. J. (2019). An
149 exploration of supervision training opportunities for school counselors. *Journal of School*
150 *Counseling*, 17(1), 1–2. <https://files.eric.ed.gov/fulltext/EJ1203244.pdf>
151

152 Taylor, J. V., Zabek, F., Koide, J., Phelps, A. D., Zeanah, K. L. & Lyons, M. D. (2023).
153 Utilizing a telementoring model to promote the evidence-based school counseling
154 model. *Professional School Counseling*, 27(1a).
155 <https://doi.org/10.1177/2156759X231186742>
156

157 Um, B. & Bardhoshi, G. (2024). Organizational resources, burnout and work engagement
158 of school counselors: The mediating effect of professional identity. *Journal of Counseling*
159 *& Development*, 103, 60–70. <https://doi.org/10.1002/jcad.12493>

H. Recognition and Awards

The ASCA Board of Directors will recognize exemplary state school counselor associations and individuals who have contributed to ASCA's success.