



ASCA Business Meeting

July 12, 2024



2024 ASCA Business Meeting

July 12, 2024

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. 2023 Business Meeting Minutes
- F. State of the Association
- G. Position Statements
- H. Bylaws Revision
- I. New Business
- J. Recognition and Awards

A. Call to Order

Lisa Fulton, Chair of the ASCA Board of Directors, will call the meeting to order.

Action Requested

None

B. Welcome and Introductions

Ms. Fulton will welcome the Delegates and introduce the ASCA Board of Directors.

Action Requested

None

C. State of the Profession

Ms. Fulton will provide a report about developments in the school counseling profession during the past year.

Action Requested

None

D. Standing Rules/Parliamentary Procedures

Parliamentarian Lyndsey Brown will present the standing rules of Delegate Assembly. The following information is from the ASCA Board of Directors Procedures Manual.

Action Requested

None

Delegate Assembly

1. Representation

- 1-A. The Delegate Assembly consists of voting members of the ASCA Board of Directors and Delegates of the chartered Divisions.
- 1-B. Each chartered Division may appoint up to two Delegates.
- 1-C. Delegates to the ASCA Delegate Assembly are members of their state school counselor association and are Professional or Retired members of ASCA, as required by ASCA Bylaw.

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 associations.
- 2-B. Delegate terms begin when Delegate credentials are approved and end on the day prior to the first day of Delegate Assembly the following year.
- 2-C. Delegates are expected to attend ASCA Delegate Assembly meetings in their entirety.
- 2-D. Delegates are expected to be prepared for ASCA Delegate Assembly 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 Delegate Assembly shall meet annually.
- 3-B. The Chair of the Board shall preside at meetings of the Delegate Assembly. In the absence of the Chair, the Assistant Chair shall preside.
- 3-C. In accordance with ASCA Bylaw, the ASCA Board of Directors shall appoint a Parliamentarian to help ensure that the Delegate Assembly is conducted in accordance with ASCA Bylaw, the principles of Policy Governance and the rules approved by the Delegates.
- 3-D. Delegates to the Delegate Assembly 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 discussions 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 Assembly.
- 3-G. Decisions are made by a majority vote of Delegates, in accordance with ASCA Bylaw and the following procedures.
 - 1. Any Delegate may make a motion.
 - 2. All motions must be supported by a second prior to discussion and vote.
 - 3. 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, then another motion may be introduced.
 - 4. 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.
 - 5. Any Delegate may propose ending discussion at any time by calling for a vote of a motion. When this occurs, the Delegate Assembly must agree by majority vote to end discussion. If a majority of Delegates votes to end discussion, then Delegates will vote on the main motion without further discussion.
 - 6. 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.
 - 7. The presiding chair may rule any motion out of order if it contradicts ASCA Bylaw, the principles of Policy Governance or the standing rules approved by the Delegates.
- 3-H. Members of the Association other than members of the Delegate Assembly may observe the Delegate Assembly and may address the group at the discretion of the presiding chair. These members may not introduce motions or vote.

E. 2023 Business Meeting Minutes

The minutes from the 2023 Business Meeting are included. Delegates are asked to review the minutes from the 2023 Business Meeting.

Action Requested:

Delegates are asked to approve or amend the minutes from the 2023 Business Meeting.



2023 ASCA Business Meeting

July 14, 2023
3:45 to 6:00 p.m. ET
Atlanta, Ga.

A. Call to Order

Geoff Heckman, chair of ASCA’s Board of Directors, called the meeting to order at 3:45 p.m. ET on Friday, July 14, 2023.

B. Welcome and Introductions

Mr. Heckman welcomed the Delegates, introduced the ASCA Board of Directors and acknowledged ASCA board committee volunteers.

C. State of the Profession

Mr. Heckman shared challenges school counselors have faced over the past year and focused on the collective need for school counselors to have a common and consistent identity. While the school counseling profession has made monumental strides, it is under attack from harmful state legislation and misinformation campaigns created by formally recognized hate groups in an attempt to spread inaccurate propaganda about the role of the school counselor.

Mr. Heckman acknowledged the association’s role in creating position statements, campaigns, committees, certified training programs, specialists trainings all as a guide to creating a common and consistent identity. Mr. Heckman called on the school counseling leaders in the room to demonstrate and move the common and consistent identity forward in their everyday work and to become the advocates that insist on the appropriate role of the school counselor in their schools and communities. Mr. Heckman concluded with urging everyone’s individual voice to be an advocate for the common and consistent identity that is articulated in the association’s foundational documents.

D. Standing Rules/Parliamentary Procedures

Parliamentarian, Josh Godinez from California, presented the procedures for Delegate Assembly.

E. 2022 Business Meeting Minutes

Motion—It is moved to approve the 2022 Business Meeting Minutes. The motion was made by Patrice Davis of Alabama and seconded by Charlene Soukup from South Dakota.

Vote—The motion passed with ninety-two voting in favor, zero against and one abstention.

F. State of the Profession

Jill Cook provided a review of the work of the association over the last year. She acknowledged the 20th anniversary of the ASCA National Model and shared new resources and programs developed to support ASCA's mission. Ms. Cook reported on collaborations with the U.S. Department of Education and dozens of coalitions and partnerships.

Additionally, Ms. Cook announced she has been elected to serve as chair of the Learning First Alliance effective July 1, 2023, which is the first time an ASCA leader has served as chair in this prominent organization of education stakeholders. Ms. Cook reported growth of the association since adopting the Policy Governance model in 2000, including membership, finances, staff and an abundance of resources offered to create a common and consistent school counselor identity and to equip state and territory school counselor associations to run effectively.

Dr. Eric Sparks led the Delegates in an activity to highlight prominent events in ASCA's history.

G. Member Linkage Committee Update

Dr. Rebecca Pianta, chair of the Member Linkage Committee, thanked committee members for their work and reviewed the committee's work over the past year. Dr. Pianta shared the purpose of the Member Linkage Committee work, a summary of the board's policy changes and a summary of the DEI training that the board completed. Dr. Pianta detailed the multi-year linkage plan to guide member linkage in future years. Dr. Pianta facilitated small table groups to discuss the ASCA Board linkage with state school counselor associations as the board of directors plan activities to visit state conferences and further refine the governing board linkage strategy.

H. Position Statements

ASCA Position Statements Committee Chair, Andres Castro and assistant chair Andrew Schuerman, thanked the committee members for their work and provided background on the revision process. The committee revised eight statements and proposed three new statements in 2023. As in previous years, the committee held a public comment period in the fall of 2022 to inform the revision process and again during April 2023 for additional input.

The Delegates were asked to approve the following statements:

1. The School Counselor and Academic Development
2. The School Counselor and Career Development
3. The School Counselor and Identification, Prevention and Intervention of Harmful or Disadvantageous Behavior
4. The School Counselor and Retention, Social Promotion and Age-Appropriate Placement
5. The School Counselor and School Counseling Programs
6. The School Counselor and Social/Emotional Development
7. The School Counselor and Student Safety with Digital Technologies
8. The School Counselor and Virtual/Distance School Counseling
9. The School Counselor and Military-Connected Students
10. The School Counselor and School Resource Officers
11. The School Counselor and Universal Screening

Motion—It is moved to accept the recommendations from the Position Statement Committee as presented. The motion was made by Tanya Kirschman from Montana and seconded by Anna Simmons from West Virginia.

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

I. Bylaws Revisions

Lisa Fulton, chair of the Bylaws 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 other policies and manuals and to allow for gender neutral terminology.

The Bylaws Committee proposes the following revisions:

ARTICLE II: MEMBERSHIP

ARTICLE II, SECTION 1. Types of Membership. This Association shall include four types of membership: Professional, Retired, Student, and Affiliate.

ARTICLE II, SECTION 2. Requirements of Membership. In order to qualify for one of the four types of membership, the following requirements must be met for each category of membership being sought.

- II-2a. Professional Membership. School counseling professionals who hold a master’s degree or higher in school counseling or the substantial equivalent and are employed as school counselors, supervisors of school counselors or school counseling at the school, district, **regional** or state level, or professors of counseling in a graduate program that prepares school counselors are eligible for Professional membership.
- ▲ II-2b. Retired Members. Professional members in retirement are eligible for Retired membership.
- II-2c. Student Membership. Students enrolled in a master’s level program that prepares school counselors are eligible for Student membership.
- II-2d. Affiliate Membership. Individuals who have an interest in school counseling, who are not eligible for any other type of membership, are eligible for Affiliate membership.

ARTICLE II, SECTION 3. Dues. Dues for all categories of membership shall be established in accordance with ASCA policies and procedures that address Membership.

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 3. Board of Directors

- V-3a. The voting members of the Board of Directors shall consist of nine at-large Directors.
- V-3b. The Chair of the Board shall be an elected Director on the Board of Directors who is selected by the members of the Board of Directors to serve a one-year term as the Chair of the Board, in accordance with policies and procedures that address Governance.
- V-3c. The Assistant Chair of the Board shall be an elected Director on the Board of Directors who is selected by the members of the Board of Directors to serve a one-year term to assist the Chair of the Board and to serve as the Chair of the Board in the Chair's absence, in accordance with policies and procedures that address Governance.

- V-3d. At-large Directors shall be elected by the ASCA membership to serve a three-year term to take actions or to make decisions on behalf of the members in accordance with ASCA policies and procedures that address Governance.
- V-3e. Three Directors shall be elected by the ASCA membership each year.
- V-3f. Directors shall not serve more than two terms on the Board of Directors.
- V-3g. The term of office for any elected Director shall coincide with the Fiscal Year of ASCA.
- V-3h. Directors must be employed full-time in school counseling in a school, school district, **regional** or state department of **e**Education or as a full-time faculty in a school counselor education program.
- V-3i. Directors must hold a valid school counselor license or certificate issued by a state department of education or equivalent state or federal agency.
- V-3j. Directors must maintain ASCA Professional Membership through the entirety of their term.
- V-3k. Directors must be a member of an ASCA affiliated state school counselor association through the entirety of their term.

ARTICLE V, SECTION 4. Nominations and Elections of Board of Directors.

- V-4a. Three Directors shall be elected annually through a general election by ASCA Professional and Retired members held in accordance with ASCA Policies and procedures that address Nominations and Elections.
- V-4b. Candidates must be an ASCA professional member and hold a master's degree or higher In school counseling or the substantial equivalent and must be **employed full-time in school counseling in a school, school district, regional or state department of education or as a full-time faculty in a school counselor education program.**~~as school counselors, supervisors of school counselors or school counseling at the school, district, or state level or professors of counseling in a graduate program that prepares school counselors.~~
- V-4c. Candidates must have been practicing school counselors for at least five years on the due date for the submission of candidate applications.
- V-4d. Candidates must hold a valid school counselor license or certificate issued by a state department of education or equivalent state or federal agency on the due date for the submission of candidate applications.
- V-4e. Candidates must be ASCA Professional Members and must have been ASCA Professional Members for at least the five continuous years immediately preceding the due date for the submission of candidate applications and must be a member of an ASCA affiliated state school counselor association.
- V-4f. Candidates are required to complete ASCA leadership training no more than five years before the due date for the submission of candidate applications.
- V-4g. Candidates for the Board of Directors shall meet additional qualifications required by ASCA policies and procedures that address Nominations and Elections.
- V-4h. Candidates whose eligibility changes at any time during the election process must notify the Nominations and Elections Committee Chair.
- V-4i. The Nominations and Elections Committee shall conduct elections in accordance with ASCA policies and procedures that address Nominations and Elections and presents their recommendation to the Board for approval.
- V-4j. The Nominations and Elections Committee selects a slate of candidates not to exceed eight candidates.

- V-4k. Nominations and Elections guidelines shall be developed by the Nominations and Elections Committee and approved by the Board of Directors.
- V-4l. If any elected candidate should be unable to assume office by the beginning of ASCA's Fiscal Year, the candidate with the next highest number of votes in the election shall be asked to serve in the vacant position. If none of the candidates agrees to serve, the Board of Directors shall fill the vacancy.

ARTICLE VII: OPERATIONAL STRUCTURE

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 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. ~~in order for the board to be fully accountable to those it represents.~~ To ensure transparency and accountability to ASCA members, the board will seek input and share results with membership. The committee also plans the annual business meeting in accordance with ASCA Bylaws, policies, and procedures. The Membership Linkage Committee is appointed annually by the Board of Directors.

ARTICLE IX: INDEMNIFICATION

ARTICLE IX, SECTION 1. The Association shall indemnify each member of the Board of Directors and each of its officers, as described in Article V for the defense of civil or criminal actions or proceedings as hereinafter provided and, notwithstanding any provision in these Bylaws, in a manner and to the extent permitted by applicable law.

- ▲ ARTICLE IX, SECTION 2. The Association shall indemnify each of its directors and officers, as aforesaid, from and against any and all judgments, fines, amounts paid in settlement, and reasonable expenses, including attorney's fees, actually and necessarily incurred or imposed as a result of such action or proceedings, or an appeal therein, imposed upon or asserted against ~~them~~ ~~him or her~~ by reason of being or having been such a director or officer and acting within the scope of ~~their~~ ~~his or her~~ official duties, but only when the determination shall have been made judicially or in the manner hereinafter provided that ~~they~~ ~~he or she~~ acted in good faith for the purpose which ~~they~~ ~~he or she~~ reasonably believed to be in ASCA's best interests and, in the case of criminal action or proceeding, in addition, had no reasonable cause to believe that ~~their~~ ~~his or her~~ conduct was unlawful.

Motion—It is moved to accept the 2023 Bylaws revisions from the Bylaws Committee as presented. The motion was made by Lezya Weglarz from California and seconded by Holly Jensen from Utah.

Vote—The motion passed with 101 voting in favor, 0 against and 0 abstentions.

J. New Business

No new business was presented.

K. Recognition and Awards

Mr. Heckman and board members recognized state school counselor associations who were celebrating anniversary commemorations, membership achievements and those states who submitted state Bylaws for review. Ms. Fulton also recognized Mr. Heckman, Ms. Arvidson and Dr. Pianta as outgoing members of the ASCA Board of Directors.

The Massachusetts SCA was recognized as the first recipient of the Pinnacle Award that honors an SCA for an outstanding innovation within their association.

The meeting adjourned at 5:52 p.m. EDT.

Board Members in Attendance:

Geoff Heckman, Chair
Lisa Fulton, Assistant Chair
Sue Caponi Arvidson
Dr. Eva Gibson
Priscilla Grijalva
Steve Sharp
Dr. Rebecca Pianta
Richard Tench
Christy Welch

Parliamentarian: Josh Godinez (non-voting)
Staff Members: Jill Cook, Amanda Fitzgerald, Eric Sparks

State/Territory Delegates in attendance:

Alabama
Daniel Birdsong
Patrice Davis

Alaska
Thomas Dunning
Sarah Swanson

Arizona
Justin Curran

Arkansas
Kelli Dockery
Allison Spraggins

California
Andres Castro
Lezya Weglarz

Colorado
Matthew McClain
Katie Brown

Connecticut
Todd Dyer
Sharon Veatch

Delaware
Kristina Hall
Maud Forsberg-Davis

Florida
Veronica Kirby
Carmen Larson

Georgia
Jennifer Diaz
Robin Zorn

Indiana
Amanda Davis
Michelle Rushing

Iowa
Courtney Cook
Jaclyn Lussenhop

Kansas
Jana Biery
Melanie Scott

Kentucky
Heather Bushelman
Sherlyn Bratcher

Louisiana
Miriam Davis
Taneka Fuller

Maine
Rebecca Edelman
Scott Harris

Maryland
Nikki Ham
Maureen Ponce

Massachusetts
Melinda Cripps
Jessica Descartes

Michigan
Bethany Gravert
JoAnne Wegrzynowicz

Minnesota

Nebraska
Rachel Catlett
April Knust

Nevada
Linda Massena-Noel
Ashley Leon Ramirez

New Hampshire
Michaela Thomas

New Jersey
Jennifer Correnti
Jason Sabino

New Mexico
Heather Fried
Kristin Reeder

New York
Marjorie Miller
Lysa Mullady

North Carolina
Nartarshia Sharpe
Connie Thompson

North Dakota
Jessica Gilsrud
Angel Lindseth

Ohio
Cara Habermehl
Diane Zimmer

Oklahoma
Chelsea Hinkle

**South Carolina -
Palmetto State**
Kimberly Brown
Clayton Henke

South Dakota
Amanda Bender
Charlene Soukup

Tennessee
Amy Baltimore
Blair Vincent

Texas – Lone Star
Dana Jackson
Myra Ortega

Utah
Holly Jensen
Chandra Walker

Vermont
Phyllis Currao
Suzanne Francke

Virginia
Amy Carroll
Jentae Scott-Mayo

Washington
Marvin Marks
Denise Reddinger

West Virginia
Michael Ryan
Anna Simmons

Wisconsin

Guam

Nadine Cruz
Brenda Porter

Hawaii

Scott Miyagi
Nicole Yonamine

Idaho

Baylie Bunn
Aimee Hurst

Illinois

Brian Coleman
Haley Wikoff

Kelsey MacQueen
Calli Moreau

**Mississippi-
Magnolia State**

Ebonee Magee-Dorsey
Semone Olive

Missouri

Becky Chambers-
Arway
Kami Johnson

Montana

Robin Cormier
Tanya Kirschman

Sally Tilley

Oregon

Michelle Flores
Stacey Parrish

Pennsylvania

Emilia Peiffer
Larissa Valonis

Rhode Island

Anne-Marie Flaherty
Lisa Fontaine

Aria Krieser

Erika Spear

Wyoming

Janet Buchhammer
Lucas Grant

F. State of the Association

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

Action Requested

None

G. Position Statements

Position Statements Committee chair Dr. Andrew Schuerman and assistant chair Dr. Crystal Hatton 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.

2024 ASCA Position Statements Committee Members

Thank you to the following ASCA members for their dedicated work on the 2024 ASCA Position Statements Committee.

Andrew Schuerman, MO: Chair

Crystal Hatton, VA: Assistant Chair

Jon Borland, TN

Felicia Burbaugh, FL

Sara Carpenter, MO

Stacie Collier, WA

Jennifer Correnti, NJ

Alma Dominguez-Barrios, TX

Tiffany Fuller, AL

Melanie Hayes, CA

Erin Lane, IA

Margarita Landeros, CA

Lisa Lucas- WA

Amber Mungavin, VA

Jacinta Nafziger, MI

Taqueena Quintana, MD

Morgan Roberts, TX

Monica Rosales, CA

Tracey Segal, NY

Julie Silipo, CO

Jesika Stuart, TN

Sarah Zalewski, CT

Committee Work Timeline

DATE	TASK
December 2023	ASCA Position Statements Committee members were identified.
Mid-December 2023–Feb. 15, 2024	ASCA gathered public comments for position statements up for review.
Jan. 17, 2024	Meeting 1 – Committee reviewed positions, developed schedule, assigned tasks and identified considerations for the one newly proposed statement.
Jan. 31, 2024	Meeting 2 - Subcommittees give high level overview of thoughts and asked questions they had
February 2024	Subcommittee meetings were held to research current literature and identify recommendations for position statement revisions and considerations for new statements. Chair and co-chair provided support as needed.
Feb. 21, 2024 (Group A) Feb. 28, 2024 (Group B)	Meeting 3 – Committee reviewed initial direction and obtained recommendations for revisions (informed by public comments); due to number of committee members, sequential meetings were held in two groups – A and B.
March 6, 2024 (Group A) March 13, 2024 (Group B)	Meeting 4 – Subcommittees present their preliminary drafts to the full committee for feedback and questions.
April 1, 2024	Final drafts due to committee chair and assistant chair for review before Meeting 5
April 3, 2024	Meeting 5 - Committee reviewed drafts of position statements prior to submission to ASCA staff for review.
April 4-14, 2024	Chair and assistant chair met to review statements for edits.
April 15, 2024	Drafts of all statements were sent to ASCA staff edits for style and grammar; when applicable, drafts of statements were sent to chair and co-chair for revision.
May 6 – May 31, 2024	ASCA staff gathered public comments on edits and new statements; comments were derived from the public, ASCA staff, as well as committees within ASCA. Suggested edits were sent to Position Statement Committee.
May 31–June 6, 2024	Chair and co-chair reviewed and revised statements informed by ASCA staff feedback, public comment feedback and feedback from the DEI Committee.
June 6, 2024	Final drafts were sent to ASCA staff for inclusion in Delegate Assembly working papers.

Revised Position Statements

Statement	Years of Adoption and Revision
1. Career and Technical Education <i>(combined with Career Development, stand-alone position statement on CTE is eliminated)</i>	Adopted 2017 <i>Revised 2023, 2024</i>
2. Students Experiencing Homelessness	Adopted, 2010 <i>Revised 2018, 2024</i>
3. Confidentiality	Adopted 1974 <i>Reaffirmed 1980</i> <i>Revised 1986, 1993, 1999, 2002, 2008, 2014, 2018, 2024</i>
4. Equity for All Students	Adopted 2006 <i>Revised 2012, 2018, 2024</i>
5. High-Stakes Testing <i>(combined with Test Preparation, the latter stand-alone position statement was eliminated)</i>	Adopted 2002 <i>Revised 2007, 2014, 2017, 2024</i>
6. Student Appraisal and Advisement & Postsecondary Preparation	Adopted 1994 <i>Revised 2000, 2006, 2012, 2013, 2017, 2024</i>
7. Student Sexual Wellness	Adopted 1988 <i>Revised 1993, 1999, 2001, 2006, 2012, 2018, 2024</i>
8. Students in Foster Care	Adopted 2018 <i>Revised 2024</i>
9. Suicide Prevention, Intervention and Postvention/Awareness	Adopted 2018 <i>Revised 2024</i>
10. Use of Non-School-Counseling-Credentialed Personnel in Implementing the School Counseling Program	Adopted 1994 <i>Revised 2000, 2006, 2012, 2018</i>
11. Section 504	Proposed 2024

Summary of Work on the 2024 Position Statements

1. **The School Counselor and Career and Technical Education**

(Adopted 2018; First Revision 2024)

The committee began discussing the possibility early on of combining the existing position statement on Career and Technical Education (CTE) with the position statement on Career Development. The rationale for doing so is that other secondary programming and postsecondary options that are separately addressed in their own position statements represent students from historically marginalized or disenfranchised backgrounds (e.g., Students in Foster Care, Experiencing Homelessness, LGBTQ+ Youth, etc.), and/or involve student groups with very specific identification and eligibility criteria and processes (e.g., Gifted and Talented Student Programs, Students with Disabilities, etc.). The full committee ultimately agreed that integrating key elements of the CTE position statement into the Career Development position statement was most prudent. These key elements included beginning exploration of CTE options at least by middle school, and the importance of project-based and hands-on learning opportunities.

2. **The School Counselor and Students Experiencing Homelessness**

(Adopted, 2010; revised, 2018, 2024)

The title of the current position statement references “Children Experiencing Homelessness” and the new proposed title has been changed to “Students Experiencing Homelessness.” The committee noted that incorporating “students” within the title and throughout the position statement would be inclusive of children, adolescents, and others who reach the legal age while still enrolled in school. The revised statement also emphasizes the importance of understanding students’ diverse experiences and collaborating with other educational partners to meet their needs. Lastly, based on the committee members’ professional experiences and feedback from ASCA’s public comment period, the revised statement acknowledges that school counselors should serve as advocates for students experiencing homelessness by referring them to appropriate personnel and resources rather than serving as decision makers regarding eligibility for services under McKinney-Vento.

3. **The School Counselor and Confidentiality**

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

As with the current statement, this revised statement also acknowledges that confidentiality helps establish trust within the relationship between the student and school counselor. However, confidentiality may need to be breached to prevent serious and foreseeable harm to students or others and to adhere to legal requirements, including state and local laws as well as school district policies and ethical standards. Given the prevalence of current legislation that has impacted both the nature of school counseling services and confidentiality, this revised statement highlights the importance of following the law and ethics, informing students of the limits of confidentiality, and exercising caution and sensitivity should a breach need to occur.

4. The School Counselor and Equity for All Students

(Adopted 2006, revised 2012, 2018, 2024)

The revised statement identifies groups of students who have been historically marginalized within the educational system. As with the current statement, the revised statement also discusses race and ethnicity as a significant cultural component, but also acknowledges that various intersectionalities (i.e., being a student of color and having a learning disability) can yield greater inequity for students with regards to academic achievement, educational programming, and disciplinary practices. The revised statement also reiterates that school counselors can utilize their school counseling program to foster equity for all students by collaborating with families and other educational partners, utilizing data, and engaging in advocacy efforts.

5. The School Counselor and High-Stakes Testing

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

The committees for both this position statement and that of the existing Test Preparation position statement recognized early on the importance of bolstering content on equity and access. When examining the existing position statements on these related topics using this lens, it became clear how closely related they are. Equitable access to test preparation programs is a key way to equitably prepare students for high stakes testing, which is the broader topic under which test preparation exists. Another key consideration this subcommittee made was the distinction between *high stakes* testing (often used as singular assessments for advancement and graduation) and *standardized* testing, the former of which being most potentially problematic necessitating a clear position on the part of ASCA.

6. The School Counselor and Student Appraisal and Advisement & Postsecondary Preparation

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

Formerly known as the School Counselor and Individual Planning, the committee decided early on to change the name of this position statement to align with the terminology used in the ASCA National Model, 4th ed. The committee decided to keep a parenthetical reference to Individual Planning in the title, to ensure recognition of this fundamental element of the school counseling program. The committee also discussed the importance of noting the equity and access elements of appraisal and advisement. Finding updated sources for this position statement was particularly challenging.

7. The School Counselor and Student Sexual Wellness

(Adopted 1988; revised 1993, 1999, 2001, 2006, 2012, 2018, 2024)

This statement was formerly known as the School Counselor and the Prevention of Sexually Transmitted Infections. The committee decided early in the process that the role of school counselors is broader than just preventing STIs, and that was underscored in the literature on this topic. Further, the focus was broadened from just prevention to also include intervention when students are dealing with unwanted outcomes related to sexual wellness. Finally, the committee wanted to more directly tie this position statement to ASCA standards, including both the ASCA Ethical Standards and ASCA Students Standards. Language was also added to situate the importance of strong social and emotional health to positive student outcomes, and noted that unwanted outcomes of poor sexual wellness can jeopardize that well-being.

8. The School Counselor and Students in Foster Care

(Adopted 2018; revised 2024)

Changes made to this position statement reflected the importance of the role of school counselors in advocating for students in foster care to help mitigate the impact of an adverse childhood experience such as being in the child welfare system. One of the unique roles school counselors play is helping to ensure transitions between educational institutions are minimal and smooth when necessary.

9. The School Counselor and Suicide Prevention, Intervention and Postvention

(Adopted 2018, Revised 2024)

The title of the current position statement references “Suicide Prevention/Awareness” and the new proposed title will be changed to “Suicide Prevention, Intervention, and Postvention.” Incorporating “intervention” and “postvention” within the title and throughout the statement captures the various roles that school counselors have when addressing this phenomenon with students and families. The statement emphasizes the importance of notifying parents and guardians and following any federal, state, local, or district laws or protocols. While the statement acknowledges that universal screeners can provide valuable information about students in need of services, it also emphasizes that risk assessments should be used with caution. ASCA’s information gathering tool for suicide concern is mentioned as a resource that can be used (if approved by school districts) when meeting with students who have expressed suicidal thoughts or ideations.

10. The School Counselor and Use of Non-School-Counseling-Credentialed Personnel in Implementing the School Counseling Program

(Adopted 1994, Revised 2000, 2006, 2012, 2018)

The committee wanted to center the training and expertise that school counselors have when they earned a master’s degree in school counseling or an equivalent field, and their resulting qualifications to design and implement a school counseling program due to its positive impact on student outcomes. The committee also wanted to ground the importance of properly credentialed (a definition that was also added to the position statement) school counselors performing duties for which they are qualified in ASCA standards, including the Ethical Standards and the ASCA National Model.

11. The School Counselor and Section 504

(Proposed 2024)

This new position statement acknowledges that 504 planning and coordination are not appropriate roles for school counselors. However, being that school counselors are often assigned various duties related to 504 planning and coordination, the statement discusses the importance of adhering to school and district procedures while advocating for change that better aligns with ASCA’s professional standards. Lastly, the statement also highlights appropriate ways that school counselors can aid students with 504 plans.

Respectfully submitted,

Andy Schuerman, EdD (Chair) and Crystal Hatton, PhD (Assistant Chair)



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The School Counselor and Appraisal and Advisement for Postsecondary Preparation (Individual Planning)

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

Note: This statement was previously titled The School Counselor and Individual Student Planning for Postsecondary Education.

American School Counselor Association (ASCA) Position

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

Rationale

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

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

The School Counselor’s Role

School counselors take a proactive role in providing appraisal and advisement to students as a part of the school counseling program. They help students, families and staff assess the individual student’s strengths and interests and encourage the selection of a rigorous and relevant educational program supporting each student’s postsecondary goals.

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

62 **Summary**

63 School counselors design, implement and assess a school counseling program that
64 includes appraisal and advisement for all students to assist them in reaching their
65 academic, career and social/emotional goals. School counselors collaborate with
66 school staff, families and the community to ensure all students have the
67 opportunity to design a rigorous and relevant academic and career program that
68 will prepare them to achieve their postsecondary goals.
69

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The School Counselor and Confidentiality

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

American School Counselor Association (ASCA) Position

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

The Rationale

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

Confidentiality is the ethical term ascribed to the information communicated within the counseling relationship. The school counselor has an ethical obligation to keep information obtained within the counseling relationship confidential unless legal requirements or school board policy demand confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student or others.

Serious and foreseeable harm is different for each minor in schools and is determined by multiple factors, including a student’s developmental and chronological age, the setting, parental/guardian rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception to confidentiality (ASCA, 2022).

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

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

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

47

48 **The School Counselor's Role**

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

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

- 89 special services (e.g., HIPAA, FERPA, IDEA)
- 90 • Exercise caution and sensitivity when legally or ethically bound to
 - 91 breach confidentiality in an effort to advocate for the student’s well-
 - 92 being and preserve the student/school counselor relationship
 - 93 • Inform the student prior to the disclosure if possible
 - 94 • Collaborate with students to honor their autonomy and input as to
 - 95 how the disclosure occurs as much as developmentally appropriate

96

97 **Summary**

98 The relationship between students and their school counselor requires an

99 atmosphere of trust and confidence. However, students should be informed that

100 exceptions to confidentiality exist in which school counselors must inform others of

101 information they obtained in the counseling relationship. Breaches to

102 confidentiality are necessary to prevent serious and foreseeable harm to students

103 or others and to adhere to legal requirements, including state and local laws as

104 well as school district policies. School counselors work to advocate for policies and

105 practices that prioritize and protect student confidentiality, ensuring a safe and

106 trusting environment for all students.

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DRAFT



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The School Counselor and Career Development

3 (Adopted 2017; revised 2023, 2024)

4

5 *Note: This statement combines The School Counselor and Career Development and*
6 *The School Counselor and Career and Technical Education statements into one*
7 *statement.*

8

ASCA Position

9
10 School counselors deliver school counseling programs that enhance student growth
11 in three domain areas: academic, career and social/emotional development. As part
12 of that program, school counselors implement strategies and activities to help all
13 students enhance their career development – the mindsets and behaviors students
14 need to understand the connection between school and the world of work, plan for
15 and make a successful transition to postsecondary education, and work across the
16 lifespan – while recognizing that growth in all three domains is necessary for
17 students to be successful now and later in life.

18

The Rationale

19
20 As part of a school counseling program, school counselors provide resources and
21 opportunities that help students explore their strengths and interests as well as
22 career fields aligned with these attributes. These efforts help students plan for and
23 choose postsecondary pathways and create opportunities for students to develop
24 college- and career-readiness skills that help them successfully navigate
25 postsecondary education and the world of work.

26

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

35

36 School counselors recognize career education begins in kindergarten and is
37 exemplified by students who are knowledgeable about options and are prepared to
38 enroll and succeed in postsecondary experiences without the need for remediation.
39 Best practice indicates that career technical education (CTE) activities should begin
40 at least by middle school to assist with postsecondary planning and academic
41 motivation (Bottoms, 2022). Engagement in hands-on activities increases student

42 motivation in school as students make tangible connections in their classroom
43 learning to the “real world” (Bottoms, 2022).

44
45 Middle and high school students fluctuate in their ways of thinking, their respective
46 interests and their wants; hence, exposure to various options and careers further
47 supports their growth (Bottoms, 2022). As facilitators of student learning of career
48 options, school counselors familiarize students with CTE pathways and hands-on
49 training, which can be critical to students’ career development (ACTE, 2023).

50
51 School counselors also recognize all students possess the skills and knowledge
52 needed to qualify for and succeed in their chosen field (Mau & Li, 2018). It is
53 important to note that exposure to all pathways should not come at the expense of
54 limiting students to one option. CTE should be one of the multiple options shared
55 with students (Cashdollar, 2023).

56
57 **The School Counselor’s Role**

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

- 59 • Introduce students to careers and the world of work beginning in elementary
60 grades (pre-K–3)
- 61 • Produce developmentally and age-appropriate connections to the world of
62 work
- 63 • Collaborate to provide learning and experiential opportunities for students to
64 acquire behaviors and skills necessary for career readiness (Limberg et al.,
65 2021)
- 66 • Work with students to identify their interests, abilities, specific career
67 clusters (Cicco, 2018) and postsecondary plans
- 68 • Help students plan the transition from school to postsecondary education
69 and/or the world of work, including high-quality CTE programs (ASCA, 2021)
- 70 • Advise students on multiple postsecondary pathways (e.g., college, career-
71 specific credentials and certifications, apprenticeships, military, service-year
72 programs, full-time employment with a family-supporting wage or with a
73 sufficient wage for sustaining an independent lifestyle)
- 74 • Connect students to early-college and career development programs (e.g.,
75 dual credit/dual enrollment, AP, IB, CTE)
- 76 • Collaborate with administrators, teachers, staff and decision-makers to
77 create a postsecondary-readiness, career-preparedness and college-going
78 culture
- 79 • Provide and advocate for all students’ college and career awareness through
80 exploration and postsecondary planning and decision-making, which supports
81 students’ right to choose from the wide array of options after completing
82 secondary education
- 83 • Identify gaps in college and career access and the implications of such data
84 for addressing both intentional and unintentional biases related to college
85 and career advising and counseling
- 86 • Work with teachers to integrate career education learning in classroom
87 lessons, including CTE pathways and relevant courses
- 88 • Provide opportunities for all students to develop learning strategies, self-
89 management skills and social skills leading to a positive attitude toward

- 90 learning, a strong work ethic and an understanding that lifelong learning is
91 necessary for long-term career success
- 92 • Engage in professional development addressing career trends
 - 93 • Practice self-reflection and growth involving traditional career roles and
94 expand equity and access through that growth

95
96 **Summary**

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

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The School Counselor and Equity for All Students

4 (Adopted 2006, revised 2012, 2018, 2024)

5

ASCA Position

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

11

The Rationale

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

18

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

27

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

32

33 Multiple inequities exist throughout the education system between white students
34 and students of color. More often, Black students are identified as having a learning
35 disability (12% of black children compared with 8.5% of white children).
36 Conversely, 60% of students identified as gifted and talented are white, compared
37 with only 9% of Black students identified as gifted. Similar discrepancies exist
38 within school discipline with Black students experiencing harsher punishments than
39 white students (Holcomb-McCoy, 2022).

40

41 Furthermore, The College Board reported achievement gaps between racial groups,
42 with white students consistently scoring higher than their Black and Hispanic peers
43 on AP exams (Ewing & Wyatt, 2023). Access to rigorous coursework is also affected
44 by racial and ethnic disparities, as evidenced by reduced enrollment and lower

45 completion rates for Advanced Placement and International Baccalaureate programs
46 (NCES, 2023). Thus, it is evident that systemic racism and bias have affected
47 students of color by impeding their ability to thrive and achieve in school (Kendi,
48 2022).

49
50 Building relationships with families and the community breaks down barriers that
51 historically excluded and oppressed groups experience within a school system.
52 (Beard, et al, 2021). All students have the right to a school counselor who acts as a
53 social justice advocate, seeks to identify and address inequities, supports students
54 from all cultural backgrounds and consults with others when additional support is
55 needed.

56 57 **The School Counselor's Role**

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

66
67 School counselors promote equitable treatment of all students by:

- 68 ● Providing equitable access to school counseling programs for all students
- 69 ● Advocating for the academic, career and social/emotional development of
70 students from marginalized groups
- 71 ● Using data to identify gaps in achievement and opportunity and developing a
72 plan to address such disparities
- 73 ● Advocating for access to rigorous courses and postsecondary opportunities
74 for marginalized groups
- 75 ● Maintaining professional knowledge of the ever-changing and complex world
76 of students' culture
- 77 ● Maintaining knowledge and skills for working in a diverse and multicultural
78 work setting
- 79 ● Sharing up-to-date culturally competent best practices with administration,
80 faculty and staff
- 81 ● Promoting the review and development of school policies leading to equitable
82 treatment of all students and opposing school policies hindering equitable
83 treatment of any student
- 84 ● Creating a plan to address any programmatic disparities or inequities that
85 affect access and enrollment within educational programs, such as English-
86 language learners, special education, gifted and talented education, honors,
87 Advanced Placement, dual enrollment and International Baccalaureate
- 88 ● Collaborating with families to provide access to resources to meet student
89 needs
- 90 ● Acting as a liaison between home and school to foster two-way
91 communication and assist students and families with promoting positive
92 academic, career and social/emotional development

93

94 **Summary**

95 School counselors recognize and distinguish individual and group differences and
96 strive to value all students and groups. Incorporating student and family voices,
97 school counselors promote the equitable treatment of all students in school and the
98 community.

99

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The School Counselor and Students in Foster Care

(Adopted 2018; revised 2024)

American School Counselor Association (ASCA) Position

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

The Rationale

Children and youth in foster care represent one of the most vulnerable student subgroups in this country. Approximately 391,098 children were in foster care in 2022 (U.S. Department of Health and Human Services, 2022). Children in foster care experience much higher levels of residential and school instability than their peers and are more likely to face a variety of academic difficulties (CDC, 2023; U.S. Department of Education & U.S. Department of Health and Human Services, 2016) School counselors are aware of the cultural factors that may be in play as students transition into cultures that may not be the same as their family of origin. Additionally, school counselors consistently support students in culturally affirming ways.

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

The School Counselor’s Role

School counselors and education partners work together to learn federal and state laws and school district policies regarding students in foster care. School counselors should be knowledgeable about special circumstances and rights students may have in qualifying states and districts in which

39 youth in foster care are able to receive transportation to their school of
40 origin, earn their high school diploma with fewer credits, be eligible for
41 partial credits and/or may qualify for a fifth year of high school if they
42 changed schools after their sophomore year (U.S. Department of
43 Education, 2016). School counselors serve as the liaison between their
44 school and child welfare agencies to promote communication and
45 collaboration to address students' educational needs in their specific
46 communities and improve students' educational outcomes. School
47 counselors advocate for policies and procedures addressing the unique
48 needs of students in foster care.

49

50 In addition, school counselors:

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

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Summary

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

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The School Counselor and High-Stakes Testing

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

American School Counselor Association (ASCA) Position

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

The Rationale

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

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

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The School Counselor’s Role

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

- Advocating for culturally responsive assessments and multiple measures of student performance
- Collaborating with teachers and other school staff to coordinate and provide information on integrating test-taking strategies, content and practice tests into regular classroom instruction
- Educating students and their families about postsecondary opportunities and how high-stakes testing may relate to postsecondary planning
- Supporting students and their families as they navigate testing concerns (e.g., test anxiety, test accommodation plans, test preparation programs, etc.)
- Interpreting cognitive, aptitude and achievement tests (ASCA, 2019b)

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

Summary

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

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The School Counselor and the Use of Non-School-Counseling Credentialed Personnel in Implementing School Counseling Programs

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

7

American School Counselor Association (ASCA) Position

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

16

The Rationale

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

26

27 Research shows students who attend a school with a fully implemented school
28 counseling program earn higher grades and are better prepared for life after high
29 school (ASCA, 2024; Mullen et al., 2019; Savitz-Romer et al., 2022). School
30 counselors recognize students face many challenges that may place them at risk
31 for school failure. Communities and school districts across the country are
32 seeking solutions to these complex challenges and may establish a variety of
33 positions to address student needs.

34

35 School districts work diligently to employ the most highly trained personnel for
36 dealing with these issues and may employ non-school-counseling credentialed
37 staff for specific functions. Although non-school-counseling credentialed staff
38 members provide valuable services to students, they do not have the training or
39 skills to design or implement a school counseling program nor are they qualified
40 to be placed in the role of school counselor.

41

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

44

- paraprofessionals

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

58
59 The services non-school-counseling credentialed personnel provide must be clearly
60 defined based on the individual’s training and skills. Without appropriate training
61 and skills, individuals with the best of intentions may provide inappropriate
62 responses or interventions to students that could jeopardize students’
63 development and well-being.

64 **The School Counselor’s Role**

65 School counselors recognize student needs can best be met through the
66 collaborative efforts of all school personnel (Griffiths et al., 2021) and encourage
67 non-school-counseling credentialed personnel to accept only positions for which
68 they are qualified. When non-school-counseling credentialed personnel are
69 performing interventions or prevention activities, these activities should be limited
70 to the scope of the individual’s training and licensure.

71
72
73 School counselors work with administrators, teachers and staff to set up suitable
74 protocols, duties and oversight for non-school-counseling credentialed personnel
75 and the programs they offer. It is important for both school counselors and non-
76 school-counseling credentialed staff to be mindful of who is providing services to
77 students to prevent redundancy in services and maintain integrity of each of the
78 specific roles and qualifications.

79
80 School counselors follow legal requirements and ethical guidelines including:

- 81 • Accepting only positions for which they are qualified
- 82 • Adhering to laws, policies and ASCA Ethical Standards for School Counselors
- 83 • Addressing biases, understanding oppression and promoting social justice
- 84 • Staying updated through professional organizations
- 85 • Engaging in continuous professional development

86 (ASCA, 2019; ASCA, 2022)

87
88 When referring students to non-school-counseling credential staff, school
89 counselors inform students and families of these staff members’ role within the
90 school. The school counselor may also provide information related to the
91 individual’s education level and scope of practice.

92

93 **Summary**

94 School counselors play an important role in students' academic, career and
95 social/emotional development. Non-school-counseling credentialed individuals
96 do not have the training or skills to design or implement a school counseling
97 program, nor are they qualified to be placed in the role of the school
98 counselor. School counselors collaborate with administrators, teachers and
99 staff to establish appropriate guidelines and supervision of services provided
100 by non-school-counseling credentialed personnel and make referrals to these
101 individuals as appropriate for the student.

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The School Counselor and Section 504 Plan and Process

(Adopted 2024)

American School Counselor Association (ASCA) Position

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

The Rationale

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

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

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

44 **Conflict with responsibilities to all students in the school:** School counselors
45 develop and implement a school counseling program for all students, including
46 students with disabilities. Placing school counselors in the role of the 504
47 coordinator/case manager forces them to put a significant amount of time into the
48 needs of a small number of students rather than using that time to meet the
49 academic, career and social/emotional needs of all students (ASCA, 2019).

50
51 **Conflict with the role of student advocate:** When school counselors are placed
52 in the 504 coordination/case manager role, they are responsible for deciding what
53 accommodations are provided to the student, if any. This authority over services
54 directly conflicts with the school counselor being primarily an advocate and
55 providing student support. It may impair the ability of the school counselor to
56 create or maintain a strong counseling relationship (Goodman-Scott & Boulden,
57 2020).

58
59 **Conflict with staff and teachers:** School counselors acting as the 504
60 coordinator/case manager may experience role conflict with staff and teachers as
61 they are required to oversee implementation and ensure compliance with the 504
62 plan. This evaluative stance may undermine the school counselor's collaborative
63 relationship with faculty and staff (Goodman-Scott & Boulden, 2020).

64 **The School Counselor's Role**

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

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

- Engage in training on 504 law and process for school counselors alongside school staff, faculty and administration (Goodman-Scott & Boulden, 2020)
- Use culturally sensitive planning processes and consider how social determinants of mental health are affecting students and their disability when determining needs and accommodations for the 504 plan (Johnson, et al., 2023; Lewis & Muniz, 2023)
- Disaggregate disciplinary actions and advanced coursework enrollment statistics to ensure students with 504 plans are not overrepresented in disciplinary actions and have equitable access and enrollment in advanced course work (U.S. Department of Education, 2024)
- Use extreme care and communication if tasked with taking on an eligibility determination role within the 504 process that could negatively affect the counseling relationship (Goodman-Scott & Boulden, 2020)
- Advocate for the inclusion of the school counselor’s role in the 504 process within school counselor preparation programs (Goodman-Scott & Boulden, 2020)

If school counselors are tasked with 504 coordination/case management in their school or district, they should actively advocate against that role. Until that role is removed, school counselors should ensure they are not the sole decision-makers in determining 504 evaluation and identification and whether any accommodations are provided to the student. Inappropriate Section 504 responsibilities/duties for the school counselor include but are not limited to:

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

Summary

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

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DRAFT



The School Counselor and Student Sexual Wellness

(Adopted 1988; revised 1993, 1999, 2001, 2006, 2012, 2018, 2024)

*Note: This statement was previously titled *The School Counselor and Prevention of Sexually Transmitted Infections*.*

American School Counselor Association (ASCA) Position

School counselors promote the health and wellness of all pre-K–12 students through the advocacy and support of comprehensive, developmentally appropriate educational efforts related to sexual wellness. Using culturally competent best practices, school counselors collaborate with key school and community partners (e.g., health and physical education instructors, school nurses, community healthcare specialists) in these efforts, while recognizing the importance of student/family confidentiality. Because of the connection between student sexual wellness and social/emotional well-being, school counselors provide student support, counseling and referral services regarding all aspects of sexual wellness, including consent, disease prevention, contraception, sexual and gender diversity and interpersonal violence.

The Rationale

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

Sexual wellness is a complex topic due to factors including state laws, school and district policies and procedures, political ideologies and individual opinions. However, due to the interconnectedness of SEL and comprehensive sexual education, school counselors act within their scope of practice by collaborating with key personnel and supporting advocacy efforts, prevention and interventions related to student sexual wellness. The ASCA Ethical Standards for School Counselors (2022) guide school counselors’ work by focusing on adherence to laws

42 and school/district policies and procedures, confidentiality limits and the
43 importance of collaborating with students, school faculty/staff and
44 parents/guardians when students need assistance.

45 **The School Counselor’s Role**

46 As part of a school counseling program, school counselors advocate for
47 developmentally appropriate educational efforts related to youth sexual wellness
48 including:
49

- 50 • consent
- 51 • prevention of sexually transmitted infections
- 52 • contraception
- 53 • sexual and gender diversity
- 54 • interpersonal violence

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

65 **Advocating for Sexual Wellness**

66 As systemic change agents, school counselors possess the ability to examine and
67 navigate many systems within a school (Milner & Upton, 2016). Through this role,
68 school counselors collaborate with key school staff and community partners and
69 serve as a voice for developing positive student sexual wellness policies. Advocacy
70 efforts may include:
71

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

79 (Milner & Upton, 2016)

80 **Prevention of Unwanted Outcomes Related to Sexual Wellness**

81 School counselors provide preventive strategies to students through instruction,
82 appraisal and advisement; counseling; and collaborating and consulting with
83 families to promote student sexual wellness. School counselors may advocate for a
84 particular focus on prevention with populations less likely to receive adequate
85 sexual wellness education that may impede their development (ASCA, 2022).
86

87 Preventive education may include:
88

- 89 • Collaborating with school health personnel on prevention measures to reduce
90 stigma and increase awareness of sexual wellness.
- 91 • Facilitating classroom lessons on healthy decision-making, self-esteem,
92 positive interpersonal skills and peer relations, setting boundaries and
93 respect for self and body.
- 94 • Family engagement and parent/guardian education of student sexual
95 wellness and developmentally appropriate conversations with their children.

96
97 **Interventions for Unwanted Outcomes Related to Sexual Wellness**

98 School counselors provide support to students who disclose sexual-wellness
99 concerns and offer referrals to intervention services as needed. Referring students
100 to appropriate programs and services, as well as collaborating with
101 parents/guardians and community partners, can help shape or influence students'
102 health and behaviors (Wilkins et al., 2022). Intervention support services may
103 include:

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

111
112 **Summary**

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

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The School Counselor and Students Experiencing Homelessness

(Adopted, 2010; revised, 2018, 2024)

American School Counselor Association (ASCA) Position

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

The Rationale

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

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

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

The McKinney-Vento Assistance Act, as amended by the Every Student Succeeds Act, guarantees educational rights and supports for students experiencing homelessness and seeks to remove barriers to their educational success (U.S. Department of Education, 2017). This includes transportation, immunization and

43 physical examination requirements, fees, residency and birth certificate
44 requirements, and lack of school records impeding homeless families' ability to
45 enroll their children in schools.

46
47 **The School Counselor's Role**

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

55
56 To support and advocate for students experiencing homelessness, school
57 counselors abide by policies and procedures, consider individual student needs and
58 collaborate with educational and community partners.

59
60 **Policies and Procedures**

61 School counselors:

- 62 • Adhere to federal and state laws/mandates, ethical guidelines and school
63 district policies related to supporting students experiencing homelessness
64 (ASCA, 2022)
- 65 • Consult with and refer to school administrators, McKinney-Vento school
66 district liaisons, state homeless education coordinators and community
67 partners to promote the educational success of students experiencing
68 homelessness (NCHE, 2023)
- 69 • Support administrative decision-making regarding the determination of
70 eligibility for services under McKinney-Vento in schools
- 71 • Partake in professional development opportunities to increase awareness and
72 understanding of the McKinney-Vento Act, Every Student Succeeds Act,
73 school district policy and the rights of students experiencing homelessness
74 (ASCA, 2022)
- 75 • Work within their professional scope of practice by managing ethical
76 dilemmas due to multiple roles/relationships in supporting students
77 experiencing homelessness

78
79
80 **Individual Student Needs**

81 School counselors:

- 82 • Acknowledge how prejudice or biases can negatively affect students
83 experiencing homelessness, school staff and community partners (ASCA,
84 2022).
- 85 • Understand the intersections of students' cultural identities and the need for
86 culturally responsive practices when working with students experiencing
87 homelessness and their families (Waller & Rascoe, 2023)
- 88 • Use data-informed tools and resources to identify academic needs and
89 support remediation planning for students experiencing homelessness (ASCA,
90 2019)

- Promote postsecondary readiness resources for students experiencing homelessness through various college- and career-focused activities, including postsecondary transition plans, financial aid and independent student status determination, AP/SAT/ACT preparation and fee waivers, career inventories and college/career advisement (NCHE, 2023)

Collaborative Efforts

School counselors:

- Advocate and foster awareness for students experiencing homelessness by supporting families in reducing barriers related to school enrollment, transportation, academic achievement, extracurricular activities/programs and appropriate educational placement (Camp et al., 2019)
- Collaborate with school- and community-based mental health professionals to assess students for common associated concerns, such as adverse childhood experiences, and refer students for additional support as appropriate (Waller & Rascoe, 2023)
- Collaborate with community partners to link students and their families to prevention and intervention resources within the community
- Promote collaborative partnerships with school counseling preparation programs to support the inclusion/integration of research and literature regarding students experiencing homelessness to enhance the training and preparation of future school counselors (Camp et al., 2019)

Summary

School counselors promote awareness and understanding of the issues students face when experiencing homelessness. Although students experiencing homelessness are resilient, school counselors recognize and identify distinct challenges affecting their academic, career and social/emotional development. School counselors collaborate with students, parents/guardians, school and community partners to increase educational equity, access and achievement for students experiencing homelessness.

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The School Counselor and Suicide Prevention, Intervention and Postvention

(Adopted 2018, Revised 2024)

American School Counselor Association (ASCA) Position

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

The Rationale

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

The prevalence of suicidal behavior has varying impacts on subgroups. LGBTQ+ youth are at increased risk for suicidal thoughts and are statistically more likely to attempt suicide than their peers due to environmental and societal risk factors. Data from 2019–2021 reveals that female students’ rate of suicidal behavior has increased as well (Gaylor et. al, 2023).

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

The School Counselor’s Role

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

44 **Prevention Components**

45 **School counselors:**

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

60
61 **Intervention Components**

62 School counselors inform parents/guardians and school administration when a
63 student poses a serious and foreseeable risk of harm to self or others. This
64 notification is to be done after careful deliberation and consultation with appropriate
65 professionals and/or an interdisciplinary crisis team. If school counselors are
66 required to use assessments, screenings or any type of instrument to determine the
67 suicide risk, they advocate for the use of an evidence-based tool and do not negate
68 the risk of students' potential harm to self even if the assessment reveals a low
69 risk. In addition, school counselors understand that risk assessments are just one
70 component of the assessment process and, therefore, should be used with caution
71 and for the purpose of information-gathering (ASCA, 2022). Parents/guardians are
72 always contacted and notified of anything learned through an investigation of
73 potential suicide, or with any instrument, that will guide parents/guardians in
74 efforts to protect their child (Stone, 2022). School counselors provide culturally
75 responsive mental health resources to parents/guardians and recommendations for
76 next steps based on perceived student need. School counselors follow state
77 legislation and district policy when responding to suicide risk.

78
79 School counselors collaborate with the student to develop a safety plan and explore
80 coping strategies (Stone, 2022). School counselors avoid no-harm contracts
81 because they can provide a false sense of safety, and there is insufficient evidence
82 about their effectiveness. Instead, school counselors discuss with parents/guardians
83 safety proofing of home and all environments that student frequents to secure and
84 remove all access to firearms and other lethal means of suicide.

85
86 School counselors engage appropriate emergency response personnel. When a
87 student is actively suicidal and the immediate safety of the student or others is at-
88 risk, school staff should immediately contact appropriate emergency response
89 personnel per federal, state and local laws as well as school district policy (e.g.,
90 administrators, 911 dispatcher, child protective services, law enforcement). If
91 parent/guardian abuse or neglect is the expressed reason for the student's suicidal

92 ideation, it is best practice for the school counselor to contact child protective
93 services rather than the parents/guardians in an effort to protect the student and
94 ensure the student’s safety and well-being (ASCA, 2020).

95
96 **Postvention Components**

97 **Following a suicidal crisis and/or a psychiatric hospitalization**, school
98 counselors meet with the student’s parents/guardians, other relevant staff and, if
99 appropriate, include the student to discuss re-entry and address next steps needed
100 to ensure the student’s readiness for return to school and plan for the first day
101 back. Recommended actions include:

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

109
110 **Following a suicide loss**, school counselors take the following steps to assist with
111 the grief process, reduce the risk of contagion and provide needed support:

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

117
118 **Summary**

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

122
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DRAFT

H. Bylaws Revisions

Bylaws Committee chair Christy Welch will present proposed revisions of the ASCA Bylaws. Majority vote of the Delegate Assembly is required for revision. The ASCA Bylaws were last revised in 2023.

Action Requested

Delegates are asked to consider the revisions proposed by the ASCA Bylaw Review Committee.



BYLAWS

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Approved July 2023

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.

ARTICLE II: MEMBERSHIP

ARTICLE II, SECTION 1. Types of Membership. This Association shall include four types of membership: Professional, Retired, Student, and Affiliate.

ARTICLE II, SECTION 2. Requirements of Membership. In order to qualify for one of the four types of membership, the following requirements must be met for each category of membership being sought.

II-2a. Professional Membership. School counseling professionals who hold a master's degree or higher in school counseling or the substantial equivalent and are employed as school counselors, supervisors of school counselors or school counseling at the school, district, regional or state level, or professors of counseling in a graduate program that prepares school counselors are eligible for Professional membership.

II-2b. Retired Members. Professional members in retirement are eligible for Retired membership.

II-2c. Student Membership. Students enrolled in a master's level program that prepares school counselors are eligible for Student membership.

II-2d. Affiliate Membership. Individuals who have an interest in school counseling, who are not eligible for any other type of membership, are eligible for Affiliate membership.

ARTICLE II, SECTION 3. Dues. Dues for all categories of membership shall be established in accordance with ASCA policies and procedures that address Membership.

ARTICLE II, SECTION 4. Rights and Privileges. All members shall receive the rights and privileges accorded their membership categories as set forth in ASCA policies and procedures that address Membership. Notwithstanding the foregoing, only Professional and Retired members shall be considered members for purposes of the District of Columbia Nonprofit Corporation Act, which governs the operations of ASCA.

ARTICLE II, SECTION 5. Severance of Membership. Association members who do not renew their membership before their membership expiration date will no longer be considered members of ASCA. Membership may be revoked for revocation of license or credential or for violation of ASCA Ethical Standards, following procedures described in ASCA policies and procedures that address Membership.

ARTICLE II, SECTION 6. Nondiscrimination. The American School Counselor Association does not knowingly engage in or support activities that discriminate on any basis as addressed in federal guidelines and ASCA's Ethical Standards for School Counselors.

ARTICLE III: DIVISION CHARTERS

ARTICLE III, SECTION 1. Organization of Divisions. Any group of Association members residing or working within a particular state, the District of Columbia, or a U.S. Territory may apply for a Division charter, provided that the group consists of at least 25 Professional or Retired ASCA members.

ARTICLE III, SECTION 2. Formation of Divisions.

III-2a. Groups that desire to form a Division must submit a Division Charter application to the Corporate Treasurer.

III-2b. The applicant's Bylaws and other governance documents shall be reviewed and approved by the ASCA Corporate Treasurer to ensure they are not in conflict with ASCA Bylaws.

III-2c. Division Charters are granted to state, the District of Columbia and U.S. Territory school counselor associations. ASCA charters one school counselor association per state, the District of Columbia, or U.S. Territory.

ARTICLE III, SECTION 3. Division Leadership. ASCA Division Presidents and Presidents-Elect or Chair and Assistant Chairs must be members of ASCA.

ARTICLE III, SECTION 4. Revocation of Charter. Division charters may be reviewed and revoked following due process as set forth in ASCA policies and procedures that address Divisions.

ARTICLE IV: ~~DELEGATE ASSEMBLY~~ ASCA BUSINESS MEETING

ARTICLE IV, SECTION 1. Composition and Selection of the ~~Delegate Assembly~~ **ASCA Business Meeting**.

IV-1a. The ~~Delegate Assembly~~ **ASCA business meeting** shall be composed of voting members of the ASCA Board of Directors and delegates of the chartered Divisions as described in ASCA policies and procedures that address Delegate Representation.

- IV-1b. Division delegates shall be selected in any manner that a Division chooses; however, delegates must be Professional or Retired members of ASCA.
- IV-1c. A Division shall submit to ASCA's Corporate Treasurer the names and addresses of its delegates to the ~~Delegate Assembly~~ **ASCA business meeting**.

ARTICLE IV, SECTION 2. Functions of the ~~Delegate Assembly~~ **ASCA Business Meeting**.

- IV-2a. ~~The Delegate Assembly~~ **Attendees of the ASCA business meeting** represent the ASCA membership.
- ~~IV-2b. The Delegate Assembly identifies current issues, trends and concerns that inform the Ends policies of the Association.~~
- ~~IV-2c. The Delegate Assembly provides recommendations to the Board of Directors, committees and task forces.~~
- ~~IV-2db. The Delegates Delegate Assembly~~ reviews and votes on proposed revisions to ASCA Bylaws.
- IV-2c. Delegates review and vote on newly proposed and revisions to existing ASCA position statements.**
- ~~IV-2ed. The Delegates Assembly at the ASCA business meeting~~ performs such other functions as may be in the best interest of ASCA, not in conflict with the Bylaws and specifically assigned to it by the Board of Directors.

ARTICLE IV, SECTION 3. **ASCA Business Meetings** ~~of the Delegate Assembly~~.

- IV-3a. ~~The Delegates Assembly~~ shall meet annually **for a business meeting**. Additional meetings may be called by majority vote of the Board of Directors.
- IV-3b. Two-Thirds ~~of the members of the Delegate Assembly~~ **delegates** must be present to constitute a quorum.
- IV-3c. Each ~~member of the Delegate Assembly~~ **delegate** shall have one vote. Decisions ~~of the Delegates Assembly~~ shall be made by a simple majority vote except in cases involving issues that require a greater majority, as defined in ASCA Bylaws and policies and procedures that address Governance.
- IV-3d. **Business** meetings ~~of the Delegate Assembly~~ shall be conducted in accordance with standing rules adopted by the ~~delegates~~.

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 ~~by the Delegate Assembly~~ **at the ASCA business meeting**.
- V-2b. The Board of Directors shall create policies and procedures to carry out the mission of ASCA.

ARTICLE V, SECTION 3. Board of Directors

- V-3a. The voting members of the Board of Directors shall consist of nine at-large Directors.
- V-3b. The Chair of the Board shall be an elected Director on the Board of Directors who is selected by the members of the Board of Directors to serve a one-year term as the Chair of the Board, in accordance with policies and procedures that address Governance.
- V-3c. The Assistant Chair of the Board shall be an elected Director on the Board of Directors who is selected by the members of the Board of Directors to serve a one-year term to assist the Chair of the Board and to serve as the Chair of the Board in the Chair's absence, in accordance with policies and procedures that address Governance.
- V-3d. At-large Directors shall be elected by the ASCA membership to serve a three-year term to take actions or to make decisions on behalf of the members in accordance with ASCA policies and procedures that address Governance.
- V-3e. Three Directors shall be elected by the ASCA membership each year.
- V-3f. Directors shall not serve more than two terms on the Board of Directors.
- V-3g. The term of office for any elected Director shall coincide with the Fiscal Year of ASCA.
- V-3h. Directors must be employed full-time in school counseling in a school, school district, regional or state department of education or as a full-time faculty in a school counselor education program.
- V-3i. Directors must hold a valid **and active** school counselor license or certificate issued by a state department of education or equivalent state or federal agency.
- V-3j. Directors must maintain ASCA Professional Membership through the entirety of their term.
- V-3k. Directors must be a member of an ASCA affiliated state school counselor association through the entirety of their term.

ARTICLE V, SECTION 4. Nominations and Elections of Board of Directors.

- V-4a. Three Directors shall be elected annually through a general election by ASCA Professional and Retired members held in accordance with ASCA Policies and procedures that address Nominations and Elections.
- V-4b. Candidates must be an ASCA professional member and hold a master's degree or higher in school counseling or the substantial equivalent and must be employed full-time in school counseling in a school, school district, regional or state department of education or as a full-time faculty in a school counselor education program.
- V-4c. Candidates must have been practicing school counselors for at least five years on the due date for the submission of candidate applications.
- V-4d. Candidates must hold a valid **and active** school counselor license or certificate issued by a state department of education or equivalent state or federal agency on the due date for the submission of candidate applications.
- V-4e. Candidates must be ASCA Professional Members and must have been ASCA Professional Members for at least the five continuous years immediately preceding the due date for the submission of candidate applications and must be a member of an ASCA affiliated state school counselor association.
- V-4f. Candidates are required to complete ASCA leadership training no more than five years before the due date for the submission of candidate applications.

- V-4g. Candidates for the Board of Directors shall meet additional qualifications required by ASCA policies and procedures that address Nominations and Elections.
- V-4h. Candidates whose eligibility changes at any time during the election process must notify the Nominations and Elections Committee Chair **immediately**.
- V-4i. The Nominations and Elections Committee shall conduct elections in accordance with ASCA policies and procedures that address Nominations and Elections and present their recommendation to the Board for approval.
- V-4j. The Nominations and Elections Committee selects a slate of candidates not to exceed eight candidates.
- V-4k. Nominations and Elections guidelines shall be developed by the Nominations and Elections Committee and approved by the Board of Directors.
- V-4l. If any elected candidate should be unable to assume office by the beginning of ASCA's Fiscal Year, the candidate with the next highest number of votes in the election shall be asked to serve in the vacant position. If none of the candidates agrees to serve, the Board of Directors shall fill the vacancy.

ARTICLE V, SECTION 5. Meetings.

- V-5a. The Board of Directors shall meet at least once each year. Such meetings may be held in person or via telephone conference call or other electronic medium in which all individuals can hear one another. Meetings of the Board of Directors may be called by the Chair of the Board or by majority vote of the Board.
- V-5b. Two-thirds of the members of the Board of Directors must be present to constitute a quorum.
- V-5c. Each member of the Board of Directors shall have one vote. Decisions of the Board of Directors shall be made by a simple majority vote except in cases involving issues that require a greater majority, as defined in ASCA Bylaws and policies and procedures that address Governance.
- V-5d. Board of Directors members are required to attend all Board of Directors meetings and other functions in accordance with ASCA policies and procedures that address Governance.

ARTICLE V, SECTION 6. Vacancies.

- V-6a. In the event of a vacancy in the office of Chair of the Board, the Assistant Chair of the Board assumes the office of Chair of the Board.
- V-6b. In the event of a vacancy in the office of the Assistant Chair of the Board, the Board of Directors shall select an Assistant Chair of the Board to fill the unexpired term.
- V-6c. In the event of a vacancy in an office of a Director, the Board of Directors may fill the unexpired term, but is not required to fill the vacancy.
- V-6d. The Board of Directors shall have the authority to fill any vacancy for which there are no other provisions.

ARTICLE V, SECTION 7. Removal from Office.

- V-7a. An elected officer or member of the Board of Directors may be removed from office, for cause, by a two-thirds majority vote of the Board of Directors. At the discretion of the Board of Directors, a due process committee may be appointed to review any charges

and to make recommendations. This committee shall complete its assignment and submit a final report within 30 days after appointment.

V-7b. A Director who becomes ineligible to serve on the Board shall be allowed three months to regain eligibility. If a Director is ineligible to serve on the Board for three months, the Director shall be asked to resign. Directors who know they cannot or will not regain eligibility within three months shall be asked to resign immediately upon becoming ineligible.

ARTICLE V, SECTION 8. Compensation and Reimbursement of Expenses.

V-8a. Members of the ASCA Board of Directors shall not receive any compensation for services, but their necessary expenses shall be paid in accordance with ASCA policies and procedures that address Governance and Finance.

V-8b. Members of the ASCA Board of Directors shall not benefit financially or materially from their service on the Board of Directors, in accordance with ASCA policies and procedures that address Governance and Conflicts of Interest.

ARTICLE VI: ADDITIONAL POSITIONS AND DUTIES

ARTICLE VI, SECTION 1. Corporate Treasurer.

VI-1a. The Board of Directors shall appoint a Treasurer of the Corporation who may also function as Secretary if the Board so decides.

VI-1b. The Treasurer of the Corporation shall maintain ASCA's records, administer the affairs of the Association, including financial affairs, and perform such other duties as are incidental to this office, in accordance with ASCA's mission and vision, subject to the provisions of its Bylaws and policies and procedures adopted by the Board of Directors.

ARTICLE VI, SECTION 2. Parliamentarian.

VI-3a. The Board of Directors shall appoint a Parliamentarian to serve a one-year term.

VI-3b. A Parliamentarian shall perform appropriate duties at ~~Delegate Assembly~~ the ASCA business meeting and may be appointed for other official meetings.

ARTICLE VI, SECTION 3. Additional Appointments.

The Board of Directors may appoint other positions as needed.

ARTICLE VII: OPERATIONAL STRUCTURE 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 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 also plans the annual business meeting in accordance to ASCA Bylaws, policies, and procedures.~~ **The committee recommends the parliamentary for the ASCA business meeting and coordinates the membership linkage activities.** The Membership Linkage Committee is appointed annually by the Board of Directors.

ARTICLE VIII: BUSINESS AFFAIRS OF THE ASSOCIATION

ARTICLE VIII, SECTION 1. Fiscal Year. The fiscal year shall begin October 1 and end the following September 30.

ARTICLE VIII, SECTION 2. Property of the Association. In the event the Association should be dissolved, none of its property shall be distributed to any of the members. Instead, all of its property shall be transferred to such organization(s) as the Board of Directors shall determine to have purposes and activities most nearly consonant with those of the Association provided, however, that such organization(s) shall be exempt under Section 501(c)(3) of the Internal Revenue Code or corresponding provisions of the Internal Revenue Laws.

ARTICLE VIII, SECTION 3. Annual Meeting.

VIII-3a. ~~The Delegate Assembly shall constitute the annual business meeting of the Association.~~ **The ASCA business meeting shall be held annually.**

VIII-3b. The Board of Directors of ASCA may call additional business meetings of the ASCA general membership that are not **part of the ASCA business meetings** of the ~~Delegate Assembly~~.

VIII-3c. At any meeting of the general membership that is not a meeting of the **delegates** ~~Delegate Assembly~~, 100 Professional or Retired members of ASCA in good standing and a majority of the Board of Directors members must be present to constitute a quorum.

ARTICLE IX: INDEMNIFICATION

ARTICLE IX, SECTION 1. The Association shall indemnify each member of the Board of Directors and each of its officers, as described in Article V for the defense of civil or criminal actions or proceedings as hereinafter provided and, notwithstanding any provision in these Bylaws, in a manner and to the extent permitted by applicable law.

ARTICLE IX, SECTION 2. The Association shall indemnify each of its directors and officers, as aforesaid, from and against any and all judgments, fines, amounts paid in settlement, and reasonable expenses, including attorney's fees, actually and necessarily incurred or imposed as a result of such action or proceedings, or an appeal therein, imposed upon or asserted against them by reason of being or having been such a director or officer and acting within the scope of their official duties, but only when the determination shall have been made judicially or in the manner hereinafter provided that they acted in good faith for the purpose which they reasonably believed to be in ASCA's best interests and, in the case of criminal action or proceeding, in addition, had no reasonable cause to believe that their conduct was unlawful.

ARTICLE IX, SECTION 3. Every reference herein to a member of the Board of Directors or officer of the Association shall include every member and officer thereof or former member and officer thereof. This indemnification shall apply to all judgments, fines, amounts in settlement, and reasonable expenses described above whenever arising allowable as above-stated. The right of indemnification herein provided shall be in addition to any and all rights to which any ASCA member or officer might otherwise be entitled and the provisions hereof shall neither impair nor adversely affect such rights.

ARTICLE X: AMENDMENT OF BYLAWS

ARTICLE X, SECTION 1. Amendment. These Bylaws may be amended by majority vote of ~~the Delegate Assembly~~ **at the ASCA business meeting** or a majority vote at a general membership meeting as provided in this section.

X-1a. An amendment shall be proposed by the Board of Directors or by petition over the signature of not less than 50 Professional or Retired members of ASCA in good standing. Petitions for Bylaws amendment must be submitted to the Board of Directors not less than 90 days prior to the first session of the **ASCA business meeting**. ~~of the Delegate Assembly or a general membership meeting where Bylaws revisions will be considered.~~ All proposed Bylaws amendments shall be reviewed by the Bylaws Review Committee.

X-1b. Copies of amendments proposed under the provision of the foregoing paragraph shall be distributed to ~~members of the Delegate Assembly or the general membership~~ **delegates** not less than 30 days prior to the first session of the **annual ASCA business meeting**. ~~of the Delegate Assembly or a general membership meeting where Bylaws revisions will be considered.~~

X-1c. In the event the attendance at ~~Delegate Assembly or general membership~~ **the ASCA business** meeting does not constitute a quorum, Bylaws amendments may be approved by mail ballot, electronic ballot or other means approved by the Board of Directors. In such case, amendments shall be approved by a majority of ballots or votes received.

X-1d. Amendments originating during the ~~Delegate Assembly or a general membership~~ **ASCA business meeting** shall be discussed and if approved by the **delegates** ~~Delegate Assembly or members in attendance~~ **of a general membership at the ASCA business meeting** shall be submitted for mail ballot, electronic ballot or other means approved by the Board of Directors. Such proposed amendments shall be sent, no more than (90) days following the date of presentation, for a vote by the ~~ASCA Delegate Assembly members or members~~ **delegates** in attendance of ~~the business a general membership~~ **the business** meeting before whom the amendment originated. Such proposed amendment

shall be referred forthwith to the Bylaws Review Committee whose written recommendation shall accompany any such ballot. Amendments originating during ~~Delegate Assembly or general membership~~ the ASCA business meeting shall be approved by a majority of ballots or votes received.

X-1e. Bylaw amendments that affect Board or ~~D~~delegate service, such as terms or eligibility, shall not be applicable to Board members and ~~D~~delegates who are in office, newly elected or engaged in an election at the time the amendment is approved, unless the ~~delegates~~ ~~Delegate Assembly~~ explicitly approves applying the Bylaw amendments immediately.

ARTICLE X, SECTION 2. Publication. The Bylaws and the Policies of ASCA shall be published in their entirety periodically and shall be available to any member upon request .

Revised: June 1998 Delegate Assembly San Antonio	June 2013 Delegate Assembly Philadelphia
October 1998 Delegate Assembly By mail ballot	June 2015 Delegate Assembly Phoenix
June 2000 Delegate Assembly Cherry Hill, NJ	July 2016 Delegate Assembly New Orleans
June 2001 Delegate Assembly Portland, Ore.	July 2017 Delegate Assembly Denver
October 2003 Delegate Assembly By mail ballot	July 2018 Delegate Assembly Los Angeles
June 2004 Delegate Assembly Reno, Nev.	June 2019 Delegate Assembly Boston
September 2005 Delegate Assembly By mail ballot	July 2021 Delegate Assembly Las Vegas
June 2006 Delegate Assembly Chicago	July 2022 Delegate Assembly Austin
September 2007 Delegate Assembly By mail ballot	July 2023 Delegate Assembly Atlanta
June 2012 Delegate Assembly Minneapolis	

I. New Business

Delegates will have an opportunity to bring forward any new business.

Action Requested

Delegates are asked to bring forward any new business for the Business Meeting.

J. Recognitions and Awards

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