Legislative Day 2017

Three Branches of Government
Federal Level

LEGISLATIVE (Makes Laws)
- Congress
  - Senate
  - House of Representatives

EXECUTIVE (Enforces Laws)
- President
  - Vice President
  - Cabinet

JUDICIAL (Interprets Laws)
- Supreme Court
  - Other Federal Courts

The U.S. Capitol
The White House
The U.S. Supreme Court
NCSCA
North Carolina School Counselor Association

LEGISLATIVE DAY
March 14, 2017
NCSCA LEGISLATIVE DAY
March 14, 2017

SECTION I: GENERAL INFORMATION

The NC General Assembly p. 3
Senate Telephone and Office Assignments p. 5
House Telephone and Office Assignments p. 13
NC State Board of Education p. 27
Working Effectively with Elected Officials p. 28
   Personal Visits with Legislators p. 29
   Writing Letters / Sending Emails p. 31
The NC Legislative Complex p. 33
The NC General Assembly

The General Assembly, which is composed of members of the House of Representatives and the Senate, is the legislative branch of government established by the North Carolina Constitution. Other branches of government established by the North Carolina Constitution are the executive branch and the judicial branch.

The North Carolina Constitution gives the General Assembly the authority: (1) to make or enact laws; (2) to establish rules and regulations governing the conduct of the people, their rights, duties, and procedures; and (3) to prescribe the consequences of certain activities. The General Assembly has the power to make new laws and to amend or repeal existing laws which affect all people of the state as well as laws affecting local communities.

From 1776 to 1794, before Raleigh became the State Capital, each new session of the General Assembly moved from town to town. They met in Halifax, Hillsborough, Fayetteville, New Bern, Smithfield, and Tarboro. They met in courthouses, schools, local residences, or in any structure large enough to hold the legislators. The General Assembly of 1794 – 1795 was the first to meet in Raleigh.

Tryon Palace in New Bern was the state’s first capital building. It was completed in 1771, but was abandoned during the Revolutionary War due to its exposure to enemy attack. When Raleigh became the State Capital, a simple two-story brick structure was completed in 1796, and served as home of the General Assembly until it was destroyed by fire in 1831. A new Capital Building was completed in 1840 and was used by the General Assembly until 1963. This building still stands on the Capital grounds in downtown Raleigh. Meetings of the General Assembly have been held in the Legislative Building since February 6, 1963.

The General Assembly consists of 50 members of the Senate and 120 members of the House of Representatives. Elections are held every two years (in even numbered years) in districts as established by law. Newly elected legislators take office on January 1, following the election.

Senators are elected from districts. Senate districts are drawn to assure each Senator represents as nearly as possible, an equal number of inhabitants, based on the decennial census of the population taken by order of Congress. Senate districts consist of contiguous territory and should not divide a county. (North Carolina Constitution. Section 3)

Those wishing to serve in the Senate shall not be less than 25 years of age, shall be a qualified voter of the State, and shall have resided in the State as a citizen for two years, and shall reside in the district he/she wishes to represent for at least one year. (North Carolina Constitution, Section 6)

Representatives are elected from districts, which are determined in the same manner as for the Senate. (North Carolina Constitution, Section 5) Each Representative, at the time of his/her election, shall be a qualified voter of the State, and shall have resided in the district for which he/she is chosen for one year immediately preceding his/her election. (North Carolina Constitution, Section 7)
Officers of the Senate include: (1) the Lieutenant Governor who serves as President of the Senate. The Lieutenant Governor has no vote on matters before the Senate unless the Senate is equally divided; (2) the President Pro Tempore who is elected by members of the Senate to serve as President of the Senate upon the failure of the Lieutenant Governor to qualify, or upon succession of the Lieutenant Governor to the Office of Governor, or upon the death, resignation, or removal from office or during temporary absences or temporary physical or mental incapacity of the President of the Senate; and (3) other officers as elected by the Senate. (North Carolina Constitution, Sections 13 and 14) Other officers elected by the Senate may include: (1) a Principal Clerk who is responsible for recording all actions which are taken on bills and records these actions in the journal; (2) a Reading Clerk; and (3) a Sargeant-at-Arms.

The House of Representatives elects its Speaker and other officers. (North Carolina Constitution, Section 15) The Speaker of the House appoints a Reading Clerk and a Sargeant-at-Arms for the House of Representatives.

Both the Senate and the House of Representatives elect other officers from political parties. These officers include: (1) a majority leader; (2) a minority leader; (3) a majority whip; and (4) a minority whip.

When the House and Senate meet in daily sessions, they assemble in their respective chambers. Joint sessions of the General Assembly are held in the General Assembly and may be held for guest speakers to address the General Assembly.

Committees do much of the legislative work of the General Assembly. Soon after the beginning of each legislative session, standing committees are appointed. The Speaker of the House appoints members of House committees, while the President Pro Tempore appoints members of Senate committees. Each committee has one or more Chairs and Vice-Chairs. As soon as bills are assigned to committee, committee members will carefully study the bill and make recommendations. If the committee approves the bills, it reports this fact, and the bill is placed on the calendar for the House or Senate to consider.

The Calendar is the daily schedule of business for consideration of bills by the full membership of the each house. Calendars are made by each house for each day of the legislative session. The House uses the color yellow for their calendar and bill jackets. The Senate uses the color blue for their calendar and bill jackets.

The House and Senate work as two separate entities during daily sessions. All legislation must pass three readings over a period of three days. Once legislation is approved by the House, it is sent to the Senate where it must also pass three readings over a period of three days. The same is true for legislation approved by the Senate. Once legislation has been approved by both the House and the Senate, it is sent to the Governor for approval before it becomes law. The Governor does have veto power and can return legislation to the House or the Senate for further consideration. Vetoes can be overridden by a vote of three-fifths of the members of both houses.
# Senate Telephone and Office Assignments

*2017-2018 Session*

(Room/Phone Assignments Subject To Change)

## LEGISLATIVE BUILDING (LB)

FAX: 733-2599 (Room 7)

## LEGISLATIVE OFFICE BUILDING (LOB)

FAX: 733-3113 (Room 109) and 715-5815 (Room 618)

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<th>Member</th>
<th>Room No.</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Sen. John M. Alexander, Jr.</td>
<td>625 LOB</td>
<td>(919) 733-5850</td>
<td><a href="mailto:John.Alexander@ncleg.net">John.Alexander@ncleg.net</a></td>
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<tr>
<td>Sen. Deanna Ballard</td>
<td>521 LOB</td>
<td>(919) 733-5742</td>
<td><a href="mailto:Deanna.Ballard@ncleg.net">Deanna.Ballard@ncleg.net</a></td>
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<tr>
<td>Sen. Chad Barefoot</td>
<td>406 LOB</td>
<td>(919) 715-3036</td>
<td><a href="mailto:Chad.Barefoot@ncleg.net">Chad.Barefoot@ncleg.net</a></td>
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<tr>
<td>Sen. Tamara Barringer</td>
<td>629 LOB</td>
<td>(919) 733-5653</td>
<td><a href="mailto:Tamara.Barringer@ncleg.net">Tamara.Barringer@ncleg.net</a></td>
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<tr>
<td>Sen. Phil Berger</td>
<td>2007 LB</td>
<td>(919) 733-5708</td>
<td><a href="mailto:Phil.Berger@ncleg.net">Phil.Berger@ncleg.net</a></td>
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<tr>
<td>Sen. Dan Bishop</td>
<td>2108 LB</td>
<td>(919) 733-5655</td>
<td><a href="mailto:Dan.Bishop@ncleg.net">Dan.Bishop@ncleg.net</a></td>
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<tr>
<td>Sen. Dan Blue</td>
<td>1129 LB</td>
<td>(919) 733-5752</td>
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<td>Sen. Danny Earl Britt, Jr.</td>
<td>2117 LB</td>
<td>(919) 715-0690</td>
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<td>Sen. Andrew C. Brock</td>
<td>310 LOB</td>
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<tr>
<td>Sen. Harry Brown</td>
<td>300-B LOB</td>
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<td>Sen. Angela R. Bryant</td>
<td>516 LOB</td>
<td>(919) 733-5878</td>
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<td>Sen. Jay J. Chaudhuri</td>
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<td>Sen. Ben Clark</td>
<td>1117 LB</td>
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<td>Sen. Bill Cook</td>
<td>1026 LB</td>
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<td><a href="mailto:Bill.Cook@ncleg.net">Bill.Cook@ncleg.net</a></td>
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<td>Sen. David L. Curtis</td>
<td>410 LOB</td>
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<td><a href="mailto:David.Curtis@ncleg.net">David.Curtis@ncleg.net</a></td>
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<td>Sen. Warren Daniel</td>
<td>627 LOB</td>
<td>(919) 715-7823</td>
<td><a href="mailto:Warren.Daniel@ncleg.net">Warren.Daniel@ncleg.net</a></td>
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<td>Sen. Don Davis</td>
<td>519 LOB</td>
<td>(919) 715-8363</td>
<td><a href="mailto:Don.Davis@ncleg.net">Don.Davis@ncleg.net</a></td>
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<td>Sen. Jim Davis</td>
<td>621 LOB</td>
<td>(919) 733-5875</td>
<td><a href="mailto:Jim.Davis@ncleg.net">Jim.Davis@ncleg.net</a></td>
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<tr>
<td>Sen. Cathy Dunn</td>
<td>2113 LB</td>
<td>(919) 733-5665</td>
<td><a href="mailto:Cathy.Dunn@ncleg.net">Cathy.Dunn@ncleg.net</a></td>
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<tr>
<td>Sen. Chuck Edwards</td>
<td>2115 LB</td>
<td>(919)-733-5745</td>
<td><a href="mailto:Chuck.Edwards@ncleg.net">Chuck.Edwards@ncleg.net</a></td>
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<tr>
<td>Sen. Joel D. M. Ford</td>
<td>520 LOB</td>
<td>(919) 733-5955</td>
<td><a href="mailto:Joel.Ford@ncleg.net">Joel.Ford@ncleg.net</a></td>
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<tr>
<td>Sen. Valerie P. Foushee</td>
<td>517 LOB</td>
<td>(919) 733-5804</td>
<td><a href="mailto:Valerie.Foushee@ncleg.net">Valerie.Foushee@ncleg.net</a></td>
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</table>
Sen. Rick Gunn
523 LOB (919) 301-1446 Rick.Gunn@ncleg.net
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300-C LOB (919) 733-5734 Kathy.Harrington@ncleg.net
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Sen. Joyce Krawiec
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Sen. Michael V. Lee
408 LOB (919) 715-2525 Michael.Lee@ncleg.net
Sen. Paul A. Lowe, Jr.
1119 LB (919) 733-5620 Paul.Lowe@ncleg.net
Sen. Tom McInnis
620 LOB (919) 733-5953 Tom.McInnis@ncleg.net
Sen. Floyd B. McKissick, Jr.
515 LOB (919) 733-4599 Floyd.McKissick@ncleg.net
Sen. Wesley Meredith
314 LOB (919) 733-5776 Wesley.Meredith@ncleg.net
Sen. Paul Newton
2111 LB (919) 733-7223 Paul.Newton@ncleg.net
Sen. Louis Pate
311 LOB (919) 733-5621 Louis.Pate@ncleg.net
Sen. Ronald J. Rabin
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Sen. Erica Smith-Ingram
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Sen. Jerry W. Tillman
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300-A LOB (919) 733-7659 Tommy.Tucker@ncleg.net
Sen. Terry Van Duyn
1025 LB (919) 715-3001 Terry.VanDuyn@ncleg.net
Sen. Joyce Waddell
1113 LB (919) 733-5650 Joyce.Waddell@ncleg.net
Sen. Trudy Wade
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Sen. Andy Wells
1028 LB (919) 733-5876 Andy.Wells@ncleg.net
Sen. Mike Woodard
518 LOB (919) 733-4809 Mike.Woodard@ncleg.net
# Senate Representation By County

## 2017-2018 Session

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</tbody>
</table>
North Carolina Senators

2017-2018 Session

John M. Alexander, Jr. (R)
District 15
Wake

Deanna Ballard (R)
District 45
Alleghany, Ashe, Avery, Caldwell, Watauga

Chad Barefoot (R)
District 18
Franklin, Wake

Tamara Barringer (R)
District 17
Wake

Phil Berger (R)
District 26
Guilford, Rockingham

Dan Bishop (R)
District 39
Mecklenburg

Dan Blue (D)
District 14
Wake

Danny Earl Britt, Jr. (R)
District 13
Columbus, Robeson

Andrew C. Brock (R)
District 34
Davie, Iredell, Rowan

Harry Brown (R)
District 6
Jones, Onslow

Angela R. Bryant (D)
District 4
Halifax, Nash, Vance, Warren, Wilson

Jay J. Chaudhuri (D)
District 16
Wake

Ben Clark (D)
District 21
Cumberland, Hoke

Bill Cook (R)
District 1
Beaufort, Camden, Currituck, Dare, Gates, Hyde, Pasquotank, Perquimans

David L. Curtis (R)
District 44
Gaston, Iredell, Lincoln
Wesley Meredith (R)
District 19
Cumberland

Paul Newton (R)
District 36
Cabarrus, Union

Louis Pate (R)
District 7
Lenoir, Pitt, Wayne

Ronald J. Rabin (R)
District 12
Harnett, Johnston, Lee

Bill Rabon (R)
District 8
Bladen, Brunswick, New Hanover, Pender

Shirley B. Randleman (R)
District 30
Stokes, Surry, Wilkes

Gladys A. Robinson (D)
District 28
Guilford

Norman W. Sanderson (R)
District 2
Carteret, Craven, Pamlico

Erica Smith-Ingram (D)
District 3
Bertie, Chowan, Edgecombe, Hertford, Martin, Northampton, Tyrrell, Washington

Jeff Tarte (R)
District 41
Mecklenburg

Jerry W. Tillman (R)
District 29
Moore, Randolph

Tommy Tucker (R)
District 35
Union

Terry Van Duyn (D)
District 49
Buncombe

Joyce Waddell (D)
District 40
Mecklenburg

Trudy Wade (R)
District 27
Guilford

Andy Wells (R)
District 42
Alexander, Catawba

Mike Woodard (D)
District 22
Caswell, Durham, Person
# House Telephone and Office Assignments

## 2017-2018 Session

*(Room/Phone Assignments Subject To Change)*

<table>
<thead>
<tr>
<th>LEGISLATIVE BUILDING (LB)</th>
<th>LEGISLATIVE OFFICE BUILDING (LOB)</th>
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<tbody>
<tr>
<td>FAX: 733-2599 (Room 7)</td>
<td>FAX: 733-3113 (Room 109) and 715-5815 (Room 618)</td>
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<table>
<thead>
<tr>
<th>Member</th>
<th>Room No.</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rep. Gale Adcock</td>
<td>1213 LB</td>
<td>919-733-5602</td>
<td><a href="mailto:Gale.Adcock@ncleg.net">Gale.Adcock@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. John Ager</td>
<td>1315 LB</td>
<td>919-733-5746</td>
<td><a href="mailto:John.Ager@ncleg.net">John.Ager@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Kelly M. Alexander, Jr.</td>
<td>404 LOB</td>
<td>919-733-5778</td>
<td><a href="mailto:Kelly.Alexander@ncleg.net">Kelly.Alexander@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Dean Arp</td>
<td>529 LOB</td>
<td>919-715-3007</td>
<td><a href="mailto:Dean.Arp@ncleg.net">Dean.Arp@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Cynthia Ball</td>
<td>1319 LB</td>
<td>919-733-5860</td>
<td><a href="mailto:Cynthia.Ball@ncleg.net">Cynthia.Ball@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Chaz Beasley</td>
<td>403 LOB</td>
<td>919-733-5654</td>
<td><a href="mailto:Chaz.Beasley@ncleg.net">Chaz.Beasley@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Mary Belk</td>
<td>1313 LB</td>
<td>919-733-5607</td>
<td><a href="mailto:Mary.Belk@ncleg.net">Mary.Belk@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. John R. Bell, IV</td>
<td>301F LOB</td>
<td>919-715-3017</td>
<td><a href="mailto:John.Bell@ncleg.net">John.Bell@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Larry M. Bell</td>
<td>510 LOB</td>
<td>919-733-5863</td>
<td><a href="mailto:Larry.Bell@ncleg.net">Larry.Bell@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. MaryAnn Black</td>
<td>501 LOB</td>
<td>919-733-5872</td>
<td><a href="mailto:MaryAnn.Black@ncleg.net">MaryAnn.Black@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Hugh Blackwell</td>
<td>541 LOB</td>
<td>919-733-5805</td>
<td><a href="mailto:Hugh.Blackwell@ncleg.net">Hugh.Blackwell@ncleg.net</a></td>
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<tr>
<td>Rep. James L. Boles, Jr.</td>
<td>528 LOB</td>
<td>919-733-5903</td>
<td><a href="mailto:Jamie.Boles@ncleg.net">Jamie.Boles@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. William Brawley</td>
<td>534 LOB</td>
<td>919-733-5800</td>
<td><a href="mailto:Bill.Brawley@ncleg.net">Bill.Brawley@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. William D. Brisson</td>
<td>405 LOB</td>
<td>919-733-5772</td>
<td><a href="mailto:William.Brisson@ncleg.net">William.Brisson@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Dana Bumgardner</td>
<td>2119 LB</td>
<td>919-733-5809</td>
<td><a href="mailto:Dana.Bumgardner@ncleg.net">Dana.Bumgardner@ncleg.net</a></td>
</tr>
</tbody>
</table>
Rep. Deb Butler 1424 LB 919-733-5754 Deb.Butler@ncleg.net
Rep. Becky Carney 1221 LB 919-733-5827 Becky.Carney@ncleg.net
Rep. Mike Clampitt 1420 LB 919-715-3005 Mike.Clampitt@ncleg.net
Rep. George G. Cleveland 417A LOB 919-715-6707 George.Cleveland@ncleg.net
Rep. Jeff Collins 1106 LB 919-733-5802 Jeff.Collins@ncleg.net
Rep. Debra Conrad 416B LOB 919-733-5787 Debra.Conrad@ncleg.net
Rep. Kevin Corbin 2215 LB 919-733-5859 Kevin.Corbin@ncleg.net
Rep. Carla D. Cunningham 1109 LB 919-733-5807 Carla.Cunningham@ncleg.net
Rep. Ted Davis, Jr. 417B LOB 919-733-5786 Ted.Davis@ncleg.net
Rep. Josh Dobson 301N LOB 919-733-5862 Josh.Dobson@ncleg.net
Rep. Andy Dulin 609 LOB 919-715-3009 Andy.Dulin@ncleg.net
Rep. John Faircloth 613 LOB 919-733-5877 John.Faircloth@ncleg.net
Rep. Susan C. Fisher 504 LOB 919-715-2013 Susan.Fisher@ncleg.net
Rep. Elmer Floyd 1325 LB 919-733-5959 Elmer.Floyd@ncleg.net
Rep. Carl Ford 608 LOB 919-733-5881 Carl.Ford@ncleg.net
Rep. John A. Fraley 637 LOB 919-733-5741 John.Fraley@ncleg.net
Rep. Terry E. Garrison 1017 LB 919-733-5824 Terry.Garrison@ncleg.net
Rep. George Graham 1321 LB 919-733-5995 George.Graham@ncleg.net
Rep. Holly Grange 604 LOB 919-733-5830 Holly.Grange@ncleg.net
Rep. Destin Hall 306C LOB 919-733-5931 Destin.Hall@ncleg.net
Rep. Duane Hall 1004 LB 919-733-5755 Duane.Hall@ncleg.net
Rep. Kyle Hall 536 LOB 919-733-5609 Kyle.Hall@ncleg.net
Rep. Edward Hanes, Jr. 1006 LB 919-733-5829 Edward.Hanes@ncleg.net
Rep. Jon Hardister 638 LOB 919-733-5191 Jon.Hardister@ncleg.net
Rep. Pricey Harrison 1218 LB 919-733-5771 Pricey.Harrison@ncleg.net
Rep. Cody Henson 537 LOB 919-733-4466 Cody.Henson@ncleg.net
Rep. Yvonne Lewis Holley 1219 LB 919-733-5758 Yvonne.Holley@ncleg.net
Rep. D. Craig Horn 305 LOB 919-733-2406 Craig.Horn@ncleg.net
Rep. Julia C. Howard 302 LOB 919-733-5904 Julia.Howard@ncleg.net
Rep. Howard J. Hunter, III 1307 LB 919-733-5780 Howard.Hunter@ncleg.net
Rep. Pat B. Hurley 532 LOB 919-733-5865 Pat.Hurley@ncleg.net
Rep. Frank Iler 639 LOB 919-301-1450 Frank.Iler@ncleg.net
Rep. Verla Insko 502 LOB 919-733-7208 Verla.Insko@ncleg.net
Rep. Darren G. Jackson 506 LOB 919-733-5974 Darren.Jackson@ncleg.net
<table>
<thead>
<tr>
<th>Representative</th>
<th>Office Location</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
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<tbody>
<tr>
<td>Rep. Joe John</td>
<td>1013 LB</td>
<td>919-733-5530</td>
<td><a href="mailto:JoeJohn@ncleg.net">JoeJohn@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Linda P. Johnson</td>
<td>301D LOB</td>
<td>919-733-5861</td>
<td><a href="mailto:Linda.Johnson2@ncleg.net">Linda.Johnson2@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Bert Jones</td>
<td>416A LOB</td>
<td>919-733-5779</td>
<td><a href="mailto:Bert.Jones@ncleg.net">Bert.Jones@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Donny Lambeth</td>
<td>303 LOB</td>
<td>919-733-5747</td>
<td><a href="mailto:Donny.Lambeth@ncleg.net">Donny.Lambeth@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Philip A. Lehman</td>
<td>1111 LB</td>
<td>919-733-7663</td>
<td><a href="mailto:Philip.Lehman@ncleg.net">Philip.Lehman@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. David R. Lewis</td>
<td>2301 LB</td>
<td>919-715-3015</td>
<td><a href="mailto:David.Lewis@ncleg.net">David.Lewis@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Marvin W. Lucas</td>
<td>509 LOB</td>
<td>919-733-5775</td>
<td><a href="mailto:Marvin.Lucas@ncleg.net">Marvin.Lucas@ncleg.net</a></td>
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<tr>
<td>Rep. Grier Martin</td>
<td>1023 LB</td>
<td>919-733-5773</td>
<td><a href="mailto:Grier.Martin@ncleg.net">Grier.Martin@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Susan Martin</td>
<td>526 LOB</td>
<td>919-715-3023</td>
<td><a href="mailto:Susan.Martin@ncleg.net">Susan.Martin@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Pat McElraft</td>
<td>634 LOB</td>
<td>919-733-6275</td>
<td><a href="mailto:Pat.McElraft@ncleg.net">Pat.McElraft@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Chuck McGrady</td>
<td>304 LOB</td>
<td>919-733-5956</td>
<td><a href="mailto:Chuck.McGrady@ncleg.net">Chuck.McGrady@ncleg.net</a></td>
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<tr>
<td>Rep. Henry M. Michaux, Jr.</td>
<td>1227 LB</td>
<td>919-715-2528</td>
<td><a href="mailto:Mickey.Michaux@ncleg.net">Mickey.Michaux@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Chris Millis</td>
<td>633 LOB</td>
<td>919-715-9664</td>
<td><a href="mailto:Chris.Millis@ncleg.net">Chris.Millis@ncleg.net</a></td>
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<tr>
<td>Rep. Rodney W. Moore</td>
<td>402 LOB</td>
<td>919-733-5606</td>
<td><a href="mailto:Rodney.Moore@ncleg.net">Rodney.Moore@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Tim Moore</td>
<td>2304 LB</td>
<td>919-733-3451</td>
<td><a href="mailto:Tim.Moore@ncleg.net">Tim.Moore@ncleg.net</a></td>
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<tr>
<td>Rep. Gregory F. Murphy, MD</td>
<td>632 LOB</td>
<td>919-733-5757</td>
<td><a href="mailto:Gregory.Murphy@ncleg.net">Gregory.Murphy@ncleg.net</a></td>
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<tr>
<td>Rep. Garland E. Pierce</td>
<td>1204 LB</td>
<td>919-733-5803</td>
<td><a href="mailto:Garland.Pierce@ncleg.net">Garland.Pierce@ncleg.net</a></td>
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<tr>
<td>Rep. Larry W. Potts</td>
<td>306B1 LOB</td>
<td>919-715-0873</td>
<td><a href="mailto:Larry.Potts@ncleg.net">Larry.Potts@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Michele D. Presnell</td>
<td>418A LOB</td>
<td>919-733-5732</td>
<td><a href="mailto:Michele.Presnell@ncleg.net">Michele.Presnell@ncleg.net</a></td>
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<tr>
<td>Rep. Amos L. Quick, III</td>
<td>1317 LB</td>
<td>919-733-5902</td>
<td><a href="mailto:Amos.Quick@ncleg.net">Amos.Quick@ncleg.net</a></td>
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<tr>
<td>Rep. Bobbie Richardson</td>
<td>1217 LB</td>
<td>919-715-3032</td>
<td><a href="mailto:Bobbie.Richardson@ncleg.net">Bobbie.Richardson@ncleg.net</a></td>
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<tr>
<td>Rep. William O. Richardson</td>
<td>1021 LB</td>
<td>919-733-5601</td>
<td><a href="mailto:William.Richardson@ncleg.net">William.Richardson@ncleg.net</a></td>
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<tr>
<td>Rep. Dennis Riddell</td>
<td>533 LOB</td>
<td>919-733-5905</td>
<td><a href="mailto:Dennis.Riddell@ncleg.net">Dennis.Riddell@ncleg.net</a></td>
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<tr>
<td>Rep. David Rogers</td>
<td>418C LOB</td>
<td>919-733-5749</td>
<td><a href="mailto:David.Rogers@ncleg.net">David.Rogers@ncleg.net</a></td>
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<tr>
<td>Rep. Stephen M. Ross</td>
<td>635 LOB</td>
<td>919-733-5820</td>
<td><a href="mailto:Stephen.Ross@ncleg.net">Stephen.Ross@ncleg.net</a></td>
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<tr>
<td>Rep. Jason Saine</td>
<td>1326 LB</td>
<td>919-733-5782</td>
<td><a href="mailto:Jason.Saine@ncleg.net">Jason.Saine@ncleg.net</a></td>
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<tr>
<td>Rep. Phil Shepard</td>
<td>530 LOB</td>
<td>919-715-9644</td>
<td><a href="mailto:Phil.Shepard@ncleg.net">Phil.Shepard@ncleg.net</a></td>
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<tr>
<td>Rep. Michael Speciale</td>
<td>1008 LB</td>
<td>919-733-5853</td>
<td><a href="mailto:Michael.Speciale@ncleg.net">Michael.Speciale@ncleg.net</a></td>
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<tr>
<td>Rep. Bob Steinburg</td>
<td>301B LOB</td>
<td>919-733-0010</td>
<td><a href="mailto:Bob.Steinburg@ncleg.net">Bob.Steinburg@ncleg.net</a></td>
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<tr>
<td>Rep. Sarah Stevens</td>
<td>419 LOB</td>
<td>919-715-1883</td>
<td><a href="mailto:Sarah.Stevens@ncleg.net">Sarah.Stevens@ncleg.net</a></td>
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<tr>
<td>Rep. Scott Stone</td>
<td>2213 LB</td>
<td>919-733-5883</td>
<td><a href="mailto:Scott.Stone@ncleg.net">Scott.Stone@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Larry C. Strickland</td>
<td>602 LOB</td>
<td>919-733-5849</td>
<td><a href="mailto:Larry.Strickland@ncleg.net">Larry.Strickland@ncleg.net</a></td>
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<tr>
<td>Rep. John Szoka</td>
<td>2207 LB</td>
<td>919-733-9892</td>
<td><a href="mailto:John.Szoka@ncleg.net">John.Szoka@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Evelyn Terry</td>
<td>1015 LB</td>
<td>919-733-5777</td>
<td><a href="mailto:Evelyn.Terry@ncleg.net">Evelyn.Terry@ncleg.net</a></td>
</tr>
<tr>
<td>Representative</td>
<td>Office Location</td>
<td>Phone Number</td>
<td>Email Address</td>
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<tr>
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<tr>
<td>Rep. Brian Turner</td>
<td>1209 LB</td>
<td>919-715-3012</td>
<td><a href="mailto:Brian.Turner@ncleg.net">Brian.Turner@ncleg.net</a></td>
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<tr>
<td>Rep. Rena W. Turner</td>
<td>606 LOB</td>
<td>919-733-5661</td>
<td><a href="mailto:Rena.Turner@ncleg.net">Rena.Turner@ncleg.net</a></td>
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<tr>
<td>Rep. Harry Warren</td>
<td>611 LOB</td>
<td>919-733-5784</td>
<td><a href="mailto:Harry.Warren@ncleg.net">Harry.Warren@ncleg.net</a></td>
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<tr>
<td>Rep. Sam Watford</td>
<td>2121 LB</td>
<td>919-715-2526</td>
<td><a href="mailto:Sam.Watford@ncleg.net">Sam.Watford@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Donna McDowell White</td>
<td>306A2 LOB</td>
<td>919-733-5605</td>
<td><a href="mailto:Donna.White@ncleg.net">Donna.White@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Linda Hunt Williams</td>
<td>603 LOB</td>
<td>919-733-2962</td>
<td><a href="mailto:Linda.Williams@ncleg.net">Linda.Williams@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Shelly Willingham</td>
<td>513 LOB</td>
<td>919-715-3024</td>
<td><a href="mailto:Shelly.Willingham@ncleg.net">Shelly.Willingham@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Michael H. Wray</td>
<td>503 LOB</td>
<td>919-733-5662</td>
<td><a href="mailto:Michael.Wray@ncleg.net">Michael.Wray@ncleg.net</a></td>
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<tr>
<td>Rep. Larry Yarborough</td>
<td>1301 LB</td>
<td>919-715-0850</td>
<td><a href="mailto:Larry.Yarborough@ncleg.net">Larry.Yarborough@ncleg.net</a></td>
</tr>
<tr>
<td>Rep. Lee Zachary</td>
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<td>919-715-8361</td>
<td><a href="mailto:Lee.Zachary@ncleg.net">Lee.Zachary@ncleg.net</a></td>
</tr>
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</table>
**House Representation By County**

**2017-2018 Session**

<table>
<thead>
<tr>
<th>County</th>
<th>District: Members</th>
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<tbody>
<tr>
<td>Alamance</td>
<td>63: Stephen M. Ross; 64: Dennis Riddell;</td>
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<tr>
<td>Alexander</td>
<td>73: Lee Zachary;</td>
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<tr>
<td>Alleghany</td>
<td>94: Jeffrey Eimore;</td>
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<tr>
<td>Anson</td>
<td>55: Mark Brody;</td>
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<td>Ashe</td>
<td>93: Jonathan C. Jordan;</td>
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<td>Avery</td>
<td>85: Josh Dobson;</td>
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<td>Beaufort</td>
<td>3: Michael Speciale; 6: Beverly G. Boswell;</td>
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<tr>
<td>Bertie</td>
<td>5: Howard J. Hunter, III;</td>
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<tr>
<td>Brunswick</td>
<td>17: Frank Iler; 18: Deb Butler;</td>
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<tr>
<td>Buncombe</td>
<td>114: Susan C. Fisher; 115: John Ager; 116: Brian Turner;</td>
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<td>Burke</td>
<td>112: David Rogers; 86: Hugh Blackwell;</td>
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<tr>
<td>Cabarrus</td>
<td>82: Larry G. Pittman; 83: Linda P. Johnson; 76: Carl Ford;</td>
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<td>Caldwell</td>
<td>87: Destin Hall;</td>
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<td>Camden</td>
<td>1: Bob Steinburg;</td>
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<td>Carteret</td>
<td>13: Pat McElraft;</td>
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<td>Caswell</td>
<td>65: Bert Jones;</td>
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<tr>
<td>Catawba</td>
<td>89: Mitchell S. Setzer; 96: Jay Adams;</td>
</tr>
<tr>
<td>Chatham</td>
<td>54: Robert T. Reives, II;</td>
</tr>
<tr>
<td>Cherokee</td>
<td>120: Kevin Corbin;</td>
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<td>Chowan</td>
<td>1: Bob Steinburg;</td>
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<td>Clay</td>
<td>120: Kevin Corbin;</td>
</tr>
<tr>
<td>Cleveland</td>
<td>111: Tim Moore; 110: Kelly E. Hastings;</td>
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<tr>
<td>Columbus</td>
<td>46: Brenden H. Jones;</td>
</tr>
<tr>
<td>Craven</td>
<td>3: Michael Speciale; 10: John R. Bell, IV; 12: George Graham;</td>
</tr>
<tr>
<td>Cumberland</td>
<td>42: Marvin W. Lucas; 43: Elmer Floyd; 44: William O. Richardson; 45: John Szoka;</td>
</tr>
<tr>
<td>Currituck</td>
<td>1: Bob Steinburg;</td>
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<tr>
<td>Dare</td>
<td>6: Beverly G. Boswell;</td>
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<tr>
<td>Davidson</td>
<td>80: Sam Watford; 81: Larry W. Potts;</td>
</tr>
<tr>
<td>Davie</td>
<td>79: Julia C. Howard;</td>
</tr>
</tbody>
</table>
Duplin 4: Jimmy Dixon; 21: Larry M. Bell;
Durham 29: MaryAnn Black; 30: Philip A. Lehman; 31: Henry M. Michaux, Jr.; 50: Graig R. Meyer;
Edgecombe 23: Shelly Willingham;
Forsyth 79: Julia C. Howard; 74: Debra Conrad; 75: Donny Lambeth; 71: Evelyn Terry;
    72: Edward Hanes, Jr.;
Franklin 25: Jeff Collins; 7: Bobbie Richardson;
Gaston 110: Kelly E. Hastings; 108: John A. Torbett; 109: Dana Bumgardner;
Gates 5: Howard J. Hunter, III;
Graham 120: Kevin Corbin;
Granville 2: Larry Yarborough; 32: Terry E. Garrison;
Greene 12: George Graham; 10: John R. Bell, IV;
Guilford 57: Pricey Harrison; 58: Amos L. Quick, III; 59: Jon Hardister; 60: Cecil Brockman;
    61: John Faircloth; 62: John M. Blust;
Halifax 27: Michael H. Wray;
Harnett 51: John Sauls; 53: David R. Lewis;
Haywood 118: Michele D. Presnell; 119: Mike Clampitt;
Henderson 113: Cody Henson; 117: Chuck McGrady;
Hertford 5: Howard J. Hunter, III;
Hoke 48: Garland E. Pierce; 66: Ken Goodman;
Hyde 6: Beverly G. Boswell;
Iredell 84: Rena W. Turner; 95: John A. Fraley;
Jackson 119: Mike Clampitt;
Jones 13: Pat McElraft;
Lee 54: Robert T. Reives, III; 51: John Sauls;
Lenoir 10: John R. Bell, IV; 12: George Graham;
Lincoln 97: Jason Saine;
Macon 120: Kevin Corbin;
Madison 118: Michele D. Presnell;
Martin 23: Shelly Willingham;
McDowell 85: Josh Dobson;
Mecklenburg 88: Mary Belk; 92: Chaz Beasley; 98: John R. Bradford, III;
    99: Rodney W. Moore; 100: John Autry; 101: Beverly M. Earle;
    102: Becky Carney; 103: William Brawley; 104: Andy Dulin;
    105: Scott Stone; 106: Carla D. Cunningham; 107: Kelly M. Alexander, Jr.;
Mitchell 85: Josh Dobson;
Montgomery 67: Justin P. Burr; 66: Ken Goodman;
Moore 52: James L. Boles, Jr.; 78: Allen McNeill;
Nash 25: Jeff Collins; 7: Bobbie Richardson;
New Hanover 18: Deb Butler; 19: Ted Davis, Jr.; 20: Holly Grange;
Northampton 27: Michael H. Wray;
Onslow 14: George G. Cleveland; 15: Phil Shepard; 16: Chris Mills;
Orange 56: Verla Insko; 50: Graig R. Meyer;
Pamlico 3: Michael Speciale;

Pasquotank  1: Bob Steinburg; 5: Howard J. Hunter, III;
Pender       16: Chris Millis;
Perquimans   1: Bob Steinburg;
Person       2: Larry Yarborough;
Pitt         9: Gregory F. Murphy, MD; 8: Susan Martin; 24: Jean Farmer-Butterfield;
Polk         113: Cody Henson;
Randolph    78: Allen McNeill; 70: Pat B. Hurley;
Richmond    48: Garland E. Pierce; 66: Ken Goodman;
Rockingham  65: Bert Jones; 91: Kyle Hall;
Rowan        76: Carl Ford; 77: Harry Warren;
Rutherford   112: David Rogers;
Sampson      22: William D. Brisson; 21: Larry M. Bell;
Scotland     66: Ken Goodman; 48: Garland E. Pierce;
Stanly       67: Justin P. Burr;
Stokes       91: Kyle Hall;
Surry        90: Sarah Stevens;
Swain        119: Mike Clampitt;
Transylvania 113: Cody Henson;
Tyrrell      1: Bob Steinburg;
Union        68: D. Craig Horn; 69: Dean Arp; 55: Mark Brody;
Vance        32: Terry E. Garrison;
Wake         33: Rosa U. Gill; 34: Grier Martin; 35: Chris Malone;
            36: Nelson Dollar; 37: Linda Hunt Williams;
            38: Yvonne Lewis Holley; 39: Darren G. Jackson; 40: Joe John;
            41: Gale Adcock; 11: Duane Hall; 49: Cynthia Ball;
Warren       32: Terry E. Garrison;
Washington   6: Beverly G. Boswell;
Watauga      93: Jonathan C. Jordan;
Wayne        4: Jimmy Dixon; 10: John R. Bell, IV; 21: Larry M. Bell;
Wilkes       73: Lee Zachary; 90: Sarah Stevens; 94: Jeffrey Elmore;
Wilson       24: Jean Farmer-Butterfield; 8: Susan Martin;
Yadkin       73: Lee Zachary;
Yancey       118: Michele D. Presnell;
North Carolina Representatives

2017-2018 Session

Jay Adams (R)
District 96
Catawba

Gale Adcock (D)
District 41
Wake

John Ager (D)
District 115
Buncombe

Kelly M. Alexander, Jr. (D)
District 107
Mecklenburg

Dean Arp (R)
District 69
Union

John Autry (D)
District 100
Mecklenburg

Cynthia Ball (D)
District 49
Wake

Chaz Beasley (D)
District 92
Mecklenburg

Mary Belk (D)
District 88
Mecklenburg

John R. Bell, IV (R)
District 10
Craven, Greene, Lenoir, Wayne

Larry M. Bell (D)
District 21
Duplin, Sampson, Wayne

MaryAnn Black (D)
District 29
Durham

Hugh Blackwell (R)
District 86
Burke

John M. Blust (R)
District 62
Guilford

James L. Boles, Jr. (R)
District 52
Moore
Josh Dobson  (R)
District 85
Avery, McDowell, Mitchell

Beverly M. Earle  (D)
District 101
Mecklenburg

Jean Farmer-Butterfield  (D)
District 24
Pitt, Wilson

Carl Ford  (R)
District 76
Cabarrus, Rowan

Rosa U. Gill  (D)
District 33
Wake

George Graham  (D)
District 12
Craven, Greene, Lenoir

Nelson Dollar  (R)
District 36
Wake

Jeffrey Elmore  (R)
District 94
Alleghany, Wilkes

John A. Fraley  (R)
District 95
Iredell

Ken Goodman  (D)
District 66
Hoke, Montgomery, Richmond, Robeson, Scotland

Holly Grange  (R)
District 20
New Hanover

Andy Dulin  (R)
District 104
Mecklenburg

John Faircloth  (R)
District 61
Guilford

Elmer Floyd  (D)
District 43
Cumberland

Terry E. Garrison  (D)
District 32
Granville, Vance, Warren

Charles Graham  (D)
District 47
Robeson

Destin Hall  (R)
District 87
Caldwell
Duane Hall (D)  
District 11  
Wake

Susi H. Hamilton (D)  
District 18  
Brunswick, New Hanover

Pricey Harrison (D)  
District 57  
Guilford

Yvonne Lewis Holley (D)  
District 38  
Wake

Howard J. Hunter, III (D)  
District 5  
Bertie, Gates, Hertford, Pasquotank

Verla Insko (D)  
District 56  
Orange

Kyle Hall (R)  
District 91  
Rockingham, Stokes

Edward Hanes, Jr. (D)  
District 72  
Forsyth

Kelly E. Hastings (R)  
District 110  
Cleveland, Gaston

D. Craig Horn (R)  
District 68  
Union

Pat B. Hurley (R)  
District 70  
Randolph

Darren G. Jackson (D)  
District 39  
Wake

Larry D. Hall (D)  
District 29  
Durham

Jon Hardister (R)  
District 59  
Guilford

Cody Henson (R)  
District 113  
Henderson, Polk, Transylvania

Julia C. Howard (R)  
District 79  
Davie, Forsyth

Frank Iler (R)  
District 17  
Brunswick

Joe John (D)  
District 40  
Wake
N.C. State Board of Education

The North Carolina State Board of Education (SBE) supervises the state’s public school system and the funding provided to support it.

Chairman

William Cobey
william.cobey@dpi.nc.gov

Vice Chairman, District 5

A.L. Collins
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Lieutenant Governor

Dan Forest
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State Treasurer

Dale Folwell
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State Superintendent and Secretary to Board

Mark Johnson
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Dr. Olivia Oxendine (4th Education District)
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Wayne McDevitt (8th Education District)
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Members at Large

Eric C. Davis
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patricia.willoughby@dpi.nc.gov

The N.C. State Board of Education’s complete roster, including advisors, is posted at http://www.ncpublicschools.org/stateboard/
Working Effectively with Elected Officials

Adapted from *Effective Advocacy and Communication with Legislators (2007)*
Published by the American Counseling Association Office of Public Policy
www.counseling.org

As we consider how to effectively advocate for our profession, we need to be aware of some of the common characteristics of politicians. Politicians:
(1) hold public office to help others; (2) like to be asked; (3) are smart and learn quickly, but they do not know everything; (4) have many demands on their time; (5) do not have sufficient resources to meet the demands made of them; (6) are always running for office; (7) respond to crises; (8) behave differently when they know they are being watched; (9) like to be thanked; and (10) like good press.

The American Counseling Association’s Office of Public Policy suggests several ways to effectively advocate for yourself and/or the counseling profession: (1) ask for what you want; (2) be specific in your request; (3) be ready to work hard; (4) find a legislative champion; (5) organize, coordinate, orchestrate; (6) touch all the bases; (7) stay flexible, be opportunistic; (8) keep it simple; (9) assume the perspective of others; (10) build and preserve your credibility; (11) anticipate and deal with your opposition; (12) be prepared to compromise; (13) never burn your bridges; (14) target your efforts; (15) honor the staff; (16) track your progress; (17) be persistent; and (18) follow up.

The following are some basic suggestions for communicating with legislators: (1) do not use jargon; (2) be concise and to the point; (3) reinforce good decision-making; (4) communicate before decisions are made; (5) continue communication to meet changing needs; (6) be dependable and honest; and (7) use the talents of other good communicators.
When communicating with legislators, it is important to remember three things: (1) be respectful; (2) you represent others in your profession and it’s important to make a good impression; and (3) what you communicate may be shared with others.

There are a number of ways you may communicate with legislators: (1) personal visits; (2) writing letters; (3) sending emails; (4) sending telegrams; (5) by telephone; or (6) by testifying before a legislative committee. The following sections may be helpful to you as you consider contacting your legislator.

**Personal Visits with Legislators**

A personal visit with a State Legislator or a member of Congress is probably the most effective way to emphasize your interest in an issue or bill. You may visit your legislators at their Raleigh offices or in their offices in your home district. You may visit members of Congress in Washington, D.C. or in one of their district offices. Local visits are often easier to schedule, tend to be less rushed, and provide more “quality time” with the legislator.

**Tips for Planning a Meeting with an Elected Official include:**

1. Make an appointment. Explain the purpose of the meeting, the time needed (usually no more than 30 minutes), and identify other individuals who will attend.

2. Do not be offended if you are offered an opportunity to meet with a staff member instead of the legislator. This does not mean your legislator is not receptive to your views or that your message will not be heard. Some legislators delegate many of their meetings with constituents to staff members who report back to the legislator regarding meetings with constituents. Legislative staff members are very influential in their own right.

3. If others are involved, decide in advance who will present information and how it will be presented. One possible format is to present the issue, the impact of the issue, and to suggest possible solutions.

4. Prepare and/or collect supporting materials to accompany your presentation.

5. Practice your presentation.

6. Learn about your legislator. Try to find out positions taken on similar issues.

7. Be on time for your meeting with the elected official. Do not be upset if you have to wait since there may have been unavoidable delays or changes in his/her schedule.

8. When you arrive, introduce yourself to the legislator’s secretary. If you have a business card, give one to the secretary.
(9) When you meet the elected official (or staff person), introduce yourself and identify the
group you are representing. If you are a constituent of the elected official, share that as well.

(10) **State the reason for your visit concisely and accurately. Limit the number of issues you
discuss and refer to bills by name and number. The North Carolina School Counselor
Association would appreciate it if you would use the association’s legislative agenda as
talking points during your visits with legislators.**

(11) Give the legislator essential information, review the critical points, describe the impact of
the legislation, and share your recommendations.

(12) If your legislator has already publicly supported your position, express your gratitude and
tell him/her how much their efforts are appreciated by you and the North Carolina School
Counselors Association. If your legislator has not yet committed to your position, clearly state
reasons for supporting your position and let them know you and your association would
appreciate their support. If your legislator is not supportive of your position, give him or her the
information and **politely and respectfully** ask him/her to reconsider their stance on the issue.

(13) Be prepared to answer questions.

(14) Leave fact sheets or supporting materials with the legislator. Include a contact name and
number with the materials in the event questions arise later.

(15) Have a picture taken with the legislator, if possible. Use the picture in your local newspaper
and/or your association’s newsletter or web page to provide publicity for the legislator (and for
your association). Send a copy of the picture and any publications including the picture to the
legislator.

(16) Thank the legislator for his/her time. Leave promptly.

**Suggestions for follow-up after a meeting with an elected official include:**

(1) Immediately after the meeting, record what occurred, who you met with, issues you
discussed, responses received, and any follow-up needed.

(2) Write a thank you letter to the elected official. Summarize points made and include any
follow-up information requested.

(3) If you took a photo with a legislator and it is printed in your local newspaper or in your
association’s newsletter, be sure to send a copy of the publications to the legislator’s office.
Writing Letters / Sending Emails

Elected officials and their staff members pay careful attention to their mail and emails since it forms the major body of public and voter sentiment on pending legislative activity.

Many people find it difficult to know how to communicate with their legislators. Often, form letters with identical wording and petitions are used. Most legislators, however, place little weight on such an approach.

The type of letter/email which legislators most appreciate and find most helpful is one that is carefully thought out and represents the individual’s point of view concerning the bill or legislative matter that is being considered. It should explain how the measure will benefit the writer or the community, or how the measure can be improved. Since everyone does not have the same base of information or experience, letters should be clear and simple and at the same time reflect respect for the intelligence of the legislator and his/her staff.

Tips for writing letters/emails to elected officials:

(1) Identify yourself and your reason for writing to the legislator.

(2) Be brief. Limit your letter or email to one or two pages.

(3) Address only one issue per letter or email.

(4) Refer to legislation by bill number and title. If you don’t know the bill number or title, you may look it up on the North Carolina General Assembly webpage, or on the web pages of Congress or the Senate. Your association’s legislative updates link on their web page may provide this information as well. Or, you may describe the issue in enough detail to enable the legislator to respond thoughtfully and appropriately.

(5) Be specific. Explicitly ask the legislator to do something (vote for legislation X, co-sponsor bill Y, or sign on to a letter opposing bill Z, etc.). Ask the legislator’s position on the topic you are interested in. Unless you ask for something specific, your legislator is likely to respond with vague niceties. Make it clear what it is you want him/her to do.

(6) Tell the legislator why the issue you’re writing or emailing about is important to you, and stress any local implications the issue has, and how it will affect others in the community. Personalize your message if you can, including any personal experiences you have had that relate to the issue.

(7) Do not criticize or be negative. If you disagree with the legislator, tell him or her why, but be courteous and respectful.

(8) Send a blind copy of your letter and any reply you receive to your association’s government relations committee and/or president. Keep a copy of your letter or email for your own records.
(9) It is not necessary for you to type your letter unless your handwriting is impossible to read. Most of the mail legislators receive from constituents is hand-written.

(11) Report the good news too. Do not limit your contacts to requests for support or complaints about actions your legislator has or has not taken. Use positive reinforcement. One of the greatest rewards legislators can receive is a simple letter thanking them for their performance.

(12) Do not expect to hear back within a week. Legislative offices often receive an incredible amount of mail and email. However, feel free to contact the legislator’s office if you have not received a reply with in six weeks.

(13) If you choose to communicate with your legislators by letter or email, be sure to include your name, telephone number, and postal address. The legislator will want to assure that you are in his/her district before responding.

**Addressing Letters:**

Your letter will be received faster if you take the time to include the lawmaker’s office number in the address. This information can be obtained from the North Carolina General Assembly web page, the US Senate web page, and the US Congress web page.

**State Senator**

The Honorable John Doe  
North Carolina State Senate  
Legislative Building, Room # ___  
16 West Jones Street  
(or) Legislative Office Building, Room # ___  
300 North Salisbury Street  
Raleigh, North Carolina 27603-5925

**United States Senator**

The Honorable John Doe  
United States Senate

**Salutation:**

Dear Mr. Doe or Dear Senator Doe:

**State Representative**

The Honorable Jane Doe  
North Carolina House of Representatives  
Legislative Building, Room # ___  
16 West Jones Street  
(or) Legislative Office Building, Room # ___  
300 North Salisbury Street  
Raleigh, North Carolina 27603-5925

**United States Representative**

The Honorable Jane Doe  
Member of Congress

**Salutation:**

Dear Mrs. (or Ms.) Doe or Representative Doe:  
Dear Representative Doe
The NC Legislative Complex

STATE LEGISLATIVE BUILDING - 16 W. Jones Street  
LEGISLATIVE OFFICE BUILDING - 300 N. Salisbury Street  
Raleigh, North Carolina 27603-5925

DIRECTIONS: Located in Wake County. The Legislative Building is in the block bordered by Salisbury, Jones, Lane and Wilmington Streets. The Legislative Office Building (LOB) is on the corner of Salisbury and Lane Streets.

OPEN: The Legislative Building is open to the public year round. Monday through Friday, 8:00 AM - 5:00 PM; Saturday, 9:00 AM - 5:00 PM; Sunday, 1:00 PM - 5:00 PM

PHONE: (919)733-7928 (voice) or (919)715-6755 (TTY).

ADMISSION: Free

PARKING: Accessible street parking around the Legislative Building clearly marked and signed. Other nearby street parking available; or may use parking deck accessed from Salisbury and McDowell streets which has spaces designated for persons with disabilities; or in the lot in front of the State Library on Jones Street.

ENTRANCE: Main entrance to Legislative Building (Jones Street) accessible; automatic door opener. Main entrance to LOB (Lane Street) accessible; automatic door opener.

INTERIOR:

- Legislative Building: All levels served by elevators; controls mounted 42" high. Accessible cafeteria in basement. Benches/seats available for waiting or resting. Public gallery designed to accommodate persons who use wheelchairs.

- LOB: All levels served by elevators. Accessible snack bar on first floor.

- RESTROOMS: Accessible restrooms on all floors in both buildings. Ask at front lobby of Legislative Building for locations.

SPECIAL FEATURES: Building has TTY number (listed above). Auxiliary aids and services (interpreters, electric cart, assistive listening devices, etc.) can be provided if requested 72 hrs. in advance by calling 919-733-7044. Emergency alarms have visual signals. The NC General Assembly's home page is accessible on the Internet at: http://www.ncleg.net.
Floor Plans of the State Legislative Building

Basement
Café
Parking

First Floor | Second Floor | Third Floor
---|---|---
1000 Court  | House Chamber  | House Gallery
1100 Court  | Senate Chamber  | Senate Gallery
1200 Court  | 2000 Court  |  
1300 Court  | 2100 Court  |  
First Aid  | 2200 Court  |  
Conference Rooms  | 2300 Court  |  

Directions to the NC Legislative Complex

FROM WEST/NORTHWEST I-40 US 70

I-40: Take exit 289 onto the Raleigh Chapel Hill Expressway. This becomes Wade Avenue. As Wade Avenue ends, exit right onto Capital Boulevard South towards downtown. After Capital Boulevard becomes Dawson Street, turn left on Jones Street. The Legislative Building will be located 2 blocks away on the left. To get to the Legislative Office Building (LOB), turn left after passing the Legislative Building and take your next left. The LOB will be on the second building on the right.

US 70: US 70 becomes Glenwood Avenue. Stay on Glenwood to Wade Avenue. Cross the overpass and exit on Wade Avenue East. As Wade Avenue ends, exit right onto Capital Boulevard South towards downtown. Take the exit onto Lane Street and turn left. Turn right on North Salisbury Street. Visitor parking is located at the third parking deck on the right (Deck #75). The Legislative Office Building and the Legislative Building are located on the left side of the road.

Parking: Pass the Legislative Building and turn left on North Wilmington. Merge left at the end of the block and you will essentially turn around onto North Salisbury Street. Visitor parking is located at the third parking deck on the right (Deck #75). The Legislative Office Building and the Legislative Building are located on the left side of the road.

FROM Northeast US 64 US 1 and US 401

US 64: Continue on New Bern Avenue (inbound New Bern Avenue becomes Edenton Street) to the intersection of Edenton and North Wilmington. Turn right onto North Wilmington Street. Turn left at the second traffic signal onto Lane Street. The Legislative Office Building will be on your right, the Legislative Office Building will be on your left.

US 1 and US 401: Continue on Capital Boulevard to Lane Street, but merge into the left lane as you get closer to downtown. (Capital Boulevard becomes Dawson Street.) After Capital Boulevard becomes Dawson Street, turn left on Jones Street. The Legislative Building will be located 2 blocks away on the left. To get to the Legislative Office Building (LOB), turn left after
passing the Legislative Building and take your next left. The LOB will be on the second building on the right.

Parking: At the intersection of Lane Street and North Wilmington Street turn left. Merge left at the end of the block and you will essentially turn around onto North Salisbury Street. Visitor parking is located at the third parking deck on the right (Deck #75). The Legislative Office Building and the Legislative Building are located on the left side of the road.

FROM East/ Southeast I-40 US 70

US 70: US 70 merges into US 401. Continue north and stay right on South Wilmington Street. You will pass the State Capital Building on your left. The Legislative Building will be located 2 blocks away on the left. To get to the Legislative Office Building (LOB), turn left after passing the Legislative Building and take your next left. The LOB will be on the second building on the right.

I-40: Exit I-440 West. Proceed to the South Saunders Street exit and exit right. Travel north on South Saunders Street, which becomes McDowell Street. Get in the left lane and continue on McDowell to Jones Street. Turn right on Jones Street. The Legislative Building will be located 1 block away on the left. To get to the Legislative Office Building (LOB), turn left after passing the Legislative Building and take your next left. The LOB will be on the second building on the right.

Parking: Pass the Legislative Building and turn left on North Wilmington. Merge left at the end of the block and you will essentially turn around onto North Salisbury Street. Visitor parking is located at the third parking deck on the right (Deck #75). The Legislative Office Building and the Legislative Building are located on the left side of the road.

FROM South/ Southwest US 1 and US 64/US 401

US 1 and US 64: Exit onto I-440 East and proceed to South Saunders Street. Exit at South Saunders Street and go north on South Saunders Street, which later becomes McDowell Street. Get in the left lane and continue on McDowell to Jones Street. Turn right on Jones Street. The Legislative Building will be located 1 block away on the left. To get to the Legislative Office Building (LOB), turn left after passing the Legislative Building and take your next left. The LOB will be on the second building on the right.

US 401: Continue north and stay right on South Wilmington Street. You will pass the State Capital Building on your left. The Legislative Building will be located 2 blocks away on the left. To get to the Legislative Office Building (LOB), turn left after passing the Legislative Building and take your next left. The LOB will be on the second building on the right.

Parking: Pass the Legislative Building and turn left on North Wilmington. Merge left at the end of the second block and you will essentially make a U-turn onto North Salisbury Street. Visitor parking is located at the third parking deck on the right (Deck #75). The Legislative Office Building and the Legislative Building are located on the left side of the road.
NCSCA LEGISLATIVE DAY
March 14, 2017

SECTION II: ADVOCACY FOR SCHOOL COUNSELING PROGRAMS

School Counselor to Student Ratios p. 37
School Counselor Responsibilities p. 38
The Role of the Professional School Counselor p. 40
Why Elementary School Counselors? p. 43
Why Middle School Counselors? p. 46
Why Secondary School Counselors? p. 49
Why Do We Need School Counselors? p. 52
## United States Student-to-Counselor Ratios

Maximum Recommended Ratio (250:1) – Current U.S. Average (471:1)

<table>
<thead>
<tr>
<th>State</th>
<th>Ratio</th>
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<td>Alabama</td>
<td>419:1</td>
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School Counselor Responsibilities

School counselors have many duties and responsibilities related to designing and implementing a comprehensive school counseling program. Therefore, programs should free school counselors to do what they do best and what only they can do. Most school counselors have a master’s degree and have formal training in both mental health and education. Although school counselors are team players who understand fair-share responsibilities within a school system, they cannot be fully effective when they are taken away from essential counseling tasks to perform non-counseling activities such as:

- **Master schedule duties** – In many schools, the function of building the school’s master schedule is performed by a school counselor instead of an administrator, when this is clearly an administrative role. School counselors need to participate as consultants and experts in the process, but when they are required to carry the bulk of the responsibility in this area, their ability to provide school counseling services for students is diminished.

- **Testing coordinators** – In a world of increased high stakes testing, more and more school counselors are called upon to assist in the preparation for testing. The appropriate role for a school counselor is to interpret the results of these tests and to analyze them in conjunction with multiple measures of student achievement.

- **Detention room coverage** – In the absence of a teacher or other certificated staff, school counselors often are called upon to cover detention rooms. Their more appropriate role is to assist in appropriate and systemic preventive measures that improve overall behavior and deter attendance in the detention room.

- **Discipline** – School counselors are not disciplinarians and do not possess the appropriate credentials for disciplining students. Their appropriate role is to provide counseling for students before and/or after discipline, to determine the causes of students’ behavior leading to disciplinary action, to develop and deliver school wide curriculum for the deterrence of behaviors leading to disciplinary action and to collaborate on school leadership teams to create policies promoting appropriate behavior on campus.

- **Classroom coverage** – School counselors understand the need to assist when emergencies arise and classrooms need coverage. Problems arise when school counselors are regularly first in line to cover classes. This is an inappropriate use of counselors’ time and skills.

- **Clerical responsibilities** – School counseling programs require clerical assistance to perform functions outside the school counselors’ appropriate job description. Many districts employ guidance assistants to provide this service so school counselors can spend their time in direct service to students. Although school counselors should be involved in many aspects of students’ education, certain nonschool-counseling tasks
should be eliminated or reassigned, if possible, so school counselors can use their skills and knowledge to focus on students' needs. A fine line sometimes separates appropriate from inappropriate activities.

Please see the following examples of appropriate and inappropriate counseling responsibilities:

**Appropriate (counseling) responsibilities:**

Designing individual student academic programs  
Interpreting cognitive, aptitude and achievement tests  
Counseling students with excessive tardiness or absenteeism  
Counseling students with disciplinary problems  
Counseling students about appropriate school dress  
Collaborating with teachers to present guidance curriculum lessons  
Analyzing grade-point averages in relationship to achievement  
Interpreting student records  
Providing teachers with suggestions for better study hall management  
Ensuring student records are maintained in accordance with state and federal regulations  
Assisting the school principal with identifying and resolving student issues, needs and problems  
Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons

**Inappropriate (non-counseling) activities:**

Registering and scheduling all new students  
Administering cognitive, aptitude and achievement tests  
Signing excuses for students who are tardy or absent  
Performing disciplinary actions  
Sending home students who are not appropriately dressed  
Teaching classes when teachers are absent  
Computing grade-point averages  
Maintaining student records  
Supervising study halls  
Clerical record keeping  
Assisting with duties in the principal's office

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*School Counselors Rock!*
The Role of the Professional School Counselor

The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages.

Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

Professional school counselors have a master’s degree or higher in school counseling or the substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability.

Foundation
Professional school counselors identify personal beliefs and philosophies as to how all students benefit from the school counseling program and act on these beliefs and philosophies to guide the development, implementation and evaluation of a comprehensive school counseling program. Professional school counselors create a mission statement supporting the school’s mission and collaborate with other individuals and organizations to promote all students’ academic, career and personal/social development.

Delivery
Professional school counselors provide services to students, parents, school staff and the community in the following areas:
• School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically
presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.

• Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
• Responsive Services – Responsive services are preventative and/or intervention activities meeting students’ immediate and future needs. These needs can be necessitated by events and conditions in students’ lives and may require any of the following: individual or group counseling, consultation with parents, teachers and other educators, referrals to other school support services or community resources, peer helping and information.
Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns.
• System Support – System support consists of management activities establishing, maintaining and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management
Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated and reflective of the school’s needs. Tools and processes include:
• Agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
• Advisory councils made up of students, parents, teachers, counselors administrators and community members to review school counseling program results and to make recommendations
• Use of student data to affect systemic change within the school system so every student receives the benefit of the school counseling program
• Action plans for prevention and intervention services defining the desired student competencies and achievement results
• Allotment of 80 percent of the professional school counselor’s time in direct service with students
• Use of master and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

Accountability
To demonstrate the effectiveness of the school counseling program in measurable terms, professional school counselors report on immediate, intermediate and long-range results showing how students are different as a result of the school counseling program. Professional school counselors use data to show the impact of the school counseling
program on school improvement and student achievement. Professional school counselors conduct school counseling program audits to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a school counseling program.

**Summary**
Professional school counselors are certified/licensed professionals with a masters’ degree or higher in school counseling or the substantial equivalent and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program encouraging all students’ academic, career and personal/social development and helping all students in maximizing student achievement.
Why Elementary School Counselors?

“Today’s young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Children face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement.”

“Toward a Blueprint for Youth: Making Positive Youth Development a National Priority,” U.S. Department of Health and Human Services

**Elementary School Students’ Developmental Needs**
The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as and character values. It is also a time when students develop and acquire attitudes toward school self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention identification and intervention of children’s academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

**Meeting the Challenge**
Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. Elementary school counselors don’t work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the school’s mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development and systematic school counseling program. ASCA’s National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework for School Counseling Programs (ASCA, 2002), with its data-driven and results-based focus, serves as a guide for today’s school counselor who is uniquely trained to implement this program.

**Elementary School Counselors Implement the Counseling Program by Providing:**

*School Guidance Curriculum*

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
Education on understanding self and others
Peer relationships, coping strategies and effective social skills
Communication, problem-solving and conflict resolution
Substance abuse education
Multicultural/diversity awareness

*Individual Student Planning*

Academic planning
Goal setting/decision-making
Education on understanding of self, including strengths and weaknesses
Transition plans

*Responsive Services*

Individual and small-group counseling
Individual/family/school crisis intervention
Conflict resolution
Consultation/collaboration
Referrals

*System Support*

Professional development
Consultation, collaboration and teaming
Program management and operation

*Elementary School Counselors Collaborate with:*

**Parents**
Parent education
Communication/networking
Academic planning
College/career awareness programs
One-on-one parent conferencing
Interpretation of assessment results

**Teachers**
Classroom guidance activities
Academic support, including learning style assessment and education to help students succeed academically
Classroom speakers
At-risk student identification and implementation of interventions to enhance success

**Administrators**
School Climate
Behavioral management plans
School-wide needs assessments
Student data and results
Student assistance team building

**Students**
Peer education
Peer support
Academic support
School climate
Leadership development
Community
Job shadowing, service learning
Crisis interventions
Referrals Parenting classes
Support groups
Career education

**These examples are not intended to be all-inclusive**

**Why Elementary School Counselors?**

Elementary school years set the tone for developing the knowledge, attitudes and skill necessary for children to become healthy, competent and confident learners. Through a comprehensive developmental school counseling program, counselors work as a team with the school staff, parents and the community to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, school counselors can help all children can achieve academic success. The professional elementary school counselor holds a master’s degree and required state certification in school counseling. Maintaining certification includes on-going professional development to stay current with education reform and challenges facing today’s students. Professional association membership enhances the school counselor’s knowledge and effectiveness.
Why Middle School Counselors?

“Today’s young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Early adolescents face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement.”

Middle School Students’ Developmental Needs
Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

Meeting the Challenge
Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. Middle school counselors don’t work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development and systematic school counseling program. ASCA’s National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework for School Counseling Programs (ASCA, 2002), with its data-driven and results-based focus, serves as a guide for today’s school counselor who is uniquely trained to implement this program.

Middle School Counseling Implement the Counseling Program by Providing:

School Guidance Curriculum

Academic skills support
Organizational, study and test-taking skills
Education in understanding self and others
Coping Strategies
Peer relationships and effective social skills
Communication, problem-solving, decision-making and conflict resolution
Career awareness, exploration and planning
Substance abuse education
Multicultural/diversity awareness

**Individual Student Planning**

Goal-setting/decision-making  
Academic planning  
Career planning  
Education in understanding of self, including strengths and weaknesses  
Transition planning

**Responsive Services**

Individual and small group counseling  
Individual/family/school crisis intervention  
Peer facilitation  
Consultation/collaboration  
Referrals

**System Support**

Professional development  
Consultation, collaboration and teaming  
Program management and operation

**Middle School Counselors Collaborate with:**

**Parents**

Parent information night  
Communication/networking  
Academic planning programs  
Parent and family education  
One-on-one parent conferencing  
Assessment results interpretation  
Resource referrals  
College/career exploration

**Teachers**

Career portfolio development  
Assistance with students’ academic plans  
Classroom guidance activities on study skills, career development, etc.  
Academic support, learning style assessment and education to help students succeed academically  
Classroom career speakers  
At-risk student identification and implementation of interventions to enhance success  
Parent communication/education
Administrators
School climate
Behavioral management plans
School-wide needs assessment
Student data and results
Student assistance team building
Leadership

Students
Peer education
Peer support
Academic support
School climate
Leadership development

Community
Job shadowing, service learning
Crisis Interventions
Referrals
Parenting classes
Support groups
Career education

Why Middle School Counselors?

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Through a comprehensive developmental school counseling program, counselors work as a team member with school staff, parents and the community to create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success. Middle school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The professional middle school counselor holds a master’s degree and required state certification in school counseling. Maintaining certification includes on-going professional development to stay current with education reform and challenges facing today’s students. Professional association membership is encouraged as it enhances the school counselor’s knowledge and effectiveness.
Why Secondary School Counselors?

“Today’s young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Early adolescents face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement.”

Secondary School Students’ Developmental Needs
High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Meeting the Challenge
High school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. High school counselors don’t work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the school’s mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development and systematic school counseling program. ASCA’s National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework for School Counseling Programs (ASCA, 2002), with its data-driven and results-based focus, serves as a guide for today’s school counselor who is uniquely trained to implement this program.

Secondary School Counselors Implement the Counseling Program by Providing:

Classroom Guidance

Academic skills support
Organizational, study and test-taking skills
Post-secondary planning and application process
Career planning
Education in understanding self and others
Coping strategies
Peer relationships and effective social skills
Communication, problem-solving, decision-making, conflict resolution and study skills
Career awareness and the world of work
Substance abuse education
Multicultural/diversity awareness

*Individual Student Planning*

Goal Setting
Academic plans
Career plans
Problem solving
Education in understanding of self, including strengths and weaknesses
Transition plans

*Responsive Services*

Individual and small-group counseling
Individual/family/school/crisis intervention
Peer facilitation
Consultation/collaboration
Referrals

*System Support*

Professional development
Consultation, collaboration and teaming
Program management and operation

These examples are not intended to be all-inclusive

**Secondary School Counselors Collaborate With:**

**Parents**
Academic planning/support
Post-secondary planning
Scholarship/financial search process
School-to-parent communications
School-to-work transition programs
One-on-one parent conferencing
Referral process
Students
Academic support services
Program planning
Peer education program
Peer mediation program
Crisis management
Transition programs

Teachers
Portfolio development, providing recommendations and assisting students with the post-secondary application process
Classroom guidance lessons on post-secondary planning, study skills, career development, etc.
School-to-work transition programs
Academic support, learning style assessment and education to help students succeed academically
Classroom speakers
At-risk student identification and implementation of interventions to enhance success

Administrators
School climate
Academic support interventions
Behavioral management plans
School-wide needs assessments
Data sharing
Student assistance team development

Community
Job shadowing, worked-based learning, part-time jobs, etc.
Crisis interventions
Referrals
Career education

Why High School Counselors?
High school students are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The professional high school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership is encouraged as it enhances the school counselor's knowledge and effectiveness.
Why Do We Need School Counselors?

Because every day in America...
5 children or youth under 20 are killed by abuse or neglect.
5 children or youth under 20 commit suicide.
8 children or youth under 20 are killed by firearms.
32 children or youth under 20 die from accidents.
186 children are arrested for violent offenses.
368 children are arrested for drug offenses.
401 babies are born to mothers who had late or no prenatal care.
1,204 babies are born to teen mothers.
2,573 babies are born into poverty.
3,312 high school students drop out.
4,133 children are arrested.
2,058 children are confirmed as abused or neglected.
18,493 public school students are suspended.

(Children’s Defense Fund, 2011)

A School Counseling Program Offers Benefits to Students:
• Provides a qualified mental health professional who can counsel a student about concerns, including risks to the safety of the student and others.
• Responds to crisis situations such as suicidal ideation or a death in the community.
• Ensures that all students receive the benefit of the school counseling program by designing content curriculum for every student.
• Encourages students to stay in school and pursue their desired goals for college and careers instead of dropping out.
• Monitors data to facilitate student improvement.
• Offers strategies for closing the achievement gap.
• Promotes a rigorous academic curriculum for every student.
• Supports development of skills to increase student success.
• Ensures equitable access to educational opportunities.
• Fosters advocacy for students.

A School Counseling Program Provides Benefits For Parents:
• Provides support in advocating for their children’s academic, career, and personal/social development.
• Supports partnerships in their children’s learning and career planning.
• Ensures academic planning and access to school and community resources.
• Provides training and informational workshops.
• Connects family members to community and school based services.
• Provides data for continuous information on student progress.
• Promotes a philosophy that some students need more and seeks to ensure that they receive it.
• Provides a system for co-facilitation of classroom guidance lessons.
• Analyzes data to improve school climate and student achievement.