

AMENDED IN ASSEMBLY JUNE 1, 2009

SENATE BILL

No. 272

Introduced by Senator Wiggins
(Coauthor: Assembly Member Torlakson)

February 24, 2009

An act to amend Section 49600 of the Education Code, relating to educational counseling.

LEGISLATIVE COUNSEL'S DIGEST

SB 272, as amended, Wiggins. Educational counseling.

Existing law authorizes the governing board of any school district to provide a comprehensive educational counseling program for all pupils enrolled in the ~~schools of the~~ district. Existing law requires that educational counseling include academic counseling, in which pupils receive counseling regarding establishment and implementation of educational plans, achievement of proficiency standards, completion of required curriculum, and access to, and success in, higher education, and career and vocational counseling, in which pupils are assisted in planning for the future, becoming aware of their career potential, developing realistic perceptions of work, and relating to the work world.

This bill would state legislative intent relating to the role of school counselors. The bill would require the academic counseling component of educational counseling to also include an individualized review of pupil's academic and deportment records and of his or her career goals, and the opportunity for a counselor to meet with each pupil and his or her parents or legal guardian to explain the academic progress needed to complete middle or high school, pass the high school exit examination, and be eligible for admission to a 4-year institution of

postsecondary education and the availability of career technical education, among other things.

The bill would require the career and vocational counseling component of educational counseling to include identifying personal interests, skills, and abilities, career planning, course selection, and career transition, and assisting pupils to understand the changing work environment, the effect of work on lifestyle, the relationship between academic achievement and career success, the importance of maximizing career options, the value of participating in career technical education and work-based learning activities and programs, and the need to develop essential employable skills and work habits, among other things.

The bill would require ongoing professional development related to career and vocational counseling to include strategies for pupils pursuing postsecondary, career technical education, multiple pathway, college, and global career opportunities.

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 SECTION 1. Section 49600 of the Education Code is amended
- 2 to read:
- 3 49600. (a) The governing board of any school district may
- 4 provide a comprehensive educational counseling program for all
- 5 pupils enrolled in the ~~schools of the~~ district.
- 6 For purposes of this section, “educational counseling” means
- 7 specialized services provided by a school counselor possessing a
- 8 valid credential with a specialization in pupil personnel services
- 9 who is assigned specific times to directly counsel pupils.
- 10 (b) It is the intent of the Legislature that school counselors do
- 11 all of the following:
- 12 (1) Engage with, advocate for, and provide support for all pupils
- 13 with respect to learning.
- 14 (2) Plan, implement, and evaluate programs to promote the
- 15 academic, career, personal, and social development of all pupils.
- 16 (3) Use multiple sources of information to monitor and improve
- 17 pupil behavior and achievement.
- 18 (4) Collaborate and coordinate with school and community
- 19 resources.

1 (5) Promote and maintain a safe learning environment for all
2 pupils.

3 (6) Engage in continued development as a professional school
4 counselor.

5 (c) Educational counseling shall include, but not be limited to,
6 all of the following:

7 (1) Academic counseling, in which pupils receive counseling
8 in the following areas:

9 (A) Establishment and implementation, with parental
10 involvement, of the pupil's immediate and long-range educational
11 plans.

12 (B) Optimizing progress towards achievement of proficiency
13 standards.

14 (C) Completion of the required curriculum in accordance with
15 the pupil's needs, abilities, interests, and aptitudes.

16 (D) Academic planning for access and success in higher
17 education programs including advisement on courses needed for
18 admission to public colleges and universities, standardized
19 admissions tests, and financial aid.

20 (E) Individualized review of the academic and department
21 records of a pupil.

22 (F) Individualized review of the pupil's career goals, and the
23 available academic and career technical education opportunities
24 and community and workplace experiences available to the pupil
25 that may support the pursuit of those goals.

26 (G) Opportunity for a counselor to meet with each pupil and, if
27 practicable, the parents or legal guardian of the pupil to discuss
28 the academic and department records of the pupil, his or her
29 educational options, the coursework and academic progress needed
30 for satisfactory completion of middle or high school, passage of
31 the high school exit examination, eligibility for admission to a
32 four-year institution of postsecondary education, including the
33 University of California and the California State University, and
34 the availability of career technical education. That discussion shall
35 also address the availability of intensive instruction and services
36 as required pursuant to subdivision (c) of Section 37254, for up to
37 two consecutive academic years after the completion of grade 12
38 or until the pupil has passed both parts of the high school exit
39 examination, whichever comes first, for those pupils who have not
40 passed one or both parts of the high school exit examination by

1 the end of grade 12. The educational options discussed at the
2 meeting shall include, to the extent these services are available,
3 the college preparatory program and career technical education
4 programs, including regional occupational centers and programs
5 and similar alternatives available to pupils within the school
6 district.

7 (H) Identification of pupils who are at risk of not graduating
8 with the rest of their class, are not earning credits at a rate that will
9 enable them to pass the high school exit examination, or do not
10 have sufficient training to allow them to fully engage in their
11 chosen career.

12 (I) In schools that enroll pupils in grades 10 and 12, development
13 of a list of coursework and experience necessary to assist each
14 pupil in his or her respective grade who has not passed one or both
15 parts of the high school exit examination or has not satisfied, or
16 is not on track to satisfy, the curricular requirements for admission
17 to the University of California and the California State University,
18 and to successfully transition to postsecondary education or
19 employment.

20 (J) In schools that enroll pupils in grade 7, development of a
21 list of coursework and experience necessary to assist each pupil
22 in grade 7 who is deemed to be at the far-below-basic level in
23 English language arts or mathematics pursuant to the California
24 Standards Tests administered to pupils in grade 6, to successfully
25 transition to high school and meet all graduation requirements,
26 including passing the high school exit examination.

27 (K) In schools that enroll pupils in grade 7, development of a
28 list of coursework and experience necessary to assist each pupil
29 in grade 7 to begin to satisfy the curricular requirements for
30 admission to the University of California and the California State
31 University.

32 (L) Provision of a copy of the lists developed pursuant to
33 subparagraphs (J) and (K) to a pupil and his or her parent or legal
34 guardian, ensuring that the list of coursework and experience is
35 part of the cumulative records of a pupil.

36 (M) Informing each pupil who has failed to pass one or both
37 parts of the high school exit examination of the option of intensive
38 instruction and services.

39 (N) Development of a list of coursework and experience for a
40 pupil enrolled in grade 12 including, in addition to the items

1 identified in subparagraphs (H) to (M), inclusive, options for
2 continuing his or her education if he or she fails to meet graduation
3 requirements. These options shall include, but not be limited to,
4 all of the following:

- 5 (i) Enrolling in an adult education program.
- 6 (ii) Enrolling in a community college.
- 7 (iii) Continuing enrollment in the pupil's current school district.
- 8 (iv) Continuing to receive intensive instruction and services for
9 up to two consecutive academic years after completion of grade
10 12 or until the pupil has passed both parts of the high school exit
11 examination, whichever comes first.

12 (O) Provision of a copy of the list of coursework and experiences
13 developed pursuant to subparagraph (N) to the pupil and his or her
14 parent or legal guardian, ensuring that the list of coursework and
15 experience is part of the cumulative records of a pupil.

16 (P) Offering and scheduling an individual conference with each
17 pupil in grades 10 and 12 who has failed to pass one or both parts
18 of the high school exit examination or has not satisfied, or is not
19 on track to satisfy, the curricular requirements for admission to
20 the University of California and the California State University
21 and to successfully transition to postsecondary education or
22 employment, and with each pupil in grade 7 who is deemed to be
23 at the far-below-basic level in English language arts or mathematics
24 pursuant to the California Standards Tests and is unlikely to
25 successfully transition to high school and meet all graduation
26 requirements, including passing the high school exit examination,
27 and with his or her parent or legal guardian, and a school counselor.
28 The individual conference shall be scheduled, to the extent feasible,
29 according to the following requirements:

30 (i) For a pupil enrolled in grade 7, the conference shall occur
31 before January of that school year in which the pupil is enrolled
32 in grade 7.

33 (ii) For a pupil enrolled in grade 10, the conference shall occur
34 between the spring of that school year in which the pupil is enrolled
35 in grade 10 and the fall of the following school year in which the
36 pupil would be enrolled in grade 11. For a school operating on a
37 multitrack, year-round calendar, the conference for a pupil enrolled
38 in grade 10 shall occur in the timeframe that is equivalent to that
39 specified timeframe for a school operating on a traditional calendar.

1 (iii) For a pupil enrolled in grade 12, the conference shall occur
2 after November of that school year in which the pupil is enrolled
3 in grade 12, but before March of the same school year. For a school
4 operating on a multitrack, year-round calendar, the conference for
5 a pupil enrolled in grade 12 shall occur in the timeframe that is
6 equivalent to that specified timeframe for a school operating on a
7 traditional calendar.

8 (Q) Information provided by the school counselor, during the
9 individual conference described in subparagraph (P), to a pupil
10 and his or her parent or legal guardian regarding all of the
11 following:

12 (i) Consequences of not passing the high school exit
13 examination.

14 (ii) Programs, courses, and career technical education options
15 available to the pupil as needed for satisfactory completion of
16 middle or high school.

17 (iii) Cumulative records and transcripts of the pupil.

18 (iv) Results of standardized and diagnostic assessments of the
19 pupil.

20 (v) Remediation strategies, high school courses, and alternative
21 education options available to the pupil, including, but not limited
22 to, informing the pupil of the option to receive intensive instruction
23 and services for up to two consecutive academic years after
24 completion of grade 12 or until the pupil has passed both parts of
25 the high school exit examination, whichever comes first.

26 (vi) Information on postsecondary education and training.

27 (vii) The score of the pupil on the English language arts or
28 mathematics portion of the California Standards Test administered
29 in grade 6, as applicable.

30 (viii) Eligibility requirements, including coursework and test
31 requirements, and the progress of the pupil toward satisfaction of
32 those requirements for admission to four-year institutions of
33 postsecondary education, including the University of California
34 and the California State University.

35 (ix) The availability of financial aid for postsecondary education.

36 (2) Career and vocational counseling, in which pupils are
37 assisted in doing all of the following:

38 (A) Planning for the future, including, but not limited to,
39 identifying personal interests, skills, and abilities, career planning,
40 course selection, and career transition.

1 (B) Becoming aware of personal preferences and interests that
2 influence educational and occupational exploration, career choice,
3 and career success.

4 (C) Developing realistic perceptions of work, the changing work
5 environment, and the effect of work on lifestyle.

6 (D) Understanding the relationship between academic
7 achievement and career success, and the importance of maximizing
8 career options.

9 (E) Understanding the value of participating in career technical
10 education and work-based learning activities and programs,
11 including, but not limited to, service learning, regional occupational
12 programs and centers, partnership programs, job shadowing, and
13 mentoring experiences.

14 (F) Understanding the need to develop essential employable
15 skills and work habits.

16 (G) Understanding the variety of four-year colleges and
17 universities, community college vocational and technical
18 preparation programs, as well as admission criteria and enrollment
19 procedures.

20 (3) Personal and social counseling, in which pupils receive
21 counseling pertaining to interpersonal relationships for the purpose
22 of promoting the development of their academic abilities, careers
23 and vocations, personalities, and social skills.

24 (d) Ongoing professional development related to career and
25 vocational counseling shall include strategies for pupils pursuing
26 postsecondary, career technical education, multiple pathway,
27 college, and global career opportunities.

28 (e) Nothing in this section shall be construed as prohibiting
29 persons participating in an organized advisory program approved
30 by the governing board of a school district, and supervised by a
31 school district counselor, from advising pupils pursuant to the
32 organized advisory program.

33 (f) Notwithstanding any provisions of this section to the
34 contrary, any person who is performing these counseling services
35 pursuant to law authorizing the performance thereof in effect before
36 January 1, 1987, shall be authorized to continue to perform those
37 services on and after that date without compliance with the
38 additional requirements imposed by this section.

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