

AMENDED IN ASSEMBLY JUNE 23, 2009

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**SENATE BILL**

**No. 272**

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**Introduced by Senator Wiggins**  
(Coauthor: Assembly Member Torlakson)

February 24, 2009

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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 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 *and counseling programs*. The bill would ~~require~~ *authorize* 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~~ *authorize* 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 *education*, career technical education, multiple ~~pathway~~ *pathways*, 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 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) *It is the intent of the Legislature that a school district that*  
6 *provides educational counseling to its pupils implement structured*  
7 *and coherent counseling programs.*

8 ~~(e) Educational counseling shall~~

9 (d) *Educational counseling may include, but not be limited to,*  
10 *all of the following:*

11 (1) Academic counseling, in which pupils receive counseling  
12 in the following areas:

13 (A) Establishment and implementation, with parental  
14 involvement, of the pupil's immediate and long-range educational  
15 plans.

16 (B) Optimizing progress towards achievement of proficiency  
17 standards.

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

20 (D) Academic planning for access and success in higher  
21 education programs including advisement on courses needed for  
22 admission to public colleges and universities, standardized  
23 admissions tests, and financial aid.

24 (E) Individualized review of the academic and department  
25 records of a pupil.

26 (F) Individualized review of the pupil's career goals, and the  
27 available academic and career technical education opportunities  
28 and community and workplace experiences available to the pupil  
29 that may support the pursuit of those goals.

30 (G) Opportunity for a counselor to meet with each pupil and, if  
31 practicable, the parents or legal guardian of the pupil to discuss  
32 the academic and department records of the pupil, his or her  
33 educational options, the coursework and academic progress needed  
34 for satisfactory completion of middle or high school, passage of  
35 the high school exit examination, eligibility for admission to a  
36 four-year institution of postsecondary education, including the  
37 University of California and the California State University, and  
38 the availability of career technical education. That discussion shall  
39 also address the availability of intensive instruction and services  
40 as required pursuant to subdivision (c) of Section 37254, for up to

1 two consecutive academic years after the completion of grade 12  
2 or until the pupil has passed both parts of the high school exit  
3 examination, whichever comes first, for those pupils who have not  
4 passed one or both parts of the high school exit examination by  
5 the end of grade 12. The educational options discussed at the  
6 meeting shall include, to the extent these services are available,  
7 the college preparatory program and career technical education  
8 programs, including regional occupational centers and programs  
9 and similar alternatives available to pupils within the school  
10 district.

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

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

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

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

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

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

4 (N) Development of a list of coursework and experience for a  
5 pupil enrolled in grade 12 including, in addition to the items  
6 identified in subparagraphs (H) to (M), inclusive, options for  
7 continuing his or her education if he or she fails to meet graduation  
8 requirements. These options shall include, but not be limited to,  
9 all of the following:

- 10 (i) Enrolling in an adult education program.
- 11 (ii) Enrolling in a community college.
- 12 (iii) Continuing enrollment in the pupil's current school district.
- 13 (iv) Continuing to receive intensive instruction and services for  
14 up to two consecutive academic years after completion of grade  
15 12 or until the pupil has passed both parts of the high school exit  
16 examination, whichever comes first.

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

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

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

38 (ii) For a pupil enrolled in grade 10, the conference shall occur  
39 between the spring of that school year in which the pupil is enrolled  
40 in grade 10 and the fall of the following school year in which the

1 pupil would be enrolled in grade 11. For a school operating on a  
2 multitrack, year-round calendar, the conference for a pupil enrolled  
3 in grade 10 shall occur in the timeframe that is equivalent to that  
4 specified timeframe for a school operating on a traditional calendar.

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

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

16 (i) Consequences of not passing the high school exit  
17 examination.

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

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

22 (iv) Results of standardized and diagnostic assessments of the  
23 pupil.

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

30 (vi) Information on postsecondary education and training.

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

34 (viii) Eligibility requirements, including coursework and test  
35 requirements, and the progress of the pupil toward satisfaction of  
36 those requirements for admission to four-year institutions of  
37 postsecondary education, including the University of California  
38 and the California State University.

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

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

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

6 (B) Becoming aware of personal preferences and interests that  
7 influence educational and occupational exploration, career choice,  
8 and career success.

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

11 (D) Understanding the relationship between academic  
12 achievement and career success, and the importance of maximizing  
13 career options.

14 (E) Understanding the value of participating in career technical  
15 education and work-based learning activities and programs,  
16 including, but not limited to, service learning, regional occupational  
17 programs and centers, partnership programs, job shadowing, and  
18 mentoring experiences.

19 (F) Understanding the need to develop essential employable  
20 skills and work habits.

21 (G) Understanding the variety of four-year colleges and  
22 universities, community college vocational and technical  
23 preparation programs, as well as admission criteria and enrollment  
24 procedures.

25 (3) Personal and social counseling, in which pupils receive  
26 counseling pertaining to interpersonal relationships for the purpose  
27 of promoting the development of their academic abilities, careers  
28 and vocations, personalities, and social skills.

29 ~~(d)~~

30 (e) Ongoing professional development related to career and  
31 vocational counseling shall include strategies for *counseling* pupils  
32 pursuing postsecondary *education*, career technical education,  
33 multiple ~~pathway~~ *pathways*, college, and global career  
34 opportunities.

35 ~~(e)~~

36 (f) Nothing in this section shall be construed as prohibiting  
37 persons participating in an organized advisory program approved  
38 by the governing board of a school district, and supervised by a  
39 school district counselor, from advising pupils pursuant to the  
40 organized advisory program.

1     ~~(f)~~  
2     (g) Notwithstanding any provisions of this section to the  
3 contrary, any person who is performing these counseling services  
4 pursuant to law authorizing the performance thereof in effect before  
5 January 1, 1987, shall be authorized to continue to perform those  
6 services on and after that date without compliance with the  
7 additional requirements imposed by this section.

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