

BOARD POLICY 6164.2: Guidance/Counseling Services
Comparison Chart
Section: Instruction

SUMMARY OF UPDATE

***Summary of Update:** Policy updated to reflect NEW LAW (SB 451, 2015) which expresses legislative intent regarding the responsibilities of school counselors, specifies required and optional components to be included in a comprehensive counseling program if the district chooses to offer such a program, and requires that certain strategies be included in professional development related to career and vocational counseling. Policy also clarifies options regarding access to students by college and employment recruiters, including military recruiters.*

PARA	Section	Sub-Section	August 5, 2014 CURRENT VERSION	March 2016 REVISED VERSION	CSBA MODIFICATIONS and/or NOTES
1			The Governing Board recognizes that a comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students. Counseling staff shall be available to meet with students regarding their educational progress toward academic and/or career goals and, as appropriate, may discuss social, personal or other issues that may impact student learning.	The Governing Board recognizes that a structured, coherent and comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.	CSBA NOTE: The following optional Board policy should be revised to reflect district practice. Education Code 49600 authorizes districts to offer a structured, coherent, and comprehensive educational counseling program implemented by credentialed school counselors. Pursuant to Education Code 49600, if the district chooses to offer an educational counseling program, that program must include academic counseling, as defined, and may include other specified components.
2			The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.	No change	CSBA NOTE: Pursuant to Education Code 44266 and 5 CCR 80049-80049.1, persons authorized to provide services in school counseling, school psychology, or school social work must possess a pupil personnel services credential, with the appropriate specialization, issued by the Commission on Teacher Credentialing.
				Responsibilities of school counselors include, but are not limited to:	New paragraph and sections added

					CSBA NOTE: The following optional list may be revised to reflect district practice. Education Code 49600, as amended by SB 451 (Ch. 539, Statutes of 2015), expresses the Legislature's intent that school counselors fulfill the following responsibilities.
				1. Engaging with, advocating for, and providing support for all students with respect to learning and achievement	
				2. Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all students, including students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities	
				3. Using multiple sources of information to monitor and improve student behavior and achievement	
				4. Collaborating and coordinating with school and community resources	
				5. Promoting and maintaining a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support services	
				6. Intervening to ameliorate school-related problems, including issues related to chronic absences	
				7. Using research-based strategies to reduce stigma, conflict, and student-to-student mistreatment and bullying	
				8. Improving school climate and student well-being	

			9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs	
			10. Providing counseling interventions and support services for students classified as English learners, eligible for free or reduced-priced meals, or foster youth, including enhancing equity and access to the education system and community services	
			11. Engaging in continued development as a professional school counselor	
		<u>Academic and Career Counseling</u>	<u>Educational Counseling</u>	
1		The district's academic counseling program shall be designed to assist students to establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities and interests. Insofar as possible, parents/guardians shall be included when making educational plans.	Delete	
2		Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions.	Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions.	CSBA NOTE: The following optional section is for use by districts that maintain any of grades 7-12 and may be Board Policy Manual CSBA Sample Manual Site Printed: 05/26/2021 03:08 PM revised to reflect district practice and the grade levels offered by the district.
3		The counseling program for high school students may include, at appropriate grade levels:	The educational counseling program shall include academic counseling in the following areas:	CSBA NOTE: Items #1-5 below reflect required components of educational counseling programs specified in Education Code 49600, as amended by SB 451 (Ch. 539, Statutes of 2015).

1	Information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships	Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans	
2	An opportunity for each student and, if practicable, his/her parent/guardian to meet with a counselor to discuss the student's career goals, available educational and career technical education options, and community and workplace experiences to support the student's goals	Optimizing progress towards achievement of proficiency standards	
3	Monitoring of each student's fulfillment of required coursework and progress toward promotion and graduation, and notification of the student and his/her parent/guardian of remaining academic requirements	Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes	
4	Additional specialized counseling services for students identified as at risk of not graduating with their class	Academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid	
		5. Career and vocational counseling, in which students are assisted in doing all of the following:	Section and sub-sections added CSBA NOTE: Pursuant to Education Code 49600, educational counseling must include career and vocational counseling as described in item #5 below. As amended by SB 451 (Ch. 539, Statutes of 2015), Education Code 49600 requires that professional development related to career and vocational counseling include strategies for counseling students pursuing postsecondary education, career technical education, multiple pathways, college, and global career opportunities.
		a. Planning for the future, including, but not limited to, identifying personal interests, skills,	

				and abilities, career planning, course selection, and career transition	
				b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success	
				c. Developing realistic perceptions of work, the changing work environment, and the effect of work on lifestyle	
				d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options	
				e. Understanding the value of participating in career technical education and work-based learning activities and programs, including, but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experience	
				f. Understanding the need to develop essential employable skills and work habits	
				g. Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures	
				The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with the rest of their class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to	New paragraph added CSBA NOTE: In addition to the required components listed above, Education Code 49600, as amended by SB 451 (Ch. 539, Statutes of 2015), includes a list of optional components of the educational counseling program. At its discretion, the district may expand the following paragraph to reflect any

			postsecondary education or employment, and counseling regarding available options for a student to continue his/her education if he/she fails to meet graduation requirements.	of those optional components it chooses to include in its educational counseling program.
4		The Superintendent or designee shall establish and maintain a program of guidance, placement and follow-up for all district students subject to compulsory continuation education.	The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education.	
5		No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.	No change	CSBA NOTE: Education Code 221.5 prohibits school counselors from offering vocational or school program guidance to a student of one sex that is different from that offered to a student of the opposite sex. In addition, 5 CCR 4930 prohibits discrimination in counseling programs to the same extent that discrimination is prohibited in all other district programs and activities. Prohibited bases for discrimination in district programs are specified in BP 0410 - Nondiscrimination in District Programs and Activities.
6		In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex.	No change	
7		For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students.	No change	
8		Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes.	No change	CSBA NOTE: 20 USC 7908 requires districts receiving funds under the Elementary and Secondary Education Act (ESEA) to provide military recruiters with the same access to students as is provided to colleges and prospective employers. Districts that do not grant similar access may lose those funds and

				<p>may be subject to specific interventions, such as notification to the Governor and Congress, so that public officials can work with the district. Districts that do not receive ESEA funds and that choose to grant access to college and employment recruiters should do so on a nondiscriminatory basis. Education Code 49603 provides that military service recruiters may not be denied on-campus access to students in grades 9-12 if the district provides such access to other employers. For information regarding military recruiter access to student directory information, see BP/AR 5125.1 - Release of Directory Information. Option 1 below is for use by districts that choose to adopt a policy that permits college and employment recruiters, including military recruiters, access to students. Option 2 is for districts that choose to adopt a policy that does not permit such access.</p>	
			Personal or Mental Health Counseling	No change	
1			<p>A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.</p>	No change	<p>CSBA NOTE: The following optional section may be revised to reflect district practice. A school counselor, school psychologist, or school social worker may offer personal or family counseling in accordance with the authorizations on his/her credentials. In addition, districts may provide mental health services through school-based health centers (see BP 5141.6 - School Health Services) and/or may collaborate with community agencies, organizations, and health care providers to ensure that services are available.</p>

2		Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.	No change	CSBA NOTE: If a minor is 11 years old or younger, consent by a parent/guardian is required before providing the minor with outpatient mental health counseling or treatment services. Family Code 6920-6929 and Health and Safety Code 124260 allow a minor age 12 or older to consent to outpatient mental health counseling or treatment services without parent/guardian consent if, in the opinion of a school psychologist or other professional person, as Policy Reference Disclaimer: defined, the minor is mature enough to participate intelligently in the services. However, the child's parent/guardian must still be involved unless the professional person determines it would be inappropriate.
3		Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602.	No change	
4		A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.	No change	
		<u>Crisis Counseling</u>	No change	

1		The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parent/guardians before, during, and after a crisis.	No change	
2		In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.	No change	
3		Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.	No change	
		<u>Teacher-Based Advisory Program</u>	No change	
1		The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student’s feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and	No change	CSBA NOTE: The following optional section is for use by districts that choose to provide a teacher-based advisory program as authorized by Education Code 49600. The following section may be revised to reflect district practice, including the grade levels at which the program will operate. It should be deleted by districts in which all student counseling is provided by credentialed school counselors.

		be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.		
--	--	--	--	--