

Scope of Guidance and Counseling Activities in the EEDA

<u>EEDA Section</u>	<u>Activity</u>
59-59-20	“...greater exposure to career information and choices...involvement and cooperative effort of parents, teachers and counselors...complete IGPs”
59-59-40	“...guidance and counseling model...assessment of a school guidance and counseling program...”
59-59-50	“...IGP...plan...approved by the student, parent or guardian, and the school guidance staff...”
59-59-60	“...promote increased awareness and career counseling...SCOIS or another approved system...”
59-59-70	“...career development plan for...professionals in career guidance...strategies for certified counselors effectively to involve parents, guardians, or ...designee in the career guidance process.”
59-59-80	“...the department’s school guidance and counseling program model...career awareness and exploration activities...first through fifth grades...”
59-59-90	“...counseling and career awareness programs on clusters of study must be provided to students in sixth, seventh, and eighth grades...eighth grade...select a preferred cluster of study and develop an IGP...”
59-59-100	“...services of a career specialist who has obtained a bachelor’s degree and who has successfully completed the national Career Development Facilitator (CDF) training...certified guidance counselor...completed the Career Development Facilitator certification training...student to guidance personnel ratio of three hundred to one...”
59-59-105	“...ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade...”
59-59-110	“...annually...certified school guidance counselors and career specialists...shall counsel students during the ninth and tenth grades to further define...cluster goals and IGPs...second semester

of the tenth grade....declared an area of academic focus with a cluster of study...throughout high school must be provided....guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their IGPs...”

59-59-120 “...guidance counselors and career specialists shall limit their activities to guidance and counseling...may not perform administrative tasks.”

59-59-130 “...high school shall implement the principles of the *High Schools That Work* organizational model or obtained approval....for another cluster or major organizational model.”

NOTE: Involving students and parents in the guidance and advisement system is one of the reform initiative’s key practices currently in place in over 80 of South Carolina’s high schools and approximately 45 middle schools.

59-59-140 “...IGP....approved by a certified school guidance counselor and the student’s parents, guardians, or individuals....to serve as their designee.”

59-59-150 “...students at risk for being poorly prepared for the next level of study or for dropping out of school...provided timely, appropriate guidance and assistance....to graduate with a high school diploma and build skills to prepare them to enter the job market successfully...”

59-59-160 “...sixth grade and continuing through high school must schedule annual parent counseling conferences to assist...making career choices and creating IGPs...a mediation process...developed and explained....”

59-59-200 ‘...include in the training of...guidance counselors.. career guidance, the use of clusters of study...curriculum framework and IGP plans, learning styles, the elements of the Career Guidance Model of the S.C. Comprehensive Guidance and Counseling Program Model, contextual learning, cooperative learning, and character education...”