

## Career Guidance Best Practices

The purpose of this support document is to assist districts with transition planning for students with Individualized Education Programs (IEP), specifically, those students working towards the South Carolina High School Credential (SCHSC). This supplemental resource will support districts in their efforts to adhere and comply with the Education and Economic Development Act (EEDA) of 2005 ([S.C. Code Ann. § 59-59-10](#)) so that all students are afforded equitable career guidance opportunities. Specifically § 59-59-105, of this statute, states:

*An individual employed by school districts to provide career services pursuant to Section 59-59-100 shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade.*

This includes students with disabilities and those whose course of study will not result in a diploma (e.g., SCHSC and district attendance/district occupational certifications). In order to meet the transition needs of all students in the district, relevant staff must take a collaborative and systematic approach when providing career awareness, career exploration, career preparation, and career development opportunities.

In addition to supporting districts to comply with the EEDA (2005), the best practices outlined in this resource will also assist with the following model and legislative initiatives:

- [SC Comprehensive and Career Guidance Model](#);
- Reauthorization of the [Perkins Act V](#); and
- [Workforce Innovation Opportunity Act](#) of 2014.

This supplemental resource has two sections. Section I (page 2) outlines best practices and associated resources to assist in implementing each best practice. Section II (pages 3-4) provides guidelines for ensuring a student's Individual Graduation Plan (IGP) aligns with the IEP.

## **Section I**

<b>Best Practices</b>	<b>Resources</b>
<p>Districts must define unique roles and responsibilities for all relevant staff responsible for meeting transition needs of all students.</p>	<p>Consult the district's work-based learning facilitator or career specialist.</p> <p>Consult the district's team lead of the SCHSC implementation team.</p> <p>Review relevant requirements related to the SCHSC.</p> <p><a href="#">Link to the SCHSC webpage</a></p>
<p>Use the SAME work experience forms for ALL students (e.g., work experience log, training agreement, and work experience evaluation tool, etc.).</p>	<p>SCHSC Work Experience Toolkit</p> <p><a href="#">Link to the SCHSC Resource page</a></p>
<p>Steps must be taken to ensure that IEPs and IGP's align.</p>	<p><a href="#">Career Specialist and IGP/CSAR Report template</a></p> <p><b><a href="#">IGP/IEP Checklist and Guidelines</a></b></p> <p><i>Also available in Section II</i></p>

## Section II

### IGP/IEP Checklist

- All students (diploma and non-diploma to include students participating in alternate assessment) must complete an Individual Graduation Plan (IGP).
- The IGP will align career goals and a student's course of study with the post-secondary consideration's section of the IEP.
- The IGP must be approved by a certified school counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.
- All students with an IEP should be scheduled for IGP conferences during the same time frame that other IGP conferences are scheduled, to the greatest extent possible.
- It is preferred that IEP/IGP meetings are scheduled together (back to back if possible). Coordination and communication with the student's case manager is necessary to best schedule these meetings.
- School counselors should meet with special education teachers, psychologists, and/or district personnel prior to IGP conferences to complete the following:
  - \_\_\_\_\_ review rosters of students with IEPs,
  - \_\_\_\_\_ identify which case managers/team leads work with your students, and
  - \_\_\_\_\_ review the "IGP/IEP Guidance" document.

\_\_\_\_\_ Become familiar with laws relating to the education of students with disabilities and consult with knowledgeable personnel if you have questions regarding the laws and IEP/IGP implementation.

\_\_\_\_\_ During IGP conferences, use language that is positive, focus on general plans and possibilities, and reassure student and parent that IEP/IGP will be re-evaluated each year.

(Continued on page 4)

<b>IGP at the IEP Meeting</b> <b>What to Bring?</b>	<b>Separate Meeting</b> <b>How to Collaborate?</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Transcript with credit check</li> <li><input type="checkbox"/> PowerSchool - Current grades</li> <li><input type="checkbox"/> Notes on test scores to include SAT/ACT</li> <li><input type="checkbox"/> All transition assessment results</li> <li><input type="checkbox"/> Available career assessment results; WBL/Career Guidance options</li> <li><input type="checkbox"/> Hardcopy of the IGP checklist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View the Post-secondary Considerations section prior to the IGP meeting</li> <li><input type="checkbox"/> Consult with the IEP case manager/team leader</li> <li><input type="checkbox"/> Invite the case manager/team leader to the IGP meeting</li> <li><input type="checkbox"/> Case manager/team leader will invite the school counselor to the IEP meeting (Bring IGP and transcript)</li> </ul>