

# HB3652



## 101ST GENERAL ASSEMBLY

State of Illinois

2019 and 2020

HB3652

by Rep. Mary Edly-Allen

### SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-22.24b

Amends the School Code. Provides that, in assisting all students with a college or post-secondary education plan, a school counselor must include a discussion on all post-secondary education options, including 4-year colleges or universities, community colleges, and vocational schools. Effective immediately.

LRB101 10448 AXK 55554 b

A BILL FOR

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section  
5 10-22.24b as follows:

6 (105 ILCS 5/10-22.24b)

7 Sec. 10-22.24b. School counseling services. School  
8 counseling services in public schools may be provided by school  
9 counselors as defined in Section 10-22.24a of this Code or by  
10 individuals who hold a Professional Educator License with a  
11 school support personnel endorsement in the area of school  
12 counseling under Section 21B-25 of this Code.

13 School counseling services may include, but are not limited  
14 to:

15 (1) designing and delivering a comprehensive school  
16 counseling program that promotes student achievement and  
17 wellness;

18 (2) incorporating the common core language into the  
19 school counselor's work and role;

20 (3) school counselors working as culturally skilled  
21 professionals who act sensitively to promote social  
22 justice and equity in a pluralistic society;

23 (4) providing individual and group counseling;

1           (5) providing a core counseling curriculum that serves  
2           all students and addresses the knowledge and skills  
3           appropriate to their developmental level through a  
4           collaborative model of delivery involving the school  
5           counselor, classroom teachers, and other appropriate  
6           education professionals, and including prevention and  
7           pre-referral activities;

8           (6) making referrals when necessary to appropriate  
9           offices or outside agencies;

10          (7) providing college and career development  
11          activities and counseling;

12          (8) developing individual career plans with students;

13          (9) assisting all students with a college or  
14          post-secondary education plan, which must include a  
15          discussion on all post-secondary education options,  
16          including 4-year colleges or universities, community  
17          colleges, and vocational schools;

18          (10) intentionally addressing the career and college  
19          needs of first generation students;

20          (11) educating all students on scholarships, financial  
21          aid, and preparation of the Federal Application for Federal  
22          Student Aid;

23          (12) collaborating with institutions of higher  
24          education and local community colleges so that students  
25          understand post-secondary education options and are ready  
26          to transition successfully;

1           (13) providing crisis intervention and contributing to  
2 the development of a specific crisis plan within the school  
3 setting in collaboration with multiple stakeholders;

4           (14) educating students, teachers, and parents on  
5 anxiety, depression, cutting, and suicide issues and  
6 intervening with students who present with these issues;

7           (15) providing counseling and other resources to  
8 students who are in crisis;

9           (16) providing resources for those students who do not  
10 have access to mental health services;

11           (17) addressing bullying and conflict resolution with  
12 all students;

13           (18) teaching communication skills and helping  
14 students develop positive relationships;

15           (19) using culturally-sensitive skills in working with  
16 all students to promote wellness;

17           (20) addressing the needs of undocumented students in  
18 the school, as well as students who are legally in the  
19 United States, but whose parents are undocumented;

20           (21) contributing to a student's functional behavioral  
21 assessment, as well as assisting in the development of  
22 non-aversive behavioral intervention strategies;

23           (22) (i) assisting students in need of special  
24 education services by implementing the academic supports  
25 and social-emotional and college or career development  
26 counseling services or interventions per a student's

1 individualized education program (IEP); (ii) participating  
2 in or contributing to a student's IEP and completing a  
3 social-developmental history; or (iii) providing services  
4 to a student with a disability under the student's IEP or  
5 federal Section 504 plan, as recommended by the student's  
6 IEP team or Section 504 plan team and in compliance with  
7 federal and State laws and rules governing the provision of  
8 educational and related services and school-based  
9 accommodations to students with disabilities and the  
10 qualifications of school personnel to provide such  
11 services and accommodations;

12 (23) assisting in the development of a personal  
13 educational plan with each student;

14 (24) educating students on dual credit and learning  
15 opportunities on the Internet;

16 (25) providing information for all students in the  
17 selection of courses that will lead to post-secondary  
18 education opportunities toward a successful career;

19 (26) interpreting achievement test results and guiding  
20 students in appropriate directions;

21 (27) counseling with students, families, and teachers,  
22 in compliance with federal and State laws;

23 (28) providing families with opportunities for  
24 education and counseling as appropriate in relation to the  
25 student's educational assessment;

26 (29) consulting and collaborating with teachers and

1 other school personnel regarding behavior management and  
2 intervention plans and inclusion in support of students;

3 (30) teaming and partnering with staff, parents,  
4 businesses, and community organizations to support student  
5 achievement and social-emotional learning standards for  
6 all students;

7 (31) developing and implementing school-based  
8 prevention programs, including, but not limited to,  
9 mediation and violence prevention, implementing social and  
10 emotional education programs and services, and  
11 establishing and implementing bullying prevention and  
12 intervention programs;

13 (32) developing culturally-sensitive assessment  
14 instruments for measuring school counseling prevention and  
15 intervention effectiveness and collecting, analyzing, and  
16 interpreting data;

17 (33) participating on school and district committees  
18 to advocate for student programs and resources, as well as  
19 establishing a school counseling advisory council that  
20 includes representatives of key stakeholders selected to  
21 review and advise on the implementation of the school  
22 counseling program;

23 (34) acting as a liaison between the public schools and  
24 community resources and building relationships with  
25 important stakeholders, such as families, administrators,  
26 teachers, and board members;

1           (35) maintaining organized, clear, and useful records  
2           in a confidential manner consistent with Section 5 of the  
3           Illinois School Student Records Act, the Family  
4           Educational Rights and Privacy Act, and the Health  
5           Insurance Portability and Accountability Act;

6           (36) presenting an annual agreement to the  
7           administration, including a formal discussion of the  
8           alignment of school and school counseling program missions  
9           and goals and detailing specific school counselor  
10          responsibilities;

11          (37) identifying and implementing culturally-sensitive  
12          measures of success for student competencies in each of the  
13          3 domains of academic, social and emotional, and college  
14          and career learning based on planned and periodic  
15          assessment of the comprehensive developmental school  
16          counseling program;

17          (38) collaborating as a team member in Response to  
18          Intervention (RtI) and other school initiatives;

19          (39) conducting observations and participating in  
20          recommendations or interventions regarding the placement  
21          of children in educational programs or special education  
22          classes;

23          (40) analyzing data and results of school counseling  
24          program assessments, including curriculum, small-group,  
25          and closing-the-gap results reports, and designing  
26          strategies to continue to improve program effectiveness;

1           (41) analyzing data and results of school counselor  
2 competency assessments;

3           (42) following American School Counselor Association  
4 Ethical Standards for School Counselors to demonstrate  
5 high standards of integrity, leadership, and  
6 professionalism;

7           (43) knowing and embracing common core standards by  
8 using common core language;

9           (44) practicing as a culturally-skilled school  
10 counselor by infusing the multicultural competencies  
11 within the role of the school counselor, including the  
12 practice of culturally-sensitive attitudes and beliefs,  
13 knowledge, and skills;

14           (45) infusing the Social-Emotional Standards, as  
15 presented in the State Board of Education standards, across  
16 the curriculum and in the counselor's role in ways that  
17 empower and enable students to achieve academic success  
18 across all grade levels;

19           (46) providing services only in areas in which the  
20 school counselor has appropriate training or expertise, as  
21 well as only providing counseling or consulting services  
22 within his or her employment to any student in the district  
23 or districts which employ such school counselor, in  
24 accordance with professional ethics;

25           (47) having adequate training in supervision knowledge  
26 and skills in order to supervise school counseling interns



1 enrolled in graduate school counselor preparation programs  
2 that meet the standards established by the State Board of  
3 Education;

4 (48) being involved with State and national  
5 professional associations;

6 (49) participating, at least once every 2 years, in an  
7 in-service training program for school counselors  
8 conducted by persons with expertise in domestic and sexual  
9 violence and the needs of expectant and parenting youth,  
10 which shall include training concerning (i) communicating  
11 with and listening to youth victims of domestic or sexual  
12 violence and expectant and parenting youth, (ii)  
13 connecting youth victims of domestic or sexual violence and  
14 expectant and parenting youth to appropriate in-school  
15 services and other agencies, programs, and services as  
16 needed, and (iii) implementing the school district's  
17 policies, procedures, and protocols with regard to such  
18 youth, including confidentiality; at a minimum, school  
19 personnel must be trained to understand, provide  
20 information and referrals, and address issues pertaining  
21 to youth who are parents, expectant parents, or victims of  
22 domestic or sexual violence;

23 (50) participating, at least every 2 years, in an  
24 in-service training program for school counselors  
25 conducted by persons with expertise in anaphylactic  
26 reactions and management;

1           (51) participating, at least once every 2 years, in an  
2 in-service training on educator ethics, teacher-student  
3 conduct, and school employee-student conduct for all  
4 personnel;

5           (52) participating, in addition to other topics at  
6 in-service training programs, in training to identify the  
7 warning signs of mental illness and suicidal behavior in  
8 adolescents and teenagers and learning appropriate  
9 intervention and referral techniques;

10          (53) obtaining training to have a basic knowledge of  
11 matters relating to acquired immunodeficiency syndrome  
12 (AIDS), including the nature of the disease, its causes and  
13 effects, the means of detecting it and preventing its  
14 transmission, and the availability of appropriate sources  
15 of counseling and referral and any other information that  
16 may be appropriate considering the age and grade level of  
17 the pupils; the school board shall supervise such training  
18 and the State Board of Education and the Department of  
19 Public Health shall jointly develop standards for such  
20 training; and

21          (54) participating in mandates from the State Board of  
22 Education for bullying education and social-emotional  
23 literary.

24          School districts may employ a sufficient number of school  
25 counselors to maintain the national and State recommended  
26 student-counselor ratio of 250 to 1. School districts may have

1 school counselors spend at least 80% of his or her work time in  
2 direct contact with students.

3 Nothing in this Section prohibits other qualified  
4 professionals, including other endorsed school support  
5 personnel, from providing the services listed in this Section.

6 (Source: P.A. 98-918, eff. 8-15-14; 99-276, eff. 8-5-15.)

7 Section 99. Effective date. This Act takes effect upon  
8 becoming law.