

SB3990



102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

SB3990

Introduced 1/21/2022, by Sen. Cristina H. Pacione-Zayas

SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-22.24b

Amends the School Code. Provides that school counseling services may include the promotion of career and technical education by assisting each student to determine an appropriate postsecondary plan based upon the student's skills, strengths, and goals and assisting the student to implement the best practices that improve career or workforce readiness after high school.

LRB102 24438 CMG 33672 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
9 school counselors as defined in Section 10-22.24a of this Code
10 or by individuals who hold a Professional Educator License
11 with a school support personnel endorsement in the area of
12 school counseling under Section 21B-25 of this Code.

13 School counseling services may include, but are not
14 limited 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
22 Federal 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
3 school setting in collaboration with multiple
4 stakeholders;

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

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

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

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

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

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

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

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

24 (22) (i) assisting students in need of special
25 education services by implementing the academic supports
26 and social-emotional and college or career development

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

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

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

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

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

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

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

1 (29) consulting and collaborating with teachers and
2 other school personnel regarding behavior management and
3 intervention plans and inclusion in support of students;

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

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

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

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

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

1 teachers, and board members;

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

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

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

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

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

24 (40) analyzing data and results of school counseling
25 program assessments, including curriculum, small-group,
26 and closing-the-gap results reports, and designing

- 1 strategies to continue to improve program effectiveness;
- 2 (41) analyzing data and results of school counselor
3 competency assessments;
- 4 (42) following American School Counselor Association
5 Ethical Standards for School Counselors to demonstrate
6 high standards of integrity, leadership, and
7 professionalism;
- 8 (43) knowing and embracing common core standards by
9 using common core language;
- 10 (44) practicing as a culturally-skilled school
11 counselor by infusing the multicultural competencies
12 within the role of the school counselor, including the
13 practice of culturally-sensitive attitudes and beliefs,
14 knowledge, and skills;
- 15 (45) infusing the Social-Emotional Standards, as
16 presented in the State Board of Education standards,
17 across the curriculum and in the counselor's role in ways
18 that empower and enable students to achieve academic
19 success across all grade levels;
- 20 (46) providing services only in areas in which the
21 school counselor has appropriate training or expertise, as
22 well as only providing counseling or consulting services
23 within his or her employment to any student in the
24 district or districts which employ such school counselor,
25 in accordance with professional ethics;
- 26 (47) having adequate training in supervision knowledge

1 and skills in order to supervise school counseling interns
2 enrolled in graduate school counselor preparation programs
3 that meet the standards established by the State Board of
4 Education;

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

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

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

1 reactions and management;

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

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

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

22 (54) participating in mandates from the State Board of
23 Education for bullying education and social-emotional
24 literacy; and -

25 (55) promoting career and technical education by
26 assisting each student to determine an appropriate

1 postsecondary plan based upon the student's skills,
2 strengths, and goals and assisting the student to
3 implement the best practices that improve career or
4 workforce readiness after high school.

5 School districts may employ a sufficient number of school
6 counselors to maintain the national and State recommended
7 student-counselor ratio of 250 to 1. School districts may have
8 school counselors spend at least 80% of his or her work time in
9 direct contact with students.

10 Nothing in this Section prohibits other qualified
11 professionals, including other endorsed school support
12 personnel, from providing the services listed in this Section.

13 (Source: P.A. 101-290, eff. 8-9-19.)