

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          which includes planning for post-secondary education, as  
14          appropriate, and engaging in related and relevant career  
15          and technical education coursework in high school as  
16          described in paragraph (55);

17          (9) assisting all students with a college or  
18          post-secondary education plan, which must include a  
19          discussion on all post-secondary education options,  
20          including 4-year colleges or universities, community  
21          colleges, and vocational schools, and includes planning  
22          for post-secondary education, as appropriate, and engaging  
23          in related and relevant career and technical education  
24          coursework in high school as described in paragraph (55);

25          (10) intentionally addressing the career and college  
26          needs of first generation students;

1           (11) educating all students on scholarships, financial  
2           aid, and preparation of the Federal Application for  
3           Federal Student Aid;

4           (12) collaborating with institutions of higher  
5           education and local community colleges so that students  
6           understand post-secondary education options and are ready  
7           to transition successfully;

8           (13) providing crisis intervention and contributing to  
9           the development of a specific crisis plan within the  
10          school setting in collaboration with multiple  
11          stakeholders;

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

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

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

19          (17) addressing bullying and conflict resolution with  
20          all students;

21          (18) teaching communication skills and helping  
22          students develop positive relationships;

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

25          (20) addressing the needs of undocumented students in  
26          the school, as well as students who are legally in the

1 United States, but whose parents are undocumented;

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

5 (22) (i) assisting students in need of special  
6 education services by implementing the academic supports  
7 and social-emotional and college or career development  
8 counseling services or interventions per a student's  
9 individualized education program (IEP); (ii) participating  
10 in or contributing to a student's IEP and completing a  
11 social-developmental history; or (iii) providing services  
12 to a student with a disability under the student's IEP or  
13 federal Section 504 plan, as recommended by the student's  
14 IEP team or Section 504 plan team and in compliance with  
15 federal and State laws and rules governing the provision  
16 of educational and related services and school-based  
17 accommodations to students with disabilities and the  
18 qualifications of school personnel to provide such  
19 services and accommodations;

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

22 (24) educating students on dual credit and learning  
23 opportunities on the Internet;

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

1           (26) interpreting achievement test results and guiding  
2 students in appropriate directions;

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

5           (28) providing families with opportunities for  
6 education and counseling as appropriate in relation to the  
7 student's educational assessment;

8           (29) consulting and collaborating with teachers and  
9 other school personnel regarding behavior management and  
10 intervention plans and inclusion in support of students;

11           (30) teaming and partnering with staff, parents,  
12 businesses, and community organizations to support student  
13 achievement and social-emotional learning standards for  
14 all students;

15           (31) developing and implementing school-based  
16 prevention programs, including, but not limited to,  
17 mediation and violence prevention, implementing social and  
18 emotional education programs and services, and  
19 establishing and implementing bullying prevention and  
20 intervention programs;

21           (32) developing culturally-sensitive assessment  
22 instruments for measuring school counseling prevention and  
23 intervention effectiveness and collecting, analyzing, and  
24 interpreting data;

25           (33) participating on school and district committees  
26 to advocate for student programs and resources, as well as

1           establishing a school counseling advisory council that  
2           includes representatives of key stakeholders selected to  
3           review and advise on the implementation of the school  
4           counseling program;

5           (34) acting as a liaison between the public schools  
6           and community resources and building relationships with  
7           important stakeholders, such as families, administrators,  
8           teachers, and board members;

9           (35) maintaining organized, clear, and useful records  
10          in a confidential manner consistent with Section 5 of the  
11          Illinois School Student Records Act, the Family  
12          Educational Rights and Privacy Act, and the Health  
13          Insurance Portability and Accountability Act;

14          (36) presenting an annual agreement to the  
15          administration, including a formal discussion of the  
16          alignment of school and school counseling program missions  
17          and goals and detailing specific school counselor  
18          responsibilities;

19          (37) identifying and implementing  
20          culturally-sensitive measures of success for student  
21          competencies in each of the 3 domains of academic, social  
22          and emotional, and college and career learning based on  
23          planned and periodic assessment of the comprehensive  
24          developmental school counseling program;

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

1           (39) conducting observations and participating in  
2 recommendations or interventions regarding the placement  
3 of children in educational programs or special education  
4 classes;

5           (40) analyzing data and results of school counseling  
6 program assessments, including curriculum, small-group,  
7 and closing-the-gap results reports, and designing  
8 strategies to continue to improve program effectiveness;

9           (41) analyzing data and results of school counselor  
10 competency assessments;

11           (42) following American School Counselor Association  
12 Ethical Standards for School Counselors to demonstrate  
13 high standards of integrity, leadership, and  
14 professionalism;

15           (43) knowing and embracing common core standards by  
16 using common core language;

17           (44) practicing as a culturally-skilled school  
18 counselor by infusing the multicultural competencies  
19 within the role of the school counselor, including the  
20 practice of culturally-sensitive attitudes and beliefs,  
21 knowledge, and skills;

22           (45) infusing the Social-Emotional Standards, as  
23 presented in the State Board of Education standards,  
24 across the curriculum and in the counselor's role in ways  
25 that empower and enable students to achieve academic  
26 success across all grade levels;

1           (46) providing services only in areas in which the  
2 school counselor has appropriate training or expertise, as  
3 well as only providing counseling or consulting services  
4 within his or her employment to any student in the  
5 district or districts which employ such school counselor,  
6 in accordance with professional ethics;

7           (47) having adequate training in supervision knowledge  
8 and skills in order to supervise school counseling interns  
9 enrolled in graduate school counselor preparation programs  
10 that meet the standards established by the State Board of  
11 Education;

12           (48) being involved with State and national  
13 professional associations;

14           (49) participating, at least once every 2 years, in an  
15 in-service training program for school counselors  
16 conducted by persons with expertise in domestic and sexual  
17 violence and the needs of expectant and parenting youth,  
18 which shall include training concerning (i) communicating  
19 with and listening to youth victims of domestic or sexual  
20 violence and expectant and parenting youth, (ii)  
21 connecting youth victims of domestic or sexual violence  
22 and expectant and parenting youth to appropriate in-school  
23 services and other agencies, programs, and services as  
24 needed, and (iii) implementing the school district's  
25 policies, procedures, and protocols with regard to such  
26 youth, including confidentiality; at a minimum, school



1 personnel must be trained to understand, provide  
2 information and referrals, and address issues pertaining  
3 to youth who are parents, expectant parents, or victims of  
4 domestic or sexual violence;

5 (50) participating, at least every 2 years, in an  
6 in-service training program for school counselors  
7 conducted by persons with expertise in anaphylactic  
8 reactions and management;

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

13 (52) participating, in addition to other topics at  
14 in-service training programs, in training to identify the  
15 warning signs of mental illness and suicidal behavior in  
16 adolescents and teenagers and learning appropriate  
17 intervention and referral techniques;

18 (53) obtaining training to have a basic knowledge of  
19 matters relating to acquired immunodeficiency syndrome  
20 (AIDS), including the nature of the disease, its causes  
21 and effects, the means of detecting it and preventing its  
22 transmission, and the availability of appropriate sources  
23 of counseling and referral and any other information that  
24 may be appropriate considering the age and grade level of  
25 the pupils; the school board shall supervise such training  
26 and the State Board of Education and the Department of

1 Public Health shall jointly develop standards for such  
2 training; ~~and~~

3 (54) participating in mandates from the State Board of  
4 Education for bullying education and social-emotional  
5 literary; and -

6 (55) promoting career and technical education by  
7 assisting each student to determine an appropriate  
8 postsecondary plan based upon the student's skills,  
9 strengths, and goals and assisting the student to  
10 implement the best practices that improve career or  
11 workforce readiness after high school.

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

17 Nothing in this Section prohibits other qualified  
18 professionals, including other endorsed school support  
19 personnel, from providing the services listed in this Section.

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