

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.)