



99TH GENERAL ASSEMBLY

State of Illinois

2015 and 2016

HB3123

by Rep. Robert W. Pritchard

SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-22.24b

Amends the School Code. Provides that school counseling services may include actively supporting students in need of special education services by implementing the academic, personal or social, and college or career development services or interventions as required by a school professional per a student's individualized educational program; participating in or contributing to a student's individualized educational program; or completing a social development history (rather than by facilitating, participating in, or contributing to a student's individualized education plan and completing a social-developmental history). Effective immediately.

LRB099 09385 NHT 29591 b

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;

15 (10) intentionally addressing the career and college
16 needs of first generation students;

17 (11) educating all students on scholarships, financial
18 aid, and preparation of the Federal Application for Federal
19 Student Aid;

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

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

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

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

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

8 (17) addressing bullying and conflict resolution with
9 all students;

10 (18) teaching communication skills and helping
11 students develop positive relationships;

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

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

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

20 (22) actively supporting students in need of special
21 education services by implementing the academic, personal
22 or social, and college or career development services or
23 interventions as required by a school professional per a
24 student's individualized educational program;
25 participating in or contributing to a student's
26 individualized educational program; or completing a social

1 development history ~~facilitating, participating in, or~~
2 ~~contributing to a student's individualized education plan~~
3 ~~(IEP) and completing a social-developmental history;~~

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

6 (24) educating students on dual credit and learning
7 opportunities on the Internet;

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

11 (26) interpreting achievement test results and guiding
12 students in appropriate directions;

13 (27) counseling with students, families, and teachers
14 in accordance with the rules and regulations governing the
15 provision of related services;

16 (28) providing families with opportunities for
17 education and counseling as appropriate in relation to the
18 student's educational assessment;

19 (29) consulting and collaborating with teachers and
20 other school personnel regarding behavior management and
21 intervention plans and inclusion in support of students;

22 (30) teaming and partnering with staff, parents,
23 businesses, and community organizations to support student
24 achievement and social-emotional learning standards for
25 all students;

26 (31) developing and implementing school-based

1 prevention programs, including, but not limited to,
2 mediation and violence prevention, implementing social and
3 emotional education programs and services, and
4 establishing and implementing bullying prevention and
5 intervention programs;

6 (32) developing culturally-sensitive assessment
7 instruments for measuring school counseling prevention and
8 intervention effectiveness and collecting, analyzing, and
9 interpreting data;

10 (33) participating on school and district committees
11 to advocate for student programs and resources, as well as
12 establishing a school counseling advisory council that
13 includes representatives of key stakeholders selected to
14 review and advise on the implementation of the school
15 counseling program;

16 (34) acting as a liaison between the public schools and
17 community resources and building relationships with
18 important stakeholders, such as families, administrators,
19 teachers, and board members;

20 (35) maintaining organized, clear, and useful records
21 in a confidential manner consistent with Section 5 of the
22 Illinois School Student Records Act, the Family
23 Educational Rights and Privacy Act, and the Health
24 Insurance Portability and Accountability Act;

25 (36) presenting an annual agreement to the
26 administration, including a formal discussion of the

1 alignment of school and school counseling program missions
2 and goals and detailing specific school counselor
3 responsibilities;

4 (37) identifying and implementing culturally-sensitive
5 measures of success for student competencies in each of the
6 3 domains of academic, social and emotional, and college
7 and career learning based on planned and periodic
8 assessment of the comprehensive developmental school
9 counseling program;

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

12 (39) conducting observations and participating in
13 recommendations or interventions regarding the placement
14 of children in educational programs or special education
15 classes;

16 (40) analyzing data and results of school counseling
17 program assessments, including curriculum, small-group,
18 and closing-the-gap results reports, and designing
19 strategies to continue to improve program effectiveness;

20 (41) analyzing data and results of school counselor
21 competency assessments;

22 (42) following American School Counselor Association
23 Ethical Standards for School Counselors to demonstrate
24 high standards of integrity, leadership, and
25 professionalism;

26 (43) knowing and embracing common core standards by

1 using common core language;

2 (44) practicing as a culturally-skilled school
3 counselor by infusing the multicultural competencies
4 within the role of the school counselor, including the
5 practice of culturally-sensitive attitudes and beliefs,
6 knowledge, and skills;

7 (45) infusing the Social-Emotional Standards, as
8 presented in the State Board of Education standards, across
9 the curriculum and in the counselor's role in ways that
10 empower and enable students to achieve academic success
11 across all grade levels;

12 (46) providing services only in areas in which the
13 school counselor has appropriate training or expertise, as
14 well as only providing counseling or consulting services
15 within his or her employment to any student in the district
16 or districts which employ such school counselor, in
17 accordance with professional ethics;

18 (47) having adequate training in supervision knowledge
19 and skills in order to supervise school counseling interns
20 enrolled in graduate school counselor preparation programs
21 that meet the standards established by the State Board of
22 Education;

23 (48) being involved with State and national
24 professional associations;

25 (49) participating, at least once every 2 years, in an
26 in-service training program for school counselors

1 conducted by persons with expertise in domestic and sexual
2 violence and the needs of expectant and parenting youth,
3 which shall include training concerning (i) communicating
4 with and listening to youth victims of domestic or sexual
5 violence and expectant and parenting youth, (ii)
6 connecting youth victims of domestic or sexual violence and
7 expectant and parenting youth to appropriate in-school
8 services and other agencies, programs, and services as
9 needed, and (iii) implementing the school district's
10 policies, procedures, and protocols with regard to such
11 youth, including confidentiality; at a minimum, school
12 personnel must be trained to understand, provide
13 information and referrals, and address issues pertaining
14 to youth who are parents, expectant parents, or victims of
15 domestic or sexual violence;

16 (50) participating, at least every 2 years, in an
17 in-service training program for school counselors
18 conducted by persons with expertise in anaphylactic
19 reactions and management;

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

24 (52) participating, in addition to other topics at
25 in-service training programs, in training to identify the
26 warning signs of mental illness and suicidal behavior in

1 adolescents and teenagers and learning appropriate
2 intervention and referral techniques;

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

14 (54) participating in mandates from the State Board of
15 Education for bullying education and social-emotional
16 literacy.

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

22 Nothing in this Section prohibits other qualified
23 professionals, including other endorsed school support
24 personnel, from providing the services listed in this Section.

25 (Source: P.A. 98-918, eff. 8-15-14.)

26 Section 99. Effective date. This Act takes effect upon

1 becoming law.