



99TH GENERAL ASSEMBLY

State of Illinois

2015 and 2016

HB3195

by Rep. Linda Chapa LaVia

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 (i) 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; (ii) participating in or contributing to a student's individualized educational program; and (iii) 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).

LRB099 08066 SXM 28212 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 (i) implementing the academic,
22 personal or social, and college or career development
23 services or interventions as required by a school
24 professional per a student's individualized educational
25 program; (ii) participating in or contributing to a
26 student's individualized educational program; and (iii)

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

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

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

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

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

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

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

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

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

1 (31) developing and implementing school-based
2 prevention programs, including, but not limited to,
3 mediation and violence prevention, implementing social and
4 emotional education programs and services, and
5 establishing and implementing bullying prevention and
6 intervention programs;

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

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

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

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

26 (36) presenting an annual agreement to the

1 administration, including a formal discussion of the
2 alignment of school and school counseling program missions
3 and goals and detailing specific school counselor
4 responsibilities;

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

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

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

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

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

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

1 (43) knowing and embracing common core standards by
2 using common core language;

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

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

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

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

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

26 (49) participating, at least once every 2 years, in an

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

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

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

25 (52) participating, in addition to other topics at
26 in-service training programs, in training to identify the

1 warning signs of mental illness and suicidal behavior in
2 adolescents and teenagers and learning appropriate
3 intervention and referral techniques;

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

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

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

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

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