

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 through a standards-based,
17 data-informed program that promotes student achievement
18 and wellness;

19 (2) (blank);

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;

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

24 (10) (blank);

25 (11) educating all students on scholarships, financial
26 aid, and preparation of the Federal Application for

1 Federal Student Aid;

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

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

10 (14) providing educational opportunities for students,
11 teachers, and parents on mental health issues;

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

14 (16) working to address barriers that prohibit or
15 limit access to mental health services;

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

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

20 (19) using culturally sensitive skills in working with
21 all students to promote wellness;

22 (20) working to address the needs of all students
23 regardless of ~~with regard to~~ citizenship status;

24 (21) (blank);†

25 (22) providing academic, social-emotional, and college
26 and career supports to all students irrespective of

1 special education or Section 504 status;

2 (23) assisting students in goal setting and success
3 skills for classroom behavior, study skills, test
4 preparation, internal motivation, and intrinsic rewards;

5 (24) (blank);

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

9 (26) interpreting achievement test results and guiding
10 students in appropriate directions;

11 (27) (blank);

12 (28) providing families with opportunities for
13 education and counseling as appropriate in relation to the
14 student's educational assessment;

15 (29) consulting and collaborating with teachers and
16 other school personnel regarding behavior management and
17 intervention plans and inclusion in support of students;

18 (30) teaming and partnering with staff, parents,
19 businesses, and community organizations to support student
20 achievement and social-emotional learning standards for
21 all students;

22 (31) developing and implementing school-based
23 prevention programs, including, but not limited to,
24 mediation and violence prevention, implementing social and
25 emotional education programs and services, and
26 establishing and implementing bullying prevention and

1 intervention programs;

2 (32) developing culturally sensitive assessment
3 instruments for measuring school counseling prevention and
4 intervention effectiveness and collecting, analyzing, and
5 interpreting data;

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

12 (34) acting as a liaison between the public schools
13 and community resources and building relationships with
14 important stakeholders, such as families, administrators,
15 teachers, and board members;

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

21 (36) presenting an annual agreement to the
22 administration, including a formal discussion of the
23 alignment of school and school counseling program missions
24 and goals and detailing specific school counselor
25 responsibilities;

26 (37) identifying and implementing culturally sensitive

1 measures of success for student competencies in each of
2 the 3 domains of academic, social and emotional, and
3 college and career learning based on planned and periodic
4 assessment of the comprehensive developmental school
5 counseling program;

6 (38) collaborating as a team member in Multi-Tiered
7 Systems of Support and other school initiatives;

8 (39) conducting observations and participating in
9 recommendations or interventions regarding the placement
10 of children in educational programs or special education
11 classes;

12 (40) analyzing data and results of school counseling
13 program assessments, including curriculum, small-group,
14 and closing-the-gap results reports, and designing
15 strategies to continue to improve program effectiveness;

16 (41) analyzing data and results of school counselor
17 competency assessments;

18 (42) following American School Counselor Association
19 Ethical Standards for School Counselors to demonstrate
20 high standards of integrity, leadership, and
21 professionalism;

22 (43) using student competencies to assess student
23 growth and development to inform decisions regarding
24 strategies, activities, and services that help students
25 achieve the highest academic level possible;

26 (44) practicing as a culturally skilled school

1 counselor by infusing the multicultural competencies
2 within the role of the school counselor, including the
3 practice of culturally sensitive attitudes and beliefs,
4 knowledge, and skills;

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

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

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

21 (48) being involved with State and national
22 professional associations;

23 (49) complete the required training as outlined in
24 Section 10-22.39;

25 (50) (blank);

26 (51) (blank);

1 (52) (blank);

2 (53) (blank);

3 (54) (blank); and

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

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

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

18 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;
19 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for
20 effective date of P.A. 103-542; 103-780, eff. 8-2-24; revised
21 10-21-24.)

22 Section 99. Effective date. This Act takes effect upon
23 becoming law.