

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) (i) assisting ~~actively supporting~~ students in
21 need of special education services by implementing the
22 academic supports and social-emotional and college or
23 career development counseling services or interventions
24 per a student's individualized education program (IEP);
25 (ii) facilitating, participating in, or contributing to a
26 student's ~~individualized education plan (IEP)~~ and

1 completing a social-developmental history; or (iii)
2 providing services to a student with a disability under the
3 student's IEP or federal Section 504 plan, as recommended
4 by the student's IEP team or Section 504 plan team and in
5 compliance with federal and State laws and rules governing
6 the provision of educational and related services and
7 school-based accommodations to students with disabilities
8 and the qualifications of school personnel to provide such
9 services and accommodations;

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

12 (24) educating students on dual credit and learning
13 opportunities on the Internet;

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

17 (26) interpreting achievement test results and guiding
18 students in appropriate directions;

19 (27) counseling with students, families, and teachers,
20 in compliance with federal and State laws ~~accordance with~~
21 ~~the rules and regulations governing the provision of~~
22 ~~related services;~~

23 (28) providing families with opportunities for
24 education and counseling as appropriate in relation to the
25 student's educational assessment;

26 (29) consulting and collaborating with teachers and

1 other school personnel regarding behavior management and
2 intervention plans and inclusion in support of students;

3 (30) teaming and partnering with staff, parents,
4 businesses, and community organizations to support student
5 achievement and social-emotional learning standards for
6 all students;

7 (31) developing and implementing school-based
8 prevention programs, including, but not limited to,
9 mediation and violence prevention, implementing social and
10 emotional education programs and services, and
11 establishing and implementing bullying prevention and
12 intervention programs;

13 (32) developing culturally-sensitive assessment
14 instruments for measuring school counseling prevention and
15 intervention effectiveness and collecting, analyzing, and
16 interpreting data;

17 (33) participating on school and district committees
18 to advocate for student programs and resources, as well as
19 establishing a school counseling advisory council that
20 includes representatives of key stakeholders selected to
21 review and advise on the implementation of the school
22 counseling program;

23 (34) acting as a liaison between the public schools and
24 community resources and building relationships with
25 important stakeholders, such as families, administrators,
26 teachers, and board members;

1 (35) maintaining organized, clear, and useful records
2 in a confidential manner consistent with Section 5 of the
3 Illinois School Student Records Act, the Family
4 Educational Rights and Privacy Act, and the Health
5 Insurance Portability and Accountability Act;

6 (36) presenting an annual agreement to the
7 administration, including a formal discussion of the
8 alignment of school and school counseling program missions
9 and goals and detailing specific school counselor
10 responsibilities;

11 (37) identifying and implementing culturally-sensitive
12 measures of success for student competencies in each of the
13 3 domains of academic, social and emotional, and college
14 and career learning based on planned and periodic
15 assessment of the comprehensive developmental school
16 counseling program;

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

19 (39) conducting observations and participating in
20 recommendations or interventions regarding the placement
21 of children in educational programs or special education
22 classes;

23 (40) analyzing data and results of school counseling
24 program assessments, including curriculum, small-group,
25 and closing-the-gap results reports, and designing
26 strategies to continue to improve program effectiveness;

1 (41) analyzing data and results of school counselor
2 competency assessments;

3 (42) following American School Counselor Association
4 Ethical Standards for School Counselors to demonstrate
5 high standards of integrity, leadership, and
6 professionalism;

7 (43) knowing and embracing common core standards by
8 using common core language;

9 (44) practicing as a culturally-skilled school
10 counselor by infusing the multicultural competencies
11 within the role of the school counselor, including the
12 practice of culturally-sensitive attitudes and beliefs,
13 knowledge, and skills;

14 (45) infusing the Social-Emotional Standards, as
15 presented in the State Board of Education standards, across
16 the curriculum and in the counselor's role in ways that
17 empower and enable students to achieve academic success
18 across all grade levels;

19 (46) providing services only in areas in which the
20 school counselor has appropriate training or expertise, as
21 well as only providing counseling or consulting services
22 within his or her employment to any student in the district
23 or districts which employ such school counselor, in
24 accordance with professional ethics;

25 (47) having adequate training in supervision knowledge
26 and skills in order to supervise school counseling interns

1 enrolled in graduate school counselor preparation programs
2 that meet the standards established by the State Board of
3 Education;

4 (48) being involved with State and national
5 professional associations;

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

23 (50) participating, at least every 2 years, in an
24 in-service training program for school counselors
25 conducted by persons with expertise in anaphylactic
26 reactions and management;

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

5 (52) participating, in addition to other topics at
6 in-service training programs, in training to identify the
7 warning signs of mental illness and suicidal behavior in
8 adolescents and teenagers and learning appropriate
9 intervention and referral techniques;

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

21 (54) participating in mandates from the State Board of
22 Education for bullying education and social-emotional
23 literary.

24 School districts may employ a sufficient number of school
25 counselors to maintain the national and State recommended
26 student-counselor ratio of 250 to 1. School districts may have

1 school counselors spend at least 80% of his or her work time in
2 direct contact with students.

3 Nothing in this Section prohibits other qualified
4 professionals, including other endorsed school support
5 personnel, from providing the services listed in this Section.

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

7 Section 99. Effective date. This Act takes effect upon
8 becoming law.