



Rep. Robert W. Pritchard

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LRB099 09385 NHT 34226 a

1 AMENDMENT TO HOUSE BILL 3123

2 AMENDMENT NO. \_\_\_\_\_. Amend House Bill 3123 by replacing  
3 everything after the enacting clause with the following:

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

1 wellness;

2 (2) incorporating the common core language into the  
3 school counselor's work and role;

4 (3) school counselors working as culturally skilled  
5 professionals who act sensitively to promote social  
6 justice and equity in a pluralistic society;

7 (4) providing individual and group counseling;

8 (5) providing a core counseling curriculum that serves  
9 all students and addresses the knowledge and skills  
10 appropriate to their developmental level through a  
11 collaborative model of delivery involving the school  
12 counselor, classroom teachers, and other appropriate  
13 education professionals, and including prevention and  
14 pre-referral activities;

15 (6) making referrals when necessary to appropriate  
16 offices or outside agencies;

17 (7) providing college and career development  
18 activities and counseling;

19 (8) developing individual career plans with students;

20 (9) assisting all students with a college or  
21 post-secondary education plan;

22 (10) intentionally addressing the career and college  
23 needs of first generation students;

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

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

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

8           (14) educating students, teachers, and parents on  
9 anxiety, depression, cutting, and suicide issues and  
10 intervening with students who present with these issues;

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

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

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

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

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

21           (20) addressing the needs of undocumented students in  
22 the school, as well as students who are legally in the  
23 United States, but whose parents are undocumented;

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

1           (22) (i) assisting ~~actively supporting~~ students in  
2 need of special education services by implementing the  
3 academic supports and social-emotional and college or  
4 career development counseling services or interventions  
5 per a student's individualized education program (IEP);  
6 (ii) facilitating, participating in, or contributing to a  
7 student's ~~individualized education plan (IEP)~~ and  
8 completing a social-developmental history; or (iii)  
9 providing services to a student with a disability under the  
10 student's IEP or federal Section 504 plan, as recommended  
11 by the student's IEP team or Section 504 plan team and in  
12 compliance with federal and State laws and rules governing  
13 the provision of educational and related services and  
14 school-based accommodations to students with disabilities  
15 and the qualifications of school personnel to provide such  
16 services and accommodations;

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

19           (24) educating students on dual credit and learning  
20 opportunities on the Internet;

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

24           (26) interpreting achievement test results and guiding  
25 students in appropriate directions;

26           (27) counseling with students, families, and teachers, l

1 in compliance with federal and State laws ~~accordance with~~  
2 ~~the rules and regulations governing the provision of~~  
3 ~~related services;~~

4 (28) providing families with opportunities for  
5 education and counseling as appropriate in relation to the  
6 student's educational assessment;

7 (29) consulting and collaborating with teachers and  
8 other school personnel regarding behavior management and  
9 intervention plans and inclusion in support of students;

10 (30) teaming and partnering with staff, parents,  
11 businesses, and community organizations to support student  
12 achievement and social-emotional learning standards for  
13 all students;

14 (31) developing and implementing school-based  
15 prevention programs, including, but not limited to,  
16 mediation and violence prevention, implementing social and  
17 emotional education programs and services, and  
18 establishing and implementing bullying prevention and  
19 intervention programs;

20 (32) developing culturally-sensitive assessment  
21 instruments for measuring school counseling prevention and  
22 intervention effectiveness and collecting, analyzing, and  
23 interpreting data;

24 (33) participating on school and district committees  
25 to advocate for student programs and resources, as well as  
26 establishing a school counseling advisory council that

1 includes representatives of key stakeholders selected to  
2 review and advise on the implementation of the school  
3 counseling program;

4 (34) acting as a liaison between the public schools and  
5 community resources and building relationships with  
6 important stakeholders, such as families, administrators,  
7 teachers, and board members;

8 (35) maintaining organized, clear, and useful records  
9 in a confidential manner consistent with Section 5 of the  
10 Illinois School Student Records Act, the Family  
11 Educational Rights and Privacy Act, and the Health  
12 Insurance Portability and Accountability Act;

13 (36) presenting an annual agreement to the  
14 administration, including a formal discussion of the  
15 alignment of school and school counseling program missions  
16 and goals and detailing specific school counselor  
17 responsibilities;

18 (37) identifying and implementing culturally-sensitive  
19 measures of success for student competencies in each of the  
20 3 domains of academic, social and emotional, and college  
21 and career learning based on planned and periodic  
22 assessment of the comprehensive developmental school  
23 counseling program;

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

26 (39) conducting observations and participating in

1 recommendations or interventions regarding the placement  
2 of children in educational programs or special education  
3 classes;

4 (40) analyzing data and results of school counseling  
5 program assessments, including curriculum, small-group,  
6 and closing-the-gap results reports, and designing  
7 strategies to continue to improve program effectiveness;

8 (41) analyzing data and results of school counselor  
9 competency assessments;

10 (42) following American School Counselor Association  
11 Ethical Standards for School Counselors to demonstrate  
12 high standards of integrity, leadership, and  
13 professionalism;

14 (43) knowing and embracing common core standards by  
15 using common core language;

16 (44) practicing as a culturally-skilled school  
17 counselor by infusing the multicultural competencies  
18 within the role of the school counselor, including the  
19 practice of culturally-sensitive attitudes and beliefs,  
20 knowledge, and skills;

21 (45) infusing the Social-Emotional Standards, as  
22 presented in the State Board of Education standards, across  
23 the curriculum and in the counselor's role in ways that  
24 empower and enable students to achieve academic success  
25 across all grade levels;

26 (46) providing services only in areas in which the

1 school counselor has appropriate training or expertise, as  
2 well as only providing counseling or consulting services  
3 within his or her employment to any student in the district  
4 or districts which employ such school counselor, in  
5 accordance with professional ethics;

6 (47) having adequate training in supervision knowledge  
7 and skills in order to supervise school counseling interns  
8 enrolled in graduate school counselor preparation programs  
9 that meet the standards established by the State Board of  
10 Education;

11 (48) being involved with State and national  
12 professional associations;

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



1 information and referrals, and address issues pertaining  
2 to youth who are parents, expectant parents, or victims of  
3 domestic or sexual violence;

4 (50) participating, at least every 2 years, in an  
5 in-service training program for school counselors  
6 conducted by persons with expertise in anaphylactic  
7 reactions and management;

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

12 (52) participating, in addition to other topics at  
13 in-service training programs, in training to identify the  
14 warning signs of mental illness and suicidal behavior in  
15 adolescents and teenagers and learning appropriate  
16 intervention and referral techniques;

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

1 training; and

2 (54) participating in mandates from the State Board of  
3 Education for bullying education and social-emotional  
4 literary.

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

10 Nothing in this Section prohibits other qualified  
11 professionals, including other endorsed school support  
12 personnel, from providing the services listed in this Section.  
13 (Source: P.A. 98-918, eff. 8-15-14.)

14 Section 99. Effective date. This Act takes effect upon  
15 becoming law."