



## 98TH GENERAL ASSEMBLY

### State of Illinois

2013 and 2014

HB5288

by Rep. Linda Chapa LaVia

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-22.24b

Amends the School Code. Deletes existing provisions regarding school counseling services in public schools. Provides that school counseling services in public schools may be provided by school counselors, as defined under the Code, or by individuals who hold a Professional Educator License with a school support personnel endorsement in the area of school counseling under the Code. Sets forth a list of school counseling services. Provides that school districts may employ a sufficient number of school counselors to maintain the national and State recommended student-counselor ratio of 250 to 1. Further provides that school districts may have counselors spend at least 80% of his or her work time in direct contact with students. Provides that none of the provisions added by the amendatory Act prohibits other qualified professionals, including other endorsed school support personnel, from providing the listed services. Effective immediately.

LRB098 18395 OMW 53532 b

FISCAL NOTE ACT  
MAY APPLY

STATE MANDATES  
ACT MAY REQUIRE  
REIMBURSEMENT

A BILL FOR

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 facilitating, participating in, or  
22          contributing to a student's individualized education plan  
23          (IEP) and completing a social-developmental history;

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

26          (24) educating students on dual credit and learning

1 opportunities on the Internet;

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

5 (26) interpreting achievement test results and guiding  
6 students in appropriate directions;

7 (27) counseling with students, families, and teachers  
8 in accordance with the rules and regulations governing the  
9 provision of related services;

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

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

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

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

26 (32) developing culturally-sensitive assessment

1 instruments for measuring school counseling prevention and  
2 intervention effectiveness and collecting, analyzing, and  
3 interpreting data;

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

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

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

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

24 (37) identifying and implementing culturally-sensitive  
25 measures of success for student competencies in each of the  
26 3 domains of academic, social and emotional, and college

1 and career learning based on planned and periodic  
2 assessment of the comprehensive developmental school  
3 counseling program;

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

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

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

14 (41) analyzing data and results of school counselor  
15 competency assessments;

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

20 (43) knowing and embracing common core standards by  
21 using common core language;

22 (44) practicing as a culturally-skilled school  
23 counselor by infusing the multicultural competencies  
24 within the role of the school counselor, including the  
25 practice of culturally-sensitive attitudes and beliefs,  
26 knowledge, and skills;

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

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

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

17           (48) being involved with State and national  
18           professional associations;

19           (49) participating, at least once every 2 years, in an  
20           in-service training program for school counselors  
21           conducted by persons with expertise in domestic and sexual  
22           violence and the needs of expectant and parenting youth,  
23           which shall include training concerning (i) communicating  
24           with and listening to youth victims of domestic or sexual  
25           violence and expectant and parenting youth, (ii)  
26           connecting youth victims of domestic or sexual violence and



1 expectant and parenting youth to appropriate in-school  
2 services and other agencies, programs, and services as  
3 needed, and (iii) implementing the school district's  
4 policies, procedures, and protocols with regard to such  
5 youth, including confidentiality; at a minimum, school  
6 personnel must be trained to understand, provide  
7 information and referrals, and address issues pertaining  
8 to youth who are parents, expectant parents, or victims of  
9 domestic or sexual violence;

10 (50) participating, at least every 2 years, in an  
11 in-service training program for school counselors  
12 conducted by persons with expertise in anaphylactic  
13 reactions and management;

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

18 (52) participating, in addition to other topics at  
19 in-service training programs, in training to identify the  
20 warning signs of mental illness and suicidal behavior in  
21 adolescents and teenagers and learning appropriate  
22 intervention and referral techniques;

23 (53) obtaining training to have a basic knowledge of  
24 matters relating to acquired immunodeficiency syndrome  
25 (AIDS), including the nature of the disease, its causes and  
26 effects, the means of detecting it and preventing its

1 transmission, and the availability of appropriate sources  
2 of counseling and referral and any other information that  
3 may be appropriate considering the age and grade level of  
4 the pupils; the school board shall supervise such training  
5 and the State Board of Education and the Department of  
6 Public Health shall jointly develop standards for such  
7 training; and

8 (54) participating in mandates from the State Board of  
9 Education for bullying education and social-emotional  
10 literary.

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

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

19 ~~School counseling services in the public schools may be~~  
20 ~~provided by school counselors as defined in Section 10-22.24a.~~  
21 ~~School counseling services include but are not limited to: (1)~~  
22 ~~educational planning; (2) career development and counseling;~~  
23 ~~(3) college counseling; (4) developing and facilitating~~  
24 ~~anti-violence education or conflict resolution programs, or~~  
25 ~~both; (5) providing crisis intervention programs within the~~  
26 ~~school setting; (6) making appropriate referrals to outside~~

1 ~~agencies; (7) interpreting achievement, career, and vocational~~  
2 ~~test information; (8) developing individual career plans for~~  
3 ~~all students; (9) providing individual and small group~~  
4 ~~counseling; (10) addressing the developmental needs of~~  
5 ~~students by designing curricula for classroom counseling and~~  
6 ~~guidance; (11) consulting and counseling with parents for the~~  
7 ~~academic, career, and personal success of their children; (12)~~  
8 ~~facilitating school to work transition programs; and (13)~~  
9 ~~supervising school counseling interns enrolled in school~~  
10 ~~counseling programs that meet the standards of the State Board~~  
11 ~~of Education. Nothing in this Section prohibits other qualified~~  
12 ~~professionals, including other certificated school personnel,~~  
13 ~~from providing those services listed in this Section.~~

14 (Source: P.A. 91-70, eff. 7-9-99.)

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