

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. School
13 counseling services provided under this Section shall address
14 the needs of all students, regardless of citizenship status.

15 School counseling services may include, but are not
16 limited to:

17 (1) designing and delivering a comprehensive school
18 counseling program through a standards-based,
19 data-informed program that promotes student achievement
20 and wellness;

21 (2) (blank);

22 (3) school counselors working as culturally skilled
23 professionals who act sensitively to promote social

1 justice and equity in a pluralistic society;

2 (4) providing individual and group counseling;

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

10 (6) making referrals when necessary to appropriate
11 offices or outside agencies;

12 (7) providing college and career development
13 activities and counseling;

14 (8) developing individual career plans with students,
15 which includes planning for post-secondary education, as
16 appropriate, and engaging in related and relevant career
17 and technical education coursework in high school;

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

26 (10) (blank);

1 (11) educating all students on scholarships, financial
2 aid, and preparation of the Federal Application for
3 Federal Student Aid;

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

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

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

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

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

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

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

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

24 (20) working to address the needs of all students with
25 regard to citizenship status;

26 (21) (blank);✚

1 (22) providing academic, social-emotional, and college
2 and career supports to all students irrespective of
3 special education or Section 504 status;

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

7 (24) (blank);†

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

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

13 (27) (blank);

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

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

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

24 (31) developing and implementing school-based
25 prevention programs, including, but not limited to,
26 mediation and violence prevention, implementing social and

1 emotional education programs and services, and
2 establishing and implementing bullying prevention and
3 intervention programs;

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

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

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

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

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

1 responsibilities;

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

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

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

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

18 (41) analyzing data and results of school counselor
19 competency assessments;

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

24 (43) using student competencies to assess student
25 growth and development to inform decisions regarding
26 strategies, activities, and services that help students

1 achieve the highest academic level possible;

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

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

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

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

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

25 (49) complete the required training as outlined in
26 Section 10-22.39;

1 (50) (blank);

2 (51) (blank);

3 (52) (blank);

4 (53) (blank);

5 (54) (blank); and

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

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

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

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

24 Section 99. Effective date. This Act takes effect upon
25 becoming law.