



Rep. Abdelnasser Rashid

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10400SB0405ham001

LRB104 06642 LNS 26386 a

1 AMENDMENT TO SENATE BILL 405

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 405 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  
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:

1           (1) designing and delivering a comprehensive school  
2       counseling program through a standards-based,  
3       data-informed program that promotes student achievement  
4       and wellness;

5           (2) (blank);

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

9           (4) providing individual and group counseling;

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

17          (6) making referrals when necessary to appropriate  
18       offices or outside agencies;

19          (7) providing college and career development  
20       activities and counseling;

21          (8) developing individual career plans with students,  
22       which includes planning for post-secondary education, as  
23       appropriate, and engaging in related and relevant career  
24       and technical education coursework in high school;

25          (9) assisting all students with a college or  
26       post-secondary education plan, which must include a

1 discussion on all post-secondary education options,  
2 including 4-year colleges or universities, community  
3 colleges, and vocational schools, and includes planning  
4 for post-secondary education, as appropriate, and engaging  
5 in related and relevant career and technical education  
6 coursework in high school;

7 (10) (blank);

8 (11) educating all students on scholarships, financial  
9 aid, and preparation of the Federal Application for  
10 Federal Student Aid;

11 (12) collaborating with institutions of higher  
12 education and local community colleges so that students  
13 understand post-secondary education options and are ready  
14 to transition successfully;

15 (13) providing crisis intervention and contributing to  
16 the development of a specific crisis plan within the  
17 school setting in collaboration with multiple  
18 stakeholders;

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

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

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

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

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

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

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

7           (21) (blank);✚

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

11           (23) assisting students in goal setting and success  
12 skills for classroom behavior, study skills, test  
13 preparation, internal motivation, and intrinsic rewards;

14           (24) (blank);✚

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

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

20           (27) (blank);

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

24           (29) consulting and collaborating with teachers and  
25 other school personnel regarding behavior management and  
26 intervention plans and inclusion in support of students;

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

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

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

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

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

25           (35) maintaining organized, clear, and useful records  
26 in a confidential manner consistent with Section 5 of the

1 Illinois School Student Records Act, the Family  
2 Educational Rights and Privacy Act, and the Health  
3 Insurance Portability and Accountability Act;

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

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

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

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

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

25 (41) analyzing data and results of school counselor  
26 competency assessments;

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

5           (43) using student competencies to assess student  
6       growth and development to inform decisions regarding  
7       strategies, activities, and services that help students  
8       achieve the highest academic level possible;

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,  
16      across the curriculum and in the counselor's role in ways  
17      that empower and enable students to achieve academic  
18      success 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  
23      district or districts which employ such school counselor,  
24      in 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) complete the required training as outlined in  
7 Section 10-22.39;

8 (50) (blank);

9 (51) (blank);

10 (52) (blank);

11 (53) (blank);

12 (54) (blank); and

13 (55) promoting career and technical education by  
14 assisting each student to determine an appropriate  
15 postsecondary plan based upon the student's skills,  
16 strengths, and goals and assisting the student to  
17 implement the best practices that improve career or  
18 workforce readiness after high school.

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

24 Nothing in this Section prohibits other qualified  
25 professionals, including other endorsed school support  
26 personnel, from providing the services listed in this Section.



1 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;  
2 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for  
3 effective date of P.A. 103-542; 103-780, eff. 8-2-24; revised  
4 10-21-24.)

5 Section 99. Effective date. This Act takes effect upon  
6 becoming law.".