



Sen. Adriane Johnson

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10400SB0405sam001

LRB104 06642 JDS 24899 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.

13 School counseling services may include, but are not
14 limited to:

15 (1) designing and delivering a comprehensive school
16 counseling program through a standards-based,

1 data-informed program that promotes student achievement
2 and wellness;

3 (2) (blank);

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 which includes planning for post-secondary education, as
21 appropriate, and engaging in related and relevant career
22 and technical education coursework in high school;

23 (9) assisting all students with a college or
24 post-secondary education plan, which must include a
25 discussion on all post-secondary education options,
26 including 4-year colleges or universities, community

1 colleges, and vocational schools, and includes planning
2 for post-secondary education, as appropriate, and engaging
3 in related and relevant career and technical education
4 coursework in high school;

5 (10) (blank);

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

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

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

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

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

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

23 (17) addressing bullying and conflict resolution with
24 all students;

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

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

3 (20) working to address the needs of all students
4 without ~~with~~ regard to citizenship status;

5 (21) (blank);➤

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

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

12 (24) (blank);➤

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

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

18 (27) (blank);

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

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

25 (30) teaming and partnering with staff, parents,
26 businesses, and community organizations to support student

1 achievement and social-emotional learning standards for
2 all students;

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

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

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

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

23 (35) maintaining organized, clear, and useful records
24 in a confidential manner consistent with Section 5 of the
25 Illinois School Student Records Act, the Family
26 Educational Rights and Privacy Act, and the Health

1 Insurance Portability and Accountability Act;

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

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

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

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

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

23 (41) analyzing data and results of school counselor
24 competency assessments;

25 (42) following American School Counselor Association
26 Ethical Standards for School Counselors to demonstrate

1 high standards of integrity, leadership, and
2 professionalism;

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

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

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

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

23 (47) having adequate training in supervision knowledge
24 and skills in order to supervise school counseling interns
25 enrolled in graduate school counselor preparation programs
26 that meet the standards established by the State Board of

1 Education;

2 (48) being involved with State and national
3 professional associations;

4 (49) complete the required training as outlined in
5 Section 10-22.39;

6 (50) (blank);

7 (51) (blank);

8 (52) (blank);

9 (53) (blank);

10 (54) (blank); and

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

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

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

25 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;
26 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for

1 effective date of P.A. 103-542; 103-780, eff. 8-2-24; revised
2 10-21-24.)

3 Section 99. Effective date. This Act takes effect upon
4 becoming law.".