

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 Sections  
5 5-2 and 10-22.24b as follows:

6 (105 ILCS 5/5-2) (from Ch. 122, par. 5-2)

7 Sec. 5-2. Governing board.

8 (a) Except as otherwise provided in subsection (b), the  
9 school business of all school townships having school trustees  
10 shall be transacted by ~~three~~ trustees, as provided in this  
11 Article 5.

12 (b) (Blank). ~~This subsection (b) applies only to the~~  
13 ~~trustees of schools of Township 38 North, Range 12 East. The~~  
14 ~~school business of the township shall be transacted by 4~~  
15 ~~trustees elected by the qualified voters of the township, as~~  
16 ~~provided in this Article 5, and 3 trustees appointed by the~~  
17 ~~school districts within the township, as provided in this~~  
18 ~~subsection (b). An elected trustee and an appointed trustee~~  
19 ~~may represent the same school district. Any trustee, whether~~  
20 ~~elected or appointed, may serve as an officer of the trustees~~  
21 ~~of schools.~~

22 ~~The 3 trustees to be appointed shall each be appointed for~~  
23 ~~a term of one year as follows:~~

1           ~~(1) The school boards of Argo Community High School~~  
2           ~~District 217, Summit School District 104, Willow Springs~~  
3           ~~School District 108, and Indian Springs School District~~  
4           ~~109 shall collectively appoint one school board member as~~  
5           ~~a trustee through a nomination process and by a majority~~  
6           ~~vote or by consensus among the school boards. A trustee~~  
7           ~~appointed under this paragraph (1) may be reappointed for~~  
8           ~~a second term as provided under this paragraph (1). After~~  
9           ~~the appointed term or reappointed term of the trustee~~  
10           ~~expires, the school boards shall appoint a successor~~  
11           ~~trustee pursuant to this paragraph (1).~~

12           ~~(2) The school boards of Western Springs School~~  
13           ~~District 101, La Grange School District 102, Lyons School~~  
14           ~~District 103, La Grange School District 105 South,~~  
15           ~~LaGrange Highlands School District 106, and Pleasantdale~~  
16           ~~School District 107 shall collectively appoint one school~~  
17           ~~board member as a trustee through a nomination process and~~  
18           ~~by a majority vote or by consensus among the school~~  
19           ~~boards. A trustee appointed under this paragraph (2) may~~  
20           ~~be reappointed for a second term as provided under this~~  
21           ~~paragraph (2). After the appointed term or reappointed~~  
22           ~~term of the trustee expires, the school boards shall~~  
23           ~~appoint a successor trustee pursuant to this paragraph~~  
24           ~~(2).~~

25           ~~(3) Each year, among the school board presidents of~~  
26           ~~the school districts within the township, one school board~~

~~president shall be selected through a nomination process and by a majority vote to appoint a trustee. If no president of a school board is nominated, another officer of one of the school boards may be nominated. For the even numbered year term, a trustee appointed under this paragraph (3) must be from a feeder elementary school district for Argo Community High School District 217, and, for the odd numbered year term, a trustee appointed under this paragraph (3) must be from a feeder elementary school district for Lyons Township High School District 204.~~

(c) The trustees shall be a body politic and corporate, by the name of "trustees of schools of township No. ...., range No. ....," according to the number, or in case of school townships created from two or more congressional townships, such name shall be "trustees of .... township .... county, Illinois." Such corporation shall have perpetual existence, with power to sue and be sued, and to plead and be impleaded, in all courts and places where judicial proceedings are had.

(Source: P.A. 102-924, eff. 5-27-22; 103-790, eff. 8-9-24.)

(105 ILCS 5/10-22.24b)

Sec. 10-22.24b. School counseling services. School counseling services in public schools may be provided by school counselors as defined in Section 10-22.24a of this Code or by individuals who hold a Professional Educator License with a school support personnel endorsement in the area of

1 school counseling under Section 21B-25 of this Code.

2 School counseling services may include, but are not  
3 limited to:

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

8 (2) (blank);

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

12 (4) providing individual and group counseling;

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

20 (6) making referrals when necessary to appropriate  
21 offices or outside agencies;

22 (7) providing college and career development  
23 activities and counseling;

24 (8) developing individual career plans with students,  
25 which includes planning for post-secondary education, as  
26 appropriate, and engaging in related and relevant career

1 and technical education coursework in high school;

2 (9) assisting all students with a college or  
3 post-secondary education plan, which must include a  
4 discussion on all post-secondary education options,  
5 including 4-year colleges or universities, community  
6 colleges, and vocational schools, and includes planning  
7 for post-secondary education, as appropriate, and engaging  
8 in related and relevant career and technical education  
9 coursework in high school;

10 (10) (blank);

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

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

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

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

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

26 (16) working to address barriers that prohibit or

1 limit access to mental health services;

2 (17) addressing bullying and conflict resolution with  
3 all students;

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

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

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

10 (21) (blank);➤

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

14 (23) assisting students in goal setting and success  
15 skills for classroom behavior, study skills, test  
16 preparation, internal motivation, and intrinsic rewards;

17 (24) (blank);➤

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

21 (26) interpreting achievement test results and guiding  
22 students in appropriate directions;

23 (27) (blank);

24 (28) providing families with opportunities for  
25 education and counseling as appropriate in relation to the  
26 student's educational assessment;

1           (29) consulting and collaborating with teachers and  
2 other school personnel regarding behavior management and  
3 intervention plans and inclusion in support of students;

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

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

14           (32) developing culturally sensitive assessment  
15 instruments for measuring school counseling prevention and  
16 intervention effectiveness and collecting, analyzing, and  
17 interpreting data;

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

24           (34) acting as a liaison between the public schools  
25 and community resources and building relationships with  
26 important stakeholders, such as families, administrators,

1 teachers, and board members;

2 (35) maintaining organized, clear, and useful records  
3 in a confidential manner consistent with Section 5 of the  
4 Illinois School Student Records Act, the Family  
5 Educational Rights and Privacy Act, and the Health  
6 Insurance Portability and Accountability Act;

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

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

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

20 (39) conducting observations and participating in  
21 recommendations or interventions regarding the placement  
22 of children in educational programs or special education  
23 classes;

24 (40) analyzing data and results of school counseling  
25 program assessments, including curriculum, small-group,  
26 and closing-the-gap results reports, and designing



1 strategies to continue to improve program effectiveness;

2 (41) analyzing data and results of school counselor  
3 competency assessments;

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

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

12 (44) practicing as a culturally skilled school  
13 counselor by infusing the multicultural competencies  
14 within the role of the school counselor, including the  
15 practice of culturally sensitive attitudes and beliefs,  
16 knowledge, and skills;

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

22 (46) providing services only in areas in which the  
23 school counselor has appropriate training or expertise, as  
24 well as only providing counseling or consulting services  
25 within his or her employment to any student in the  
26 district or districts which employ such school counselor,

1 in accordance with professional ethics;

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

7 (48) being involved with State and national  
8 professional associations;

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

11 (50) (blank);

12 (51) (blank);

13 (52) (blank);

14 (53) (blank);

15 (54) (blank); and

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

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

1           Nothing in this Section prohibits other qualified  
2 professionals, including other endorsed school support  
3 personnel, from providing the services listed in this Section.  
4 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;  
5 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for  
6 effective date of P.A. 103-542; 103-780, eff. 8-2-24; revised  
7 10-21-24.)