

1 AN ACT concerning safety.

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 14-8.03 as follows:

6 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

7 Sec. 14-8.03. Transition services.

8 (a) For purposes of this Section:7

9 "Independent living skills" may include, without  
10 limitation, personal hygiene, health care, fitness, food  
11 preparation and nutrition, home management and safety,  
12 dressing and clothing care, financial management and wellness,  
13 self-esteem, self-advocacy, self-determination, community  
14 living, housing options, public safety, leisure and  
15 recreation, and transportation.

16 "Transition "~~transition~~ services" means a coordinated set  
17 of activities for a child with a disability that (i) is  
18 designed to be within a results-oriented process that is  
19 focused on improving the academic and functional achievement  
20 of the child with a disability to facilitate the child's  
21 movement from school to post-school activities, including  
22 post-secondary education, which may include for-credit  
23 courses, career and technical education, and non-credit

1 courses and instruction, vocational education, integrated  
2 employment (including supported employment), continuing and  
3 adult education, adult services, independent living, or  
4 community participation; (ii) is based on the individual  
5 child's needs, taking into account the child's strengths,  
6 preferences, and interests; and (iii) includes instruction,  
7 related services, community experiences, the development of  
8 employment and other post-school adult living objectives, and,  
9 if appropriate, acquisition of daily living skills, benefits  
10 counseling and planning, work incentives education, and the  
11 provision of a functional vocational evaluation. Transition  
12 services for a child with a disability may be special  
13 education, if provided as specially designed instruction, or a  
14 related service if required to assist a child with a  
15 disability to benefit from special education.

16 (a-5) Beginning no later than the first individualized  
17 education plan (IEP) in effect when the student turns age 14  
18 1/2 (or younger if determined appropriate by the IEP Team) and  
19 updated annually thereafter, the IEP must include (i)  
20 measurable post-secondary goals based upon age-appropriate  
21 transition assessments and other information available  
22 regarding the student that are related to training, education,  
23 employment, and independent living skills and (ii) the  
24 transition services needed to assist the student in reaching  
25 those goals, including courses of study.

26 As a component of transition planning, the school district

1 shall provide the student with information about the school  
2 district's career and technical education (CTE) opportunities.  
3 The CTE information shall include a list of programming  
4 options, the scope and sequence of study for pursuing those  
5 options, and the locations of those options. A student in high  
6 school with an IEP may enroll in the school district's CTE  
7 program at any time if participation in a CTE program is  
8 consistent with the student's transition goals.

9 (b) Transition planning must be conducted as part of the  
10 IEP process and must be governed by the procedures applicable  
11 to the development, review, and revision of the IEP, including  
12 notices to the parents and student, parent and student  
13 participation, and annual review. To appropriately assess and  
14 develop IEP transition goals and transition services for a  
15 child with a disability, additional participants may be  
16 necessary and may be invited by the school district, parent,  
17 or student to participate in the transition planning process.  
18 Additional participants may include without limitation a  
19 representative from the Department of Human Services or  
20 another State agency, a case coordinator, or persons  
21 representing other public or community agencies or services,  
22 such as adult service providers, disability services  
23 coordinators of ~~or~~ public community colleges, and a CTE  
24 coordinator. The IEP shall identify each person responsible  
25 for coordinating and delivering transition services. If the  
26 IEP team determines that the student requires transition

1 services from a public or private entity outside of the school  
2 district, the IEP team shall identify potential outside  
3 resources, assign one or more IEP team members to contact the  
4 appropriate outside entities, make the necessary referrals,  
5 provide any information and documents necessary to complete  
6 the referral, follow up with the entity to ensure that the  
7 student has been successfully linked to the entity, and  
8 monitor the student's progress to determine if the student's  
9 IEP transition goals and benchmarks are being met. The  
10 student's IEP shall indicate one or more specific time periods  
11 during the school year when the IEP team shall review the  
12 services provided by the outside entity and the student's  
13 progress in such activities. The public school's  
14 responsibility for delivering educational services does not  
15 extend beyond the time the student leaves school or when the  
16 student's eligibility ends due to age under this Article.

17 (c) A school district shall submit annually a summary of  
18 each eligible student's IEP transition goals and transition  
19 services resulting from the IEP Team meeting to the  
20 appropriate local Transition Planning Committee. If students  
21 with disabilities who are ineligible for special education  
22 services request transition services, local public school  
23 districts shall assist those students by identifying  
24 post-secondary school goals, delivering appropriate education  
25 services, and coordinating with other agencies and services  
26 for assistance.

1 (Source: P.A. 98-517, eff. 8-22-13.)

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