



Rep. Michelle Mussman

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10200SB1169ham001

LRB102 04980 NHT 29880 a

1 AMENDMENT TO SENATE BILL 1169

2 AMENDMENT NO. _____. Amend Senate Bill 1169 by replacing
3 everything after the enacting clause with the following:

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:

9 "Independent living skills" may include, without
10 limitation, personal hygiene, health care, fitness, food
11 preparation and ~~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 services" means a coordinated set of

1 activities for a child with a disability that (i) is designed
2 to be within a results-oriented process that is focused on
3 improving the academic and functional achievement of the child
4 with a disability to facilitate the child's movement from
5 school to post-school activities, including post-secondary
6 education, which may include for-credit courses, career and
7 technical education, and non-credit courses and instruction,
8 vocational education, integrated employment (including
9 supported employment), continuing and adult education, adult
10 services, independent living, or community participation; (ii)
11 is based on the individual child's needs, taking into account
12 the child's strengths, preferences, and interests; and (iii)
13 includes instruction, related services, community experiences,
14 the development of employment and other post-school adult
15 living objectives, and, if appropriate, acquisition of daily
16 living skills, benefits counseling and planning, work
17 incentives education, and the provision of a functional
18 vocational evaluation. Transition services for a child with a
19 disability may be special education, if provided as specially
20 designed instruction, or a related service if required to
21 assist a child with a disability to benefit from special
22 education.

23 (a-5) Beginning no later than the first individualized
24 education plan (IEP) in effect when the student turns age 14
25 1/2 (or younger if determined appropriate by the IEP Team) and
26 updated annually thereafter, the IEP must include (i)

1 measurable post-secondary goals based upon age-appropriate
2 transition assessments and other information available
3 regarding the student that are related to training, education,
4 employment, and independent living skills and (ii) the
5 transition services needed to assist the student in reaching
6 those goals, including courses of study.

7 As a component of transition planning, the school district
8 shall provide the student with information about the school
9 district's career and technical education (CTE) opportunities
10 and postsecondary CTE opportunities. The CTE information shall
11 include a list of programming options, the scope and sequence
12 of study for pursuing those options, and the locations of
13 those options. A student in high school with an IEP may enroll
14 in the school district's CTE program at any time if
15 participation in a CTE program is consistent with the
16 student's transition goals.

17 (b) Transition planning must be conducted as part of the
18 IEP process and must be governed by the procedures applicable
19 to the development, review, and revision of the IEP, including
20 notices to the parents and student, parent and student
21 participation, and annual review. To appropriately assess and
22 develop IEP transition goals and transition services for a
23 child with a disability, additional participants may be
24 necessary and may be invited by the school district, parent,
25 or student to participate in the transition planning process.
26 Additional participants may include without limitation a

1 representative from the Department of Human Services or
2 another State agency, a case coordinator, or persons
3 representing other public or community agencies or services,
4 such as adult service providers, disability services
5 coordinators of public community colleges, and a CTE
6 coordinator. The IEP shall identify each person responsible
7 for coordinating and delivering transition services. If the
8 IEP team determines that the student requires transition
9 services from a public or private entity outside of the school
10 district, the IEP team shall identify potential outside
11 resources, assign one or more IEP team members to contact the
12 appropriate outside entities, make the necessary referrals,
13 provide any information and documents necessary to complete
14 the referral, follow up with the entity to ensure that the
15 student has been successfully linked to the entity, and
16 monitor the student's progress to determine if the student's
17 IEP transition goals and benchmarks are being met. The
18 student's IEP shall indicate one or more specific time periods
19 during the school year when the IEP team shall review the
20 services provided by the outside entity and the student's
21 progress in such activities. The public school's
22 responsibility for delivering educational services does not
23 extend beyond the time the student leaves school or when the
24 student's eligibility ends due to age under this Article.

25 (c) A school district shall submit annually a summary of
26 each eligible student's IEP transition goals and transition

1 services resulting from the IEP Team meeting to the
2 appropriate local Transition Planning Committee. If students
3 with disabilities who are ineligible for special education
4 services request transition services, local public school
5 districts shall assist those students by identifying
6 post-secondary school goals, delivering appropriate education
7 services, and coordinating with other agencies and services
8 for assistance.

9 (Source: P.A. 102-516, eff. 8-20-21.)".