



Sen. Laura Fine

Filed: 4/15/2021

10200SB1169sam001

LRB102 04980 CMG 25179 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:~~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 dressng 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

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

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

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

24 (c) A school district shall submit annually a summary of
25 each eligible student's IEP transition goals and transition
26 services resulting from the IEP Team meeting to the

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

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

9 Section 99. Effective date. This Act takes effect upon
10 becoming law."