

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

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

10 The student and the parent or guardian of the student  
11 shall be provided with information about dual credit courses  
12 offered by the school district. The information shall include  
13 courses offered by the school district for dual credit under  
14 Section 16 of the Dual Credit Quality Act and courses in which  
15 the student may enroll for high school credit only under  
16 Section 16.5 of the Dual Credit Quality Act. The information  
17 shall include the criteria for entry into any dual credit  
18 course in which the student or the parent or guardian of the  
19 student indicates interest. If the student is enrolled in a  
20 dual credit course for dual credit or for high school credit  
21 only, the student's participation in the course shall be  
22 included as part of the student's transition IEP activities.

23 The student's transition plan shall include consideration  
24 of the student's assistive technology needs, such as assistive  
25 technology evaluations, devices, and services, related to the  
26 student's transition goals for employment, education or

1 training, and independent living, both while the student is  
2 participating in transition-related activities and in  
3 post-school activities. The student's transition plan shall  
4 also include consideration of the availability and  
5 accessibility of appropriate assistive technology devices and  
6 services for the student once in the post-school environment.

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

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

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

25 (Source: P.A. 102-516, eff. 8-20-21; 103-181, eff. 6-30-23.)

26 Section 99. Effective date. This Act takes effect upon

1 becoming law.