



98TH GENERAL ASSEMBLY

State of Illinois

2013 and 2014

SB1550

Introduced 2/13/2013, by Sen. Christine Radogno

SYNOPSIS AS INTRODUCED:

105 ILCS 5/14-8.03

from Ch. 122, par. 14-8.03

Amends the Children with Disabilities Article of the School Code with respect to transition services. Provides that the first individualized education plan for when a student turns age 14 1/2 must include measurable post-secondary goals based upon age-appropriate transition assessments and other information available regarding the student that are related to independent living skills (instead of independent living skills where appropriate). Effective immediately.

LRB098 08363 NHT 38468 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

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, "transition services"
9 means a coordinated set of activities for a child with a
10 disability that (i) is designed to be within a results-oriented
11 process that is focused on improving the academic and
12 functional achievement of the child with a disability to
13 facilitate the child's movement from school to post-school
14 activities, including post-secondary education, vocational
15 education, integrated employment (including supported
16 employment), continuing and adult education, adult services,
17 independent living, or community participation; (ii) is based
18 on the individual child's needs, taking into account the
19 child's strengths, preferences, and interests; and (iii)
20 includes instruction, related services, community experiences,
21 the development of employment and other post-school adult
22 living objectives, and, if appropriate, acquisition of daily
23 living skills, benefits planning, work incentives education,

1 and the provision of a functional vocational evaluation.
2 Transition services for a child with a disability may be
3 special education, if provided as specially designed
4 instruction, or a related service if required to assist a child
5 with a disability to benefit from special education.

6 (a-5) Beginning no later than the first individualized
7 education plan (IEP) in effect when the student turns age 14
8 1/2 (or younger if determined appropriate by the IEP Team) and
9 updated annually thereafter, the IEP must include (i)
10 measurable post-secondary goals based upon age-appropriate
11 transition assessments and other information available
12 regarding the student that are related to training, education,
13 employment, and, ~~where appropriate,~~ independent living skills
14 and (ii) the transition services needed to assist the student
15 in reaching those goals, including courses of study.

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, or
24 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 another

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

22 (c) A school district shall submit annually a summary of
23 each eligible student's IEP transition goals and transition
24 services resulting from the IEP Team meeting to the appropriate
25 local Transition Planning Committee. If students with
26 disabilities who are ineligible for special education services

1 request transition services, local public school districts
2 shall assist those students by identifying post-secondary
3 school goals, delivering appropriate education services, and
4 coordinating with other agencies and services for assistance.
5 (Source: P.A. 95-793, eff. 1-1-09; 96-187, eff. 8-10-09.)

6 Section 99. Effective date. This Act takes effect upon
7 becoming law.