



Rep. Suzanne M. Ness

**Filed: 4/1/2024**

10300HB5276ham001

LRB103 36939 RJT 71415 a

1 AMENDMENT TO HOUSE BILL 5276

2 AMENDMENT NO. \_\_\_\_\_. Amend House Bill 5276 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 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 and the parent or guardian of the  
9 student with information about the school district's career  
10 and technical education (CTE) opportunities and postsecondary  
11 CTE opportunities. The CTE information shall include a list of  
12 programming options, the scope and sequence of study for  
13 pursuing those options, and the locations of those options. A  
14 student in high school with an IEP may enroll in the school  
15 district's CTE program at any time if participation in a CTE  
16 program is consistent with the student's transition goals.

17 The student and the parent or guardian of the student  
18 shall be provided with information about dual credit courses  
19 offered by the school district. The information shall include  
20 courses offered by the school district for dual credit under  
21 Section 16 of the Dual Credit Quality Act and courses in which  
22 the student may enroll for high school credit only under  
23 Section 16.5 of the Dual Credit Quality Act. The information  
24 shall include the criteria for entry into any dual credit  
25 course in which the student or the parent or guardian of the  
26 student indicates interest. If the student is enrolled in a

1 dual credit course for dual credit or for high school credit  
2 only, the student's participation in the course shall be  
3 included as part of the student's transition IEP activities.

4 The student's transition plan shall include consideration  
5 of the student's assistive technology needs, such as assistive  
6 technology evaluations, devices, and services, related to the  
7 student's transition goals for employment, education or  
8 training, and independent living, both while the student is  
9 participating in transition-related activities and in  
10 post-school activities. The student's transition plan shall  
11 also include consideration of the availability and  
12 accessibility of appropriate assistive technology devices and  
13 services for the student once in the post-school environment.

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

1 such as adult service providers, disability services  
2 coordinators of public community colleges, and a CTE  
3 coordinator. The IEP shall identify each person responsible  
4 for coordinating and delivering transition services. If the  
5 IEP team determines that the student requires transition  
6 services from a public or private entity outside of the school  
7 district, the IEP team shall identify potential outside  
8 resources, assign one or more IEP team members to contact the  
9 appropriate outside entities, make the necessary referrals,  
10 provide any information and documents necessary to complete  
11 the referral, follow up with the entity to ensure that the  
12 student has been successfully linked to the entity, and  
13 monitor the student's progress to determine if the student's  
14 IEP transition goals and benchmarks are being met. The  
15 student's IEP shall indicate one or more specific time periods  
16 during the school year when the IEP team shall review the  
17 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  
25 appropriate local Transition Planning Committee. If students  
26 with disabilities who are ineligible for special education

1 services request transition services, local public school  
2 districts shall assist those students by identifying  
3 post-secondary school goals, delivering appropriate education  
4 services, and coordinating with other agencies and services  
5 for assistance.

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

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