



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

HB2537

Introduced 2/4/2025, by Rep. Michelle Mussman

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. Provides that, by no later than the beginning of a student's third year of high school or by the student's 16th birthday, whichever occurs first, the transition planning process must include a consideration of whether the student is a candidate for graduation. Requires this process to involve discussions with the student's individualized education program team, including the parent and the student. Provides that the discussions must address the implications of graduating with a regular diploma, particularly how it affects the student's right to receive a free appropriate public education (FAPE). Effective immediately.

LRB104 08091 LNS 18137 b

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 program plan ~~plan~~ (IEP) in effect when the student turns
18 age 14 1/2 (or younger if determined appropriate by the IEP
19 Team) and updated annually thereafter, the IEP must include
20 (i) 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 By no later than the beginning of the student's third year of
8 high school or by the student's 16th birthday, whichever
9 occurs first, the transition planning process must include a
10 consideration of whether the student is a candidate for
11 graduation. This process shall involve discussions with the
12 student's IEP team, including the parent and the student. The
13 discussions must address the implications of graduating with a
14 regular diploma, particularly how it affects the student's
15 right to receive a free appropriate public education (FAPE).

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 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. 102-516, eff. 8-20-21; 103-181, eff. 6-30-23;
9 103-854, eff. 8-9-24.)

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