



Rep. Lindsey LaPointe

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1 AMENDMENT TO HOUSE BILL 3950

2 AMENDMENT NO. _____. Amend House Bill 3950, AS AMENDED,
3 by replacing everything after the enacting clause with the
4 following:

5 "Section 5. The School Code is amended by changing Section
6 14-8.03 as follows:

7 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

8 Sec. 14-8.03. Transition services.

9 (a) For purposes of this Section:7

10 "Independent living skills" may include, without
11 limitation, personal hygiene, health care, fitness, food
12 preparation and nutrition, home management and safety,
13 dressng and clothing care, financial management and wellness,
14 self-esteem, self-advocacy, self-determination, community
15 living, housing options, public safety, leisure and
16 recreation, and transportation.

1 "Transition ~~transition~~ services" means a coordinated set
2 of activities for a child with a disability that (i) is
3 designed to be within a results-oriented process that is
4 focused on improving the academic and functional achievement
5 of the child with a disability to facilitate the child's
6 movement from school to post-school activities, including
7 post-secondary education, which may include for-credit
8 courses, career and technical education, and non-credit
9 courses and instruction, vocational education, integrated
10 employment (including supported employment), continuing and
11 adult education, adult services, independent living, or
12 community participation; (ii) is based on the individual
13 child's needs, taking into account the child's strengths,
14 preferences, and interests; and (iii) includes instruction,
15 related services, community experiences, the development of
16 employment and other post-school adult living objectives, and,
17 if appropriate, acquisition of daily living skills, benefits
18 counseling and planning, work incentives education, and the
19 provision of a functional vocational evaluation. Transition
20 services for a child with a disability may be special
21 education, if provided as specially designed instruction, or a
22 related service if required to assist a child with a
23 disability to benefit from special education.

24 (a-5) Beginning no later than the first individualized
25 education plan (IEP) in effect when the student turns age 14
26 1/2 (or younger if determined appropriate by the IEP Team) and

1 updated annually thereafter, the IEP must include (i)
2 measurable post-secondary goals based upon age-appropriate
3 transition assessments and other information available
4 regarding the student that are related to training, education,
5 employment, and independent living skills and (ii) the
6 transition services needed to assist the student in reaching
7 those goals, including courses of study.

8 As a component of transition planning, the school district
9 shall provide the student with information about the school
10 district's career and technical education (CTE) opportunities
11 and postsecondary CTE opportunities. The CTE information shall
12 include a list of programming options, the scope and sequence
13 of study for pursuing those options, and the locations of
14 those options. A student in high school with an IEP may enroll
15 in the school district's CTE program at any time if
16 participation in a CTE program is consistent with the
17 student's transition goals.

18 (b) Transition planning must be conducted as part of the
19 IEP process and must be governed by the procedures applicable
20 to the development, review, and revision of the IEP, including
21 notices to the parents and student, parent and student
22 participation, and annual review. To appropriately assess and
23 develop IEP transition goals and transition services for a
24 child with a disability, additional participants may be
25 necessary and may be invited by the school district, parent,
26 or student to participate in the transition planning process.

1 Additional participants may include without limitation a
2 representative from the Department of Human Services or
3 another State agency, a case coordinator, or persons
4 representing other public or community agencies or services,
5 such as adult service providers, disability services
6 coordinators of ~~or~~ public community colleges, and a CTE
7 coordinator. The IEP shall identify each person responsible
8 for coordinating and delivering transition services. If the
9 IEP team determines that the student requires transition
10 services from a public or private entity outside of the school
11 district, the IEP team shall identify potential outside
12 resources, assign one or more IEP team members to contact the
13 appropriate outside entities, make the necessary referrals,
14 provide any information and documents necessary to complete
15 the referral, follow up with the entity to ensure that the
16 student has been successfully linked to the entity, and
17 monitor the student's progress to determine if the student's
18 IEP transition goals and benchmarks are being met. The
19 student's IEP shall indicate one or more specific time periods
20 during the school year when the IEP team shall review the
21 services provided by the outside entity and the student's
22 progress in such activities. The public school's
23 responsibility for delivering educational services does not
24 extend beyond the time the student leaves school or when the
25 student's eligibility ends due to age under this Article.

26 (c) A school district shall submit annually a summary of

1 each eligible student's IEP transition goals and transition
2 services resulting from the IEP Team meeting to the
3 appropriate local Transition Planning Committee. If students
4 with disabilities who are ineligible for special education
5 services request transition services, local public school
6 districts shall assist those students by identifying
7 post-secondary school goals, delivering appropriate education
8 services, and coordinating with other agencies and services
9 for assistance.

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

11 Section 10. The Dual Credit Quality Act is amended by
12 changing Section 16 and by adding Section 40 as follows:

13 (110 ILCS 27/16)

14 Sec. 16. High school and community college partnership
15 agreements; dual credit. A community college district shall,
16 upon the request of a school district within the jurisdiction
17 of the community college district, enter into a partnership
18 agreement with the school district to offer dual credit
19 coursework.

20 A school district may offer any course identified in the
21 Illinois Articulation Initiative General Education Core
22 Curriculum package under the Illinois Articulation Initiative
23 Act as a dual credit course on the campus of a high school of
24 the school district and may use a high school instructor who

1 has met the academic credential requirements under this Act to
2 teach the dual credit course.

3 The partnership agreement shall include all of the
4 following:

5 (1) The establishment of the school district's and the
6 community college district's respective roles and
7 responsibilities in providing the program and ensuring the
8 quality and instructional rigor of the program. This must
9 include an assurance that the community college district
10 has appropriate academic control of the curriculum,
11 consistent with any State or federal law and as required
12 or negotiated with the Higher Learning Commission or other
13 applicable accrediting agency.

14 (2) The dual credit courses that the school district
15 will offer its students and whether those courses will be
16 offered on the high school or community college campus or
17 through an online platform established by the Illinois
18 Community College Board.

19 (3) The establishment of academic criteria for
20 granting eligibility for high school students to enroll in
21 dual credit coursework. The academic criteria shall be
22 evidence-based and shall include multiple appropriate
23 measures to determine whether a student is prepared for
24 any dual credit coursework in which the student enrolls.

25 (4) The establishment of any limitations that the
26 school district or community college district may put on

1 course offerings due to availability of instructors, the
2 availability of students for specific course offerings, or
3 local board policy.

4 (5) The requirement that the dual credit instructor
5 meet the academic credential requirements to teach a dual
6 credit course, consistent with paragraphs (1), (2), and
7 (3) of Section 20 of this Act, but shall not be required to
8 exceed those credentials.

9 (6) The collaborative process and criteria by which
10 the school district shall identify and recommend and the
11 community college district shall review and approve high
12 school instructors of dual credit courses taught on the
13 campus of a high school. This provision shall require that
14 the school district be responsible for hiring and
15 compensating the instructor.

16 (7) The requirement that a community college district
17 take the appropriate steps to ensure that dual credit
18 courses are equivalent to those courses offered at the
19 community college in quality and rigor to qualify for
20 college credit. The dual credit programs shall encompass
21 the following characteristics:

22 (A) Student learning outcomes expected for dual
23 credit courses in General Education Core Curriculum
24 courses and the professional and career and technical
25 disciplines shall be the same as the student learning
26 outcomes expected for the same courses taught on the

1 postsecondary campus.

2 (B) Course content, course delivery, and course
3 rigor shall be evaluated by the community college
4 chief academic officer or his or her designee, in
5 consultation with the school district's superintendent
6 or his or her designee. The evaluation shall be
7 conducted in a manner that is consistent with the
8 community college district's review and evaluation
9 policy and procedures for on-campus adjunct faculty,
10 including visits to the secondary class. This
11 evaluation shall be limited to the course and the
12 ability of the instructor to deliver quality, rigorous
13 college credit coursework. This evaluation shall not
14 impact the instructor's performance evaluation under
15 Article 24A of the School Code.

16 (C) The academic supports and, if applicable,
17 guidance that will be provided to students
18 participating in the program by the high school and
19 the community college district.

20 (8) Identify all fees and costs to be assessed by the
21 community college district for dual credit courses. This
22 provision shall require that any fees and costs assessed
23 for dual credit courses shall be reasonable and promote
24 student access to those courses, and may take into account
25 regional considerations and differences.

26 (8.5) The collaborative process and criteria by which

1 a school district and a community college district shall
2 work to ensure that individual students with disabilities
3 have access to dual credit courses, provided that those
4 students are able to meet the criteria for entry into a
5 dual credit course. Through this process and criteria, the
6 student shall have access to the supplementary aids and
7 accommodations included in the student's individualized
8 education program under Article 14 of the School Code or
9 Section 504 plan under the federal Rehabilitation Act of
10 1973 while the student is accessing a dual credit course
11 on a high school campus, in accordance with established
12 practices at the high school for providing these services.
13 A student who accesses a dual credit course on a community
14 college campus shall have access to supplementary aids and
15 accommodations provided in the partnership agreement,
16 including access to the community college's disability
17 services. A school district and community college district
18 shall work together to provide seamless communication
19 about the student's progress.

20 (9) The community college district shall establish a
21 mechanism for evaluating and documenting on a regular
22 basis the performance of students who complete dual credit
23 courses, consistent with paragraph (9) of Section 20 and
24 Section 30 of this Act, and for sharing that data in a
25 meaningful and timely manner with the school district.
26 This evaluation shall be limited to the course and the

1 coursework. This evaluation shall not impact the
2 instructor's performance evaluation under Article 24A of
3 the School Code.

4 If, within 180 calendar days of the school district's
5 initial request to enter into a partnership agreement with the
6 community college district, the school district and the
7 community college district do not reach agreement on the
8 partnership agreement, then the school district and community
9 college district shall jointly implement the provisions of the
10 Model Partnership Agreement established under Section 19 of
11 this Act for which local agreement could not be reached. A
12 community college district may combine its negotiations with
13 multiple school districts to establish one multi-district
14 partnership agreement or may negotiate individual partnership
15 agreements at its discretion.

16 (Source: P.A. 100-1049, eff. 1-1-19.)

17 (110 ILCS 27/40 new)

18 Sec. 40. Students with disabilities. Within one year after
19 the effective date of this amendatory Act of the 102nd General
20 Assembly, each community college district in this State, in
21 partnership with the appropriate high schools, shall modify
22 its dual credit plan to ensure access to dual credit courses by
23 students with disabilities consistent with Section 16 of this
24 Act. The partnership agreement shall address how a high school
25 and community college district will ensure the incorporation

1 of an individualized education program or supplementary aids
2 and accommodations pursuant to a Section 504 plan under the
3 federal Rehabilitation Act of 1973 for students with
4 disabilities who enroll in dual credit courses.

5 Section 15. The Public Community College Act is amended by
6 adding Section 3-29.14 as follows:

7 (110 ILCS 805/3-29.14 new)

8 Sec. 3-29.14. Students with disabilities.

9 (a) Each community college district shall provide access
10 to higher education for students with disabilities, including,
11 but not limited to, students with intellectual or
12 developmental disabilities. Each community college is
13 encouraged to offer for-credit and non-credit courses as
14 deemed appropriate for the individual student based on the
15 student's abilities, interests, and postsecondary transition
16 goals, with the appropriate individualized supplementary aids
17 and accommodations, including general education courses,
18 career and technical education, vocational training,
19 continuing education certificates, individualized learning
20 paths, and life skills courses for students with disabilities.

21 (b) Each community college is strongly encouraged to have
22 its disability services coordinator or the coordinator's
23 representative participate either in person or remotely in
24 meetings held by high schools within the community college

1 district to provide information to the student's
2 individualized education program team, including the student
3 and the student's parent or guardian, about the community
4 college and the availability of courses and programs at the
5 community college.

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