

SB2388



102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

SB2388

Introduced 2/26/2021, by Sen. Laura Fine

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.
Makes a technical change in a Section concerning transition services.

LRB102 12885 CMG 18228 b

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 ~~For~~ purposes of this Section, "transition
9 services" means a coordinated set of activities for a child
10 with a disability that (i) is designed to be within a
11 results-oriented process that is focused on improving the
12 academic and functional achievement of the child with a
13 disability to facilitate the child's movement from school to
14 post-school activities, including post-secondary education,
15 vocational education, integrated employment (including
16 supported employment), continuing and adult education, adult
17 services, independent living, or community participation; (ii)
18 is based on the individual child's needs, taking into account
19 the 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
5 child 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 independent living skills and (ii) the
14 transition services needed to assist the student in reaching
15 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,
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 or public community colleges.
4 The IEP shall identify each person responsible for
5 coordinating and delivering transition services. If the IEP
6 team determines that the student requires transition services
7 from a public or private entity outside of the school
8 district, the IEP team shall identify potential outside
9 resources, assign one or more IEP team members to contact the
10 appropriate outside entities, make the necessary referrals,
11 provide any information and documents necessary to complete
12 the referral, follow up with the entity to ensure that the
13 student has been successfully linked to the entity, and
14 monitor the student's progress to determine if the student's
15 IEP transition goals and benchmarks are being met. The
16 student's IEP shall indicate one or more specific time periods
17 during the school year when the IEP team shall review the
18 services provided by the outside entity and the student's
19 progress in such activities. The public school's
20 responsibility for delivering educational services does not
21 extend beyond the time the student leaves school or when the
22 student's eligibility ends due to age under this Article.

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

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

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