



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

HB3224

Introduced 2/17/2023, by Rep. Lindsey LaPointe

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, as part of transition planning, a school district shall provide a student and the parent or guardian of the student (instead of just the student) with information about the district's career and technical education opportunities. Provides that a student and the parent or guardian of the student shall be provided with information about dual credit courses offered by the school district. Provides that if the student is enrolled in a dual credit course for dual credit or for high school credit only, the student's participation in the course shall be included as part of the student's transition Individualized Education Program activities. Effective immediately.

LRB103 26755 RJT 53118 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 plan (IEP) in effect when the student turns age 14
18 1/2 (or younger if determined appropriate by the IEP Team) and
19 updated annually thereafter, the IEP must include (i)
20 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 (b) Transition planning must be conducted as part of the
24 IEP process and must be governed by the procedures applicable
25 to the development, review, and revision of the IEP, including
26 notices to the parents and student, parent and student

1 participation, and annual review. To appropriately assess and
2 develop IEP transition goals and transition services for a
3 child with a disability, additional participants may be
4 necessary and may be invited by the school district, parent,
5 or student to participate in the transition planning process.
6 Additional participants may include without limitation a
7 representative from the Department of Human Services or
8 another State agency, a case coordinator, or persons
9 representing other public or community agencies or services,
10 such as adult service providers, disability services
11 coordinators of public community colleges, and a CTE
12 coordinator. The IEP shall identify each person responsible
13 for coordinating and delivering transition services. If the
14 IEP team determines that the student requires transition
15 services from a public or private entity outside of the school
16 district, the IEP team shall identify potential outside
17 resources, assign one or more IEP team members to contact the
18 appropriate outside entities, make the necessary referrals,
19 provide any information and documents necessary to complete
20 the referral, follow up with the entity to ensure that the
21 student has been successfully linked to the entity, and
22 monitor the student's progress to determine if the student's
23 IEP transition goals and benchmarks are being met. The
24 student's IEP shall indicate one or more specific time periods
25 during the school year when the IEP team shall review the
26 services provided by the outside entity and the student's

1 progress in such activities. The public school's
2 responsibility for delivering educational services does not
3 extend beyond the time the student leaves school or when the
4 student's eligibility ends due to age under this Article.

5 (c) A school district shall submit annually a summary of
6 each eligible student's IEP transition goals and transition
7 services resulting from the IEP Team meeting to the
8 appropriate local Transition Planning Committee. If students
9 with disabilities who are ineligible for special education
10 services request transition services, local public school
11 districts shall assist those students by identifying
12 post-secondary school goals, delivering appropriate education
13 services, and coordinating with other agencies and services
14 for assistance.

15 (Source: P.A. 102-516, eff. 8-20-21.)

16 Section 99. Effective date. This Act takes effect upon
17 becoming law.