

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, "transition services"  
9 means a coordinated set of activities for a child with a  
10 disability that (i) is designed to be within a results-oriented  
11 process that is focused on improving the academic and  
12 functional achievement of the child with a disability to  
13 facilitate the child's movement from school to post-school  
14 activities, including post-secondary education, vocational  
15 education, integrated employment (including supported  
16 employment), continuing and adult education, adult services,  
17 independent living, or community participation; (ii) is based  
18 on the individual child's needs, taking into account the  
19 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 child  
5 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, ~~where appropriate,~~ independent living skills  
14 and (ii) the transition services needed to assist the student  
15 in reaching 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, or  
24 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 another

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

1 request transition services, local public school districts  
2 shall assist those students by identifying post-secondary  
3 school goals, delivering appropriate education services, and  
4 coordinating with other agencies and services for assistance.  
5 (Source: P.A. 95-793, eff. 1-1-09; 96-187, eff. 8-10-09.)

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