



Rep. Michelle Mussman

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LRB104 17923 LNS 36632 a

1 AMENDMENT TO HOUSE BILL 4581

2 AMENDMENT NO. _____. Amend House Bill 4581 by replacing
3 everything after the enacting clause with the following:

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

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

23 (a-5) Beginning no later than the first individualized
24 education program (IEP) in effect when the student turns age
25 14 1/2 (or younger if determined appropriate by the IEP Team)
26 and updated annually thereafter, the IEP must include (i)

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

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

17 The student and the parent or guardian of the student
18 shall be provided with information about dual credit courses
19 offered by the school district. The information shall include
20 courses offered by the school district for dual credit under
21 Section 16 of the Dual Credit Quality Act and courses in which
22 the student may enroll for high school credit only under
23 Section 16.5 of the Dual Credit Quality Act. The information
24 shall include the criteria for entry into any dual credit
25 course in which the student or the parent or guardian of the
26 student indicates interest. If the student is enrolled in a

1 dual credit course for dual credit or for high school credit
2 only, the student's participation in the course shall be
3 included as part of the student's transition IEP activities.

4 The student's transition plan shall include consideration
5 of the student's assistive technology needs, such as assistive
6 technology evaluations, devices, and services, related to the
7 student's transition goals for employment, education or
8 training, and independent living, both while the student is
9 participating in transition-related activities and in
10 post-school activities. The student's transition plan shall
11 also include consideration of the availability and
12 accessibility of appropriate assistive technology devices and
13 services for the student once in the post-school environment.

14 By the school year in which the student turns 16, the
15 transition planning process must include discussions with the
16 student's IEP team, including the student, the student's
17 parent or guardian, and other appropriate team members,
18 regarding the student's graduation status and the implications
19 of high school graduation.

20 The transition planning process must include informing the
21 student, the student's parent or guardian, and the student's
22 designated representative under Section 14-6.10 that (i)
23 graduation with a regular high school diploma terminates the
24 student's eligibility for a free appropriate public education
25 (FAPE) under the federal Individuals with Disabilities
26 Education Act and State law and (ii) under Section 14-1.02,

1 the student can continue to receive IEP services until the end
2 of the school year in which the student turns 22 when
3 appropriate to meet the student's IEP goals.

4 (b) Transition planning must be conducted as part of the
5 IEP process and must be governed by the procedures applicable
6 to the development, review, and revision of the IEP, including
7 notices to the parents and student, parent and student
8 participation, and annual review. To appropriately assess and
9 develop IEP transition goals and transition services for a
10 child with a disability, additional participants may be
11 necessary and may be invited by the school district, parent,
12 or student to participate in the transition planning process.
13 Additional participants may include without limitation a
14 representative from the Department of Human Services or
15 another State agency, a case coordinator, or persons
16 representing other public or community agencies or services,
17 such as adult service providers, disability services
18 coordinators of public community colleges, and a CTE
19 coordinator. The IEP shall identify each person responsible
20 for coordinating and delivering transition services. If the
21 IEP team determines that the student requires transition
22 services from a public or private entity outside of the school
23 district, the IEP team shall identify potential outside
24 resources, assign one or more IEP team members to contact the
25 appropriate outside entities, make the necessary referrals,
26 provide any information and documents necessary to complete

1 the referral, follow up with the entity to ensure that the
2 student has been successfully linked to the entity, and
3 monitor the student's progress to determine if the student's
4 IEP transition goals and benchmarks are being met. The
5 student's IEP shall indicate one or more specific time periods
6 during the school year when the IEP team shall review the
7 services provided by the outside entity and the student's
8 progress in such activities. The public school's
9 responsibility for delivering educational services does not
10 extend beyond the time the student leaves school or when the
11 student's eligibility ends due to age under this Article.

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

22 (d) The General Assembly makes all of the following
23 findings:

24 (1) The Work Incentives Planning and Assistance
25 program is federally funded through the U.S. Social
26 Security Administration and is designed to assist people

1 with disabilities transition to financial independence.

2 (2) The Work Incentives Planning and Assistance
3 program serves people who are at least 14 years of age,
4 receive federal Supplemental Security Income or Social
5 Security Disability Income benefits based on a disability,
6 and are either working, have an offer of employment, or
7 are seeking employment.

8 (3) The Work Incentives Planning and Assistance
9 program's services are provided by trained Community Work
10 Incentives Coordinators and include public benefits
11 analysis and counseling, technical assistance for
12 navigating various work incentives rules, problem-solving
13 interventions with the U.S. Social Security
14 Administration, and referral services to vocational
15 rehabilitation agencies and employment networks.

16 The purpose of this subsection is to ensure that students
17 with disabilities, their parents and guardians, and school
18 personnel responsible for coordinating transition plans and
19 services for school districts, special education joint
20 agreements, and other relevant educational agencies are made
21 aware of the services available in this State under the Work
22 Incentives Planning and Assistance program.

23 By January 1, 2027, informational materials on the Work
24 Incentives Planning and Assistance program shall be provided
25 to a student and the student's parent or guardian at the
26 initial transition planning meeting convened for the student

1 by the school district and during the student's final year in
2 high school. The process of obtaining and disseminating the
3 informational materials shall be determined by the school
4 district in collaboration with the Work Incentives Planning
5 and Assistance program serving the area.

6 (Source: P.A. 103-181, eff. 6-30-23; 103-854, eff. 8-9-24;
7 104-232, eff. 8-15-25.)

8 Section 99. Effective date. This Act takes effect upon
9 becoming law.".