

Individualized Education Plan & Section 504 Plan:

Common Name	IEP	Section 504 Plan
Full Name:	Individualized Education Plan	Section 504 of the Rehabilitation Act of 1973
Summary:	A structured and individualized learning plan designated to meet the needs of children with disabilities	A less comprehensive learning plan for reasonable accommodations
To Qualify:	The child's disability must impact educational performance	The child has a disability that "substantially limits" a major life functions, like learning or concentrating
The Details:	<ul style="list-style-type: none"> • Parent/caregiver and teacher jointly decided child's needs, services, and anticipated outcomes • Federal government mandates portfolio of services • IEP must be in writing • Services are provided either in a separate classroom or in the regular classroom • Provides for service like tutoring and speech therapy • Must include a transition plan for children ages 16 and older to prepare the child for life after high school 	<ul style="list-style-type: none"> • Parental/caregiver involvement in making decisions is not required (though parents/caregivers are usually included) • School decides what services to offer • A 504 plan can be oral or written • Services are generally provided in the regular classroom, though occasionally in special education classrooms, as determined by the school • Less likely to offer more costly services, such as speech therapy • Transition plan is optional
Good to Know:	It takes more than an ADHD Diagnosis; there is a rigorous process to qualify	Section 504 is not limited to general education services. A child may receive any service or support his or her 504 team deems necessary
Time Period Covered:	Through High School	May apply through technical school, college or university
How Long to Get Service:	2 to 3 months for evaluation of eligibility; varies by state	Evaluation and implementation process is usually quicker than an IEP

IEP: Individualized Education Program

Special factors IEP team must Consider when Developing, Reviewing, Revising an IEP:

- Behavior Problems
- Limited English Proficiency (Language Needs)
- Blind or Visually Impaired (The Use of Braille)
- Deaf /Hearing Impaired or Communication Problems (Communication/language Needs)
- The school is responsible for considering whether a child needs: Assistive technology Devices and Service.

Can a School Deny Services? YES

- The school may not agree that special services are necessary
 - The evaluation process may not have been done properly
 - The school may lack sufficient funding
- ***If you child was denied learning accommodations, it may be because he or she didn't qualify for IDEA. Your child may be eligible for accommodations another way: section 504, if your child is struggling but does not qualify for an IEP, ask that he or she be considered for accommodations under section 504***

If You Don't Agree with the Results of the Evaluation Process:

- You can request follow-up meetings to provide additional information/obtain advocate in support of your child's application
- You may also ask for another evaluation. It will require working with the school with through appeal procedure. You may be responsible for some costs during the appeal, although some of these expenses may be paid or reimbursed by the school