

IEP vs. 504 Comparison Chart

	IEP	504 PLAN
WHAT IS IT?	An Individualized Education Plan is a blueprint detailing how a student's special education plan will be carried out. For children with unique needs due to mental or physical disabilities, IEPs outline how specific accommodations and services will provide that student with an appropriate education.	Like an IEP, a 504 plan details the academic, organizational, and social accommodations that will be used to help a child access learning at school. But 504 plans are less formal, apply to more situations, and can be used by children with a wider range of disabilities than can IEPs.
QUICK TIP! To receive an IEP, a student must require special-education services because of his or her disability. If a student with a disability does not require special-education services, he or she will generally get a 504 plan.		
THE LAW	IEPs are governed by the Individuals with Disabilities Education Act, or IDEA. IDEA is the federal law that covers special education for students with disabilities, and ensures free, appropriate public education (FAPE) to all students, regardless of ability.	504 is really shorthand for Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination on the basis of disability. It also requires FAPE for school-age students.
WHO IS ELIGIBLE?	To qualify for IDEA services, students must be classified as having at least one of the following diagnoses: <ol style="list-style-type: none"> 1. Autism 2. Blindness 3. Deafness 4. Emotional Disturbance 5. Hearing Impairment 6. Intellectual Disability 7. Multiple Disabilities 8. Orthopedic Impairment 9. Other Health Impaired —Other Health Impaired (ADHD is covered here) 10. Specific Learning Disability 11. Speech or Language Impairment 12. Traumatic Brain Injury 13. Visual Impairment 	A 504 plan is available to any public-school student with a documented disability that "substantially limits" his or her ability to learn and function in school.

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HOW DOES IT APPLY TO STUDENTS WITH ADHD?	<p>Students diagnosed with ADHD may qualify for IDEA services as Other Health Impaired (OHI). However, many children with only ADHD are denied services under IDEA; the exceptions are kids with especially severe ADHD that "results in limited alertness" that "adversely affects a child's educational performance."</p> <p>If your child has ADHD <i>and</i> another disability, such as a speech impairment or dyslexia, it's more likely he'll be covered under IDEA.</p>	<p>If your child has been denied an IEP, but his ADHD still limits his ability to learn in an educational setting, he may qualify for accommodations or services under Section 504.</p>
HOW DOES IT APPLY TO LD STUDENTS?	<p>Learning disabilities (including dyslexia, dysgraphia, and dyscalculia) fall under IDEA. In order to qualify, your child must require special-education and related services.</p>	<p>A 504 plan can be created to help a child with learning disabilities, if the school determines an IEP is unnecessary.</p>
<p>QUICK TIP! Neither ADHD nor LD <i>guarantees</i> a child an IEP or a 504 plan. An evaluation of the student must demonstrate that a disability substantially affects the child's ability to function in school, — academically, behaviorally, and/or socially.</p>		
GETTING AN EVALUATION	<p>If you request an evaluation, the school must provide one, unless it can demonstrate that other interventions (like extra assistance from the teacher or other informal accommodations) can solve the problems you have identified. If it can't, the school is required to evaluate your child for eligibility for services, free of charge.</p>	
	<p>You may request that the school pay for an independent educational evaluation (IEE), which is conducted by an outside professional. If the school does not pay for an IEE, you may pay for one yourself. The school is required to consider, but need not follow, the recommendations of the IEE.</p>	<p>Under 504 plans, parents have no right to a publicly funded IEE. Parents are allowed, however, to pay for one themselves. The school is not required to take the results into consideration.</p>

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WHO DESIGNS IT?	<p>The IEP team MUST include:</p> <ul style="list-style-type: none"> • The child's parent or legal guardian • The child's general-education teacher • The school's special-education teacher 	<p>The 504 plan team members can vary, but often include:</p> <ul style="list-style-type: none"> • A parent or guardian • The child's general-education teacher • The principal • A special-education teacher <p>With 504 plans, it's most important to include the people who know your child best.</p>
WHAT DOES IT INCLUDE?	<p>The IEP is a written document, usually several pages long. In most cases, it includes the following:</p> <ul style="list-style-type: none"> • The student's classification • Current academic and behavioral status • Specific academic and behavioral goals • Specific strategies for achieving these goals, and who will implement each one • Accommodations, services, and curriculum changes • The timing of each service • Plan for standardized tests • Transition plan for high school and beyond 	<p>A 504 does not have to be a written document, but it usually is. It's generally much shorter than an IEP — about 1–2 pages long. It contains:</p> <ul style="list-style-type: none"> • The specific accommodations or services the school will provide • Who will provide the services • Who is responsible for making sure the plan is implemented
GOALS	<p>IEPs must include goals. The best goals are SMART — Specific, Measurable, Achievable Results, Time-limited.</p>	<p>504 plans do not have to include a list of enforceable goals.</p>

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PARENTAL INVOLVEMENT	<p>The school is required to involve parents in the design of the plan.</p> <p>Parents must be given prior <i>written</i> notice before any service is changed, and may invoke "stay put" rights to keep services in place while disputes are being resolved. Parents must also consent in writing to the initial evaluation for an IEP. Parents must sign the IEP before it goes into effect.</p>	<p>Schools are not required to involve parents in the writing of a 504 plan. However, many schools choose to do so.</p> <p>On the other hand, parents <i>must</i> consent to any evaluation of their child for services, and parents <i>must</i> be notified of any changes to the 504 plan. This notice does not need to be written.</p>
QUICK TIP! No matter what plan the school proposes for your child, you MUST consent before any evaluation is carried out or any accommodations are implemented.		
MAKING REVISIONS	<p>Your child's IEP must be reviewed every year, and she must be re-evaluated at least every three years to see if the IEP is still necessary or requires changes.</p> <p>You can call additional meetings to review the IEP whenever you'd like.</p>	<p>Rules vary by state, but are generally similar to IEP rules: The plan should be reviewed each year, and the child should be reassessed every three years.</p>
RESOLVING DISPUTES	<p>If you believe the school is not properly implementing your child's IEP, follow these steps:</p> <ul style="list-style-type: none"> • Informal negotiation • Mediation • Due process hearing • Appeals and civil lawsuits • Formal state or federal complaints 	<p>If you believe the school is not living up to its responsibilities regarding your child's 504 plan, you have a few options:</p> <ul style="list-style-type: none"> • Informal negotiation • Alternative Dispute Resolution (ADR) • Impartial hearing • Office of Civil Rights complaint • Lawsuit
COST TO PARENTS	Students receive accommodations and services free of charge.	
FUNDING	Schools receive funding from the federal government for each additional student who has an IEP.	<p>Schools do not receive additional funding for eligible students using a 504 plan. They can, however, have funding taken away if they fail to meet the requirements of Section 504.</p> <p>Funds designated for students with IEPs may not be used on 504 plans.</p>

SAMPLE 504 PLAN

Student: Brendan Davis

Date of Birth: June 23, 2004

Grade: 4th

Date of Plan: September 4, 2013

Projected Date of Review: September 1, 2014

Mental/Physical Impairment: ADHD

Area of Educational Needs	Accommodations	Person or Persons Responsible	Frequency of / When Accommodation is to be Implemented
Work Completion	Have student complete either even or odd problems	Teacher	When written work or home-work is assigned
Organization	Assign a "buddy" to work with student at end of day to make sure all needed materials and books are brought home	Student, Student Buddy, Teacher (responsible for assigning buddy)	Every day - 10 minutes before the end of the school day
Behavior	Use positive redirects when behavior becomes inappropriate	Teacher and other staff depending on location (librarian, etc.)	Whenever needed
Inattention	Preferential seating - have student sit in or near the front of the classroom, away from the door	Teacher	Daily
	Provide a quiet area for the student to complete work	Teacher	Whenever needed
Test Taking	Allow extra time to complete tests	Teacher	Whenever needed
	Allow the student to complete test in library or resource room	Teacher	Whenever needed

Approved:

Parents:

Other School Personnel

Name

Title

Date:

Teachers: