

# Comparison of IEP and 504 Plan

**An IEP** (Individualized Education Program under IDEA - Individuals with Disabilities Education Act) is a legal document that promotes more effective progress through a standard public school curriculum for a student who meets the criteria for special education services.

- Requires that the child be fully and comprehensively evaluated by a multidisciplinary team.
- Requires informed and written parental consent.
- Requires a reevaluation of the child at least once every three years, or if conditions warrant a reevaluation, or if the child's parent or teacher requests a reevaluation.
- Provides for independent evaluation at the district's expense if parents disagree with first evaluation.
- Does not require reevaluation before a significant change in placement.

**A 504 plan** (Section 504 of The Rehabilitation Act of The Americans with Disabilities Act) extends civil rights to students with a physical or mental impairment in order for them to more equitably access their public school curriculum.

- Evaluation draws on information from a variety of sources and is documented.
- Decisions about the child, evaluation data, and placement options are made by knowledgeable individuals. Such decisions do not require written consent of the parents, only that the parents are notified.
- Requires "periodic" reevaluation.
- No provisions made for independent evaluation at school's expense.
- Requires reevaluation before a significant change in placement.

	<b>IEP</b>	<b>504 Plan</b>
<b>Definition</b>	A written plan/program developed by the schools special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals.	A plan, not necessarily written, developed to ensure that individuals who have a disability identified under the law and are attending school receive the accommodations to ensure their access to the learning environment.
<b>Purpose</b>	To ensure that children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for future education, employment and independent living	To protect individuals with disabilities throughout their lives, in any type of school, employment, health/welfare program, or social service. (e.g., accommodations for accessing general education curriculum or program)
<b>Eligibility</b>	Be between the ages of 3 and 21; Have identified disability from specified categories (e.g., autism, deafness, emotional disturbance, specific learning disability, visual impairment)	Less specific; Available to individuals with a physical or mental impairment that substantially limits a major life activity or is regarded as handicapped by others (e.g., walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.)
<b>Evaluation</b>	Requires (a) the child be fully and comprehensively evaluated by a multidisciplinary team; (b) informed and written parental consent; (c) reevaluation of the child at least once every three years, or if conditions warrant a reevaluation, or if the child's parent or teacher requests a reevaluation.	Requires diagnosis of disability; Does not require formal testing; Determination based on information from a variety of sources and is documented; Timelines and procedures for conducting evaluations and notifying parents are not dictated by the law.
<b>Legal Oversight</b>	Individuals with Disabilities Education Act (IDEA; Education Law)	Section 504 of the Rehabilitation Act (Civil Rights Law)
<b>Contents</b>	Specified by law (e.g., present levels of performance, goals, objectives, accommodations, transport needs)	No legal requirements for what should be included
<b>Testing</b>	Standardized testing accommodations available for classroom and statewide testing	Standardized testing accommodations available for classroom and statewide testing
<b>Funding</b>	Federal funding	No federal funding