

	504	IEP
Basic Description	A plan that lists the accommodations a school will provide, such as audiobooks, note-taking aids or extended time to complete tests, so that a student with a disability has equal access to the general education curriculum.	Short for Individualized Education Program. Legally binding document outlining necessary services (such as speech therapy or multisensory reading instruction) a school will provide to meet the individual needs of a student with a disability in the Least Restrictive Environment.
What It Does	Provides services and removes barriers to the learning environment to ensure equal access to general education. It covers physical assistance, technological equipment, OT, and speech therapy. A 504 plan is provided at no cost to parents.	Provides individualized special education and related services to meet the unique needs of the student. It covers physical assistance, technological equipment, OT, and speech therapy. These services are provided at no cost to parents.
What Law Applies	Section 504 of the Rehabilitation Act of 1973 This is a federal civil rights law to stop discrimination against people with disabilities.	The Individuals with Disabilities Education Act (IDEA) This is a federal special education law for children with disabilities.
Who Is Eligible	To get a 504 plan, there are two requirements: <ol style="list-style-type: none"> 1. A student has any disability, which can include many learning or attention issues. 2. The disability must interfere with the student's ability to learn in a general education classroom. Section 504 has a broader definition of a disability than IDEA. (It says a disability must substantially limit one or more basic life activities, such as learning.) That's why a child who doesn't qualify for an IEP might still be able to get a 504 plan. 	To get an IEP, there are two requirements: <ol style="list-style-type: none"> 1. A child has one or more of the 13 specific disabilities listed in IDEA. Learning and attention issues may qualify. 2. The disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum, leading to the need for specialized instruction.
Who Creates the Program/Plan	The rules about who is on the 504 team are less specific than they are for an IEP. A 504 plan is created by a team of people who are familiar with the child and who understand the evaluation data and special services options. This <u>might</u> include: The child's parent, general and special education teachers, The school principal.	There are strict legal requirements about who participates. An IEP is created by an IEP team that must include: Child's parent, one general education teacher, one special education teacher, school psychologist, a district representative with authority over special education services With a few exceptions, the entire team must be present for IEP meetings .

	ACCOMODATIONS: Remove barrier to learning	MODIFICATIONS: Change to curriculum
Classroom instruction	Accommodations can help students learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, she might listen to an audio recording of a text. There are different types of classroom accommodations , including presentation (like listening to an audio recording of a text) and setting (where a student sits).	Students who are far behind their peers may need changes, or modifications, to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Modifications might change what a student is taught and could be different from material given to classmates.
Classroom tests	Testing accommodations can be different from those used for instruction. For example, using a spell-checker might help a student with writing difficulties take notes during class but would not be appropriate during a weekly spelling test. However, this student might benefit from having extra time to complete the spelling test or using typing technology if the physical act of writing is difficult.	Modifications in testing often involve requiring a student to cover less material or material that is less complex. For example, in the case of the spelling test, if the class was given 20 words to study, the student with modifications might only have to study 10 of them. Or she might have a completely different list of words.
Standardized testing	Statewide assessments allow certain accommodations like extra time or taking a computerized exam. Ideally, these are the same accommodations a student uses to take class tests.	Some students take an “ alternate assessment ” of their statewide test, which includes modifications to the regular test. The questions in this type of alternate assessment might not cover the same materials as the standard exams. Also, the results would be interpreted differently. Before you agree to an alternate assessment, find out how the results will be interpreted and what (if any) implications there will be for your child.
Gym, music and art class	Accommodations for “special” classes like gym, music and art can be helpful. These are similar to accommodations for classroom instruction. Students might get extra time to complete assignments or be allowed to complete them in a different format.	If the school believes that an assignment within a class like gym, music or art is unreasonable for your child, modifications to that assignment are made. The gym teacher might modify the number of laps a student needs to run; the music teacher might not require a child to participate in the final performance. In some cases, students are even excused from certain classes in order to make time for one-on-one time with a specialist.

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