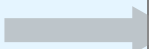
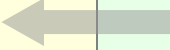
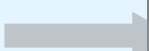
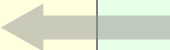

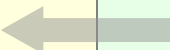
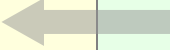


**Comparison of the Individuals with Disabilities Education Act (IDEA '04), Section 504 of the Rehabilitation Act (Section 504),
The Americans with Disabilities Act (ADA), and The Elementary and Secondary Education Act
(also known as No Child Left Behind Act of 2001 – NCLB '01)**

	IDEA '04	Section 504	ADA	ESEA (NCLB '01)
Requirements in the Law	<ul style="list-style-type: none"> Ensures that all 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 further education, employment and independent living. 	<ul style="list-style-type: none"> Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream. 	<ul style="list-style-type: none"> Extends coverage of section 504 to employment, public and private educational institutions, transportation providers and telecommunications, regardless of presence of any federal funding. 	<ul style="list-style-type: none"> Targets improving the academic achievement of the disadvantaged, including students with disabilities.
Definitions in the law	<ul style="list-style-type: none"> Specific disability categories are defined in the law; covers children with educational disabilities that require special services from specially trained teachers. Not all children with disabilities are eligible. 	Defines persons with disabilities who: <ul style="list-style-type: none"> have a physical or mental impairment which limits one or more major life activities; have a record of such an impairment; or are regarded as having an impairment. 	<ul style="list-style-type: none"> Definition of disability essentially same as Section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with a disability; Includes HIV status, contagious and non-contagious diseases. 	<ul style="list-style-type: none"> Same as under IDEA '04: Specific disability categories are defined in the law; covers children with educational disabilities that require special services from specially trained teachers. Not all children with disabilities are eligible.
Who is covered	<ul style="list-style-type: none"> Covers children with educational disabilities that require special education services ages 3-21 or until graduation. States have the flexibility to also serve infants and toddlers. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational setting based solely on disability. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational setting based solely on disability. 	<ul style="list-style-type: none"> Covers students with educational disabilities that require special education services ages 3-21 or until graduation. States have the flexibility to also serve infants and toddlers.
Services provided	<ul style="list-style-type: none"> Offers educational services that are remedial to children and available to all mainstream students (eg., PE, Art, field trips) 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs or services offered to the general school population. 	<ul style="list-style-type: none"> Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population. 	<ul style="list-style-type: none"> Requires that schools provide students with a free and appropriate education with measurable outcomes. Students with disabilities must perform at the same standards as those set for non-disabled students.
Funding	<ul style="list-style-type: none"> Schools receive federal funding to provide remedial services for children in elementary and secondary schools. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Funding is available to schools under Title I of the law. Schools which receive these funds must comply with NCLB and IDEA '04. Appropriate accommodations must be given to students during assessments, as well as in class.

	IDEA '04	Section 504	ADA	ESEA (NCLB '01)
Evaluation/ Documentation	<ul style="list-style-type: none"> • School district is responsible for identifying and evaluating children with disabilities. 	Same for elementary and secondary schools. 	<ul style="list-style-type: none"> • Students must self-identify as having a disability and must provide adequate documentation of disability. 	<ul style="list-style-type: none"> • School district is responsible for identifying and evaluating students with disabilities.
		Same for students in college 		
	<ul style="list-style-type: none"> • Evaluations are the responsibility of the school and are performed at no expense to child/parent. 	Same for elementary and secondary schools 	<ul style="list-style-type: none"> • Evaluations/documentations of disability are student's responsibility and expense. 	<ul style="list-style-type: none"> • Evaluations are the responsibility of the school and are performed at no expense to child/parent.
		Same for students in college 		
	<ul style="list-style-type: none"> • Parents must consent to evaluations and placement decisions. 	Same for elementary and secondary schools 	<ul style="list-style-type: none"> • Student has responsibility for advocacy, negotiating accommodations plan. 	<ul style="list-style-type: none"> • Districts must carry out performance evaluations, regardless of parental consent.
		Same for students in college 		
IFSP & IEP Accommodations	<ul style="list-style-type: none"> • Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) are developed with parents, teachers and other specialists. 	504 Plan developed with parents, teachers, school personnel involved (for elementary or secondary students).	<ul style="list-style-type: none"> • Accommodation plan developed with student and Disabilities Services Coordinator on campus. 	<ul style="list-style-type: none"> • Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) are developed with parents, teachers and other specialists involved.
		Same for college or postsecondary. 		
Classroom Placement	<ul style="list-style-type: none"> • Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource, or regular classroom. (Elementary and Secondary children). 	<ul style="list-style-type: none"> • Placement is in regular classroom with support services to eliminate barriers to the educational experience (for elementary, secondary & college students). 	<ul style="list-style-type: none"> • All courses are mainstream with accommodations provided to students who qualify under ADA. 	<ul style="list-style-type: none"> • Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource, or regular classroom. (Elementary and Secondary children).

Developed by the Postsecondary Education Consortium at the University of Tennessee, a member of PEPNet, through an agreement with the U.S. Department of Education, Special Education and Rehabilitative Services..