



IEP vs. 504 plan

What's the difference?

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TOWNSHIP OF OCEAN SCHOOL DISTRICT
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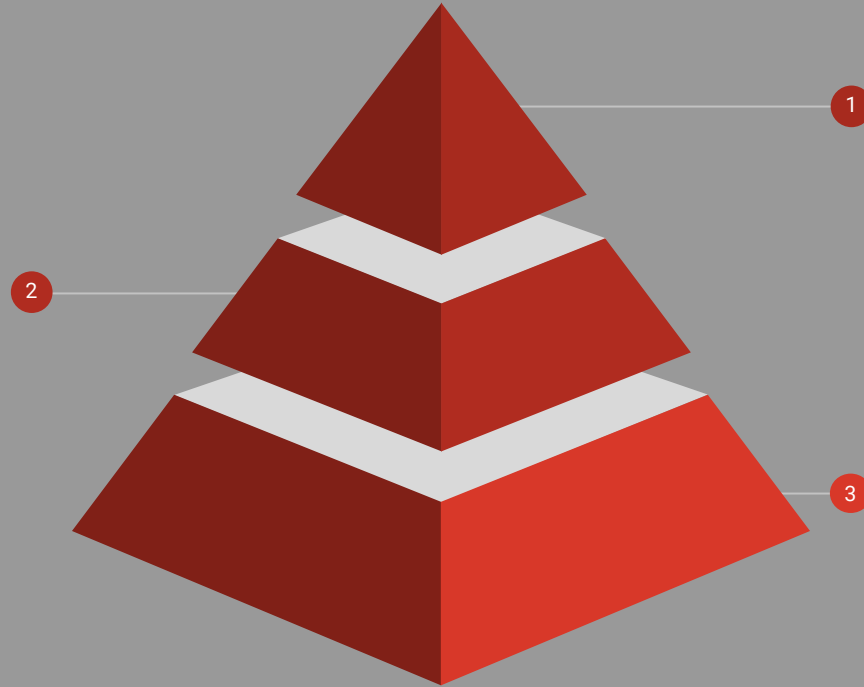
BOTH IDEA AND SECTION 504 SHARE MANY REQUIREMENTS MENTIONED WITHIN THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975. THESE SHARED REQUIREMENTS INCLUDE THE FOLLOWING:

- ensure students are receiving a free and appropriate education (FAPE),
- ensure students are provided the least restrictive environment (LRE),
- notification to parents requesting attendance and collaboration during educational planning meetings (504 plan meeting and IEP meeting),

BOTH IDEA AND SECTION 504'S SAFEGUARDS WERE DESIGNED TO PROTECT CHILDREN WITH DISABILITIES AND THEIR FAMILIES.

SECTION 504

Students with a documented disability receive accommodations that offer them equal opportunity to access the general education curriculum as non-disabled peers



IDEA (IEP'S)

Students can not access gen ed curriculum without direct, specialized instruction and services

ALL STUDENTS

All students can be provided access to interventions as needed

IDEA VS. 504 CHART

IDEA	SECTION 504
IDEA-Individuals with Disabilities Education Act	Section 504 of the Rehabilitation Act: 1973
Federal law for students with disabilities: requiring specially designed instruction and/or related services	A Federal Civil Rights Law that prohibits discrimination on the basis of disability in public and private settings
Age Group: 3-21	Age Group: Child-Adult

IDEA VS. 504 CHART

IDEA	SECTION 504
<u>Comprehensive evaluations to determine students ability and their current academic functioning level.</u> • Evaluate in all areas of suspected disability • Not limited to social, educational, psychological	<u>Evaluation that documents physical or mental impairment</u> • Does the student have a physical or mental impairment? • Does that impairment substantially limit a major life activity? • Review data that reflects how the student functions when compared to the average nondisabled student.

IDEA VS. 504 CHART

IDEA	SECTION 504
<u>Eligibility Criteria:</u> Individualized evaluation to determine if student has: • Identified disability (14 categories) • Student must need specially designed instruction. • The disability must adversely affect their learning/education	<u>Eligibility Criteria:</u> Medical and/or Educational evaluation documenting: • A physical or mental impairment that substantially limits one or more major life activities; or • have a record of such an impairment • is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

IDEA VS. 504 CHART

IDEA	SECTION 504
<u>Disability Categories:</u> • Auditory impairment • Autism • Intellectual disability • Communication impairment • Emotional regulation impairment • Multiple disabilities • Deaf/blindness • Orthopedic impairment • Other health impairment • Preschool child with a disability • Social maladjustment • Specific learning disability • Traumatic brain injury • Visual impairment	<u>Major Life Functions such as:</u> • Caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. • The operation of a major body function, such as digestive, bowel, bladder, neurological, brain, respiratory, circulatory, and endocrine.

IDEA VS. 504 CHART

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FACTORS TO CONSIDER:

- What is the nature and severity of the impairment?
 - Exhaust all efforts to provide appropriate programs
 - Involve parents to the greatest extent possible
 - Must remove barriers and provide equal access to learning
 - Do they need an IEP or 504?
 - *Determination criteria: specially designed instruction vs. accommodations*
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IDEA VS. 504 CHART

IDEA	SECTION 504
<u>IEP consists of:</u> • Consideration of student's special education needs and how those needs will be addressed • Present Levels of Academic and Functional Performance (PLAFP) • Goals • Accommodation and Modification • Services and Placement • Transition Planning (14 years old)	<u>504 consists of:</u> • Nature of the disability and how it impacts a major life activity • Evaluation which provides the basis for determining the disability • Documentation of the educational impact- "Substantially limits" • Reasonable accommodations • If needed, service(s) and location of service (who, what, where, when, why)

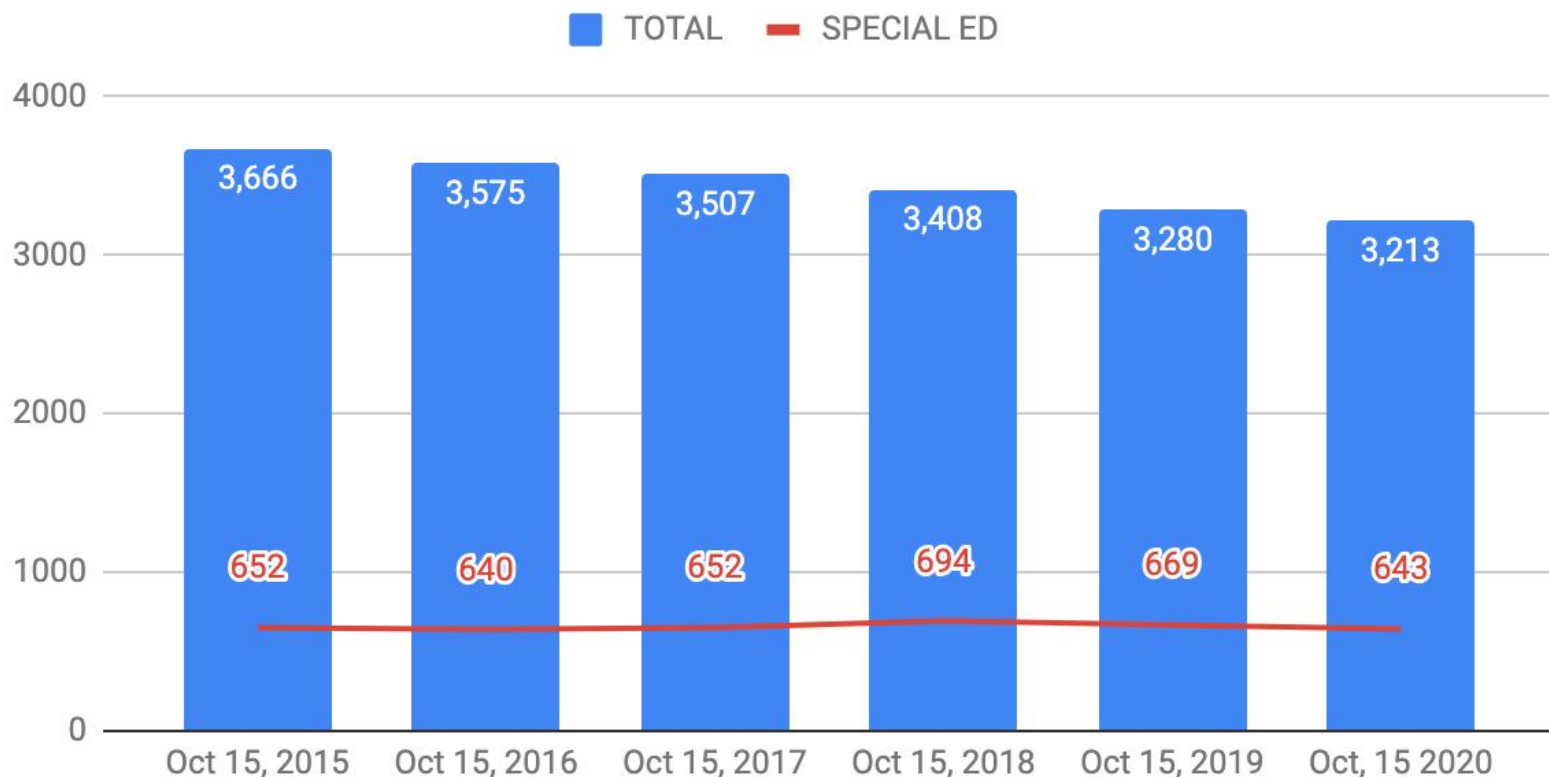


TOWNSHIP OF OCEAN

Comparative Data Regarding
Identified Students

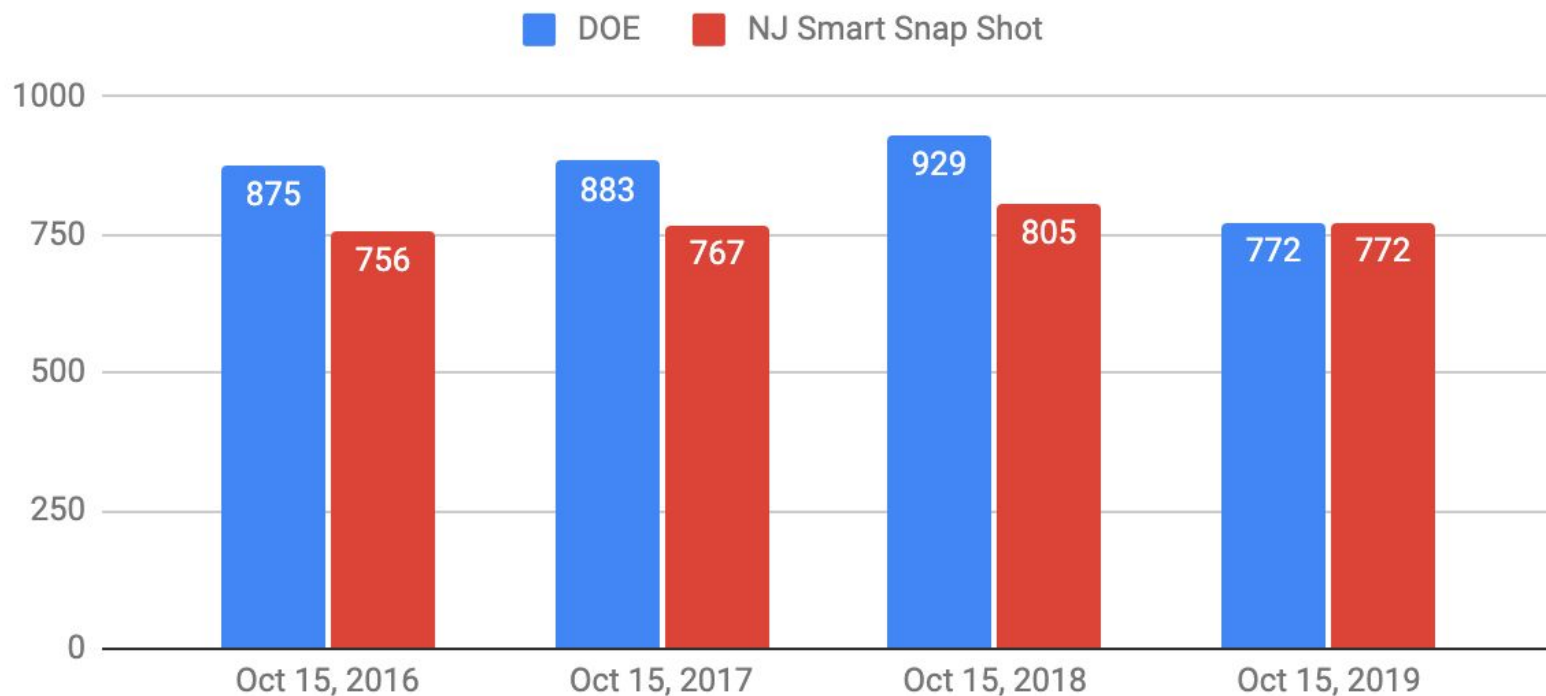
Total District Population and ASSA Special Education Reporting

Taken from ASSA Data that excludes general education preschool students and ESLS



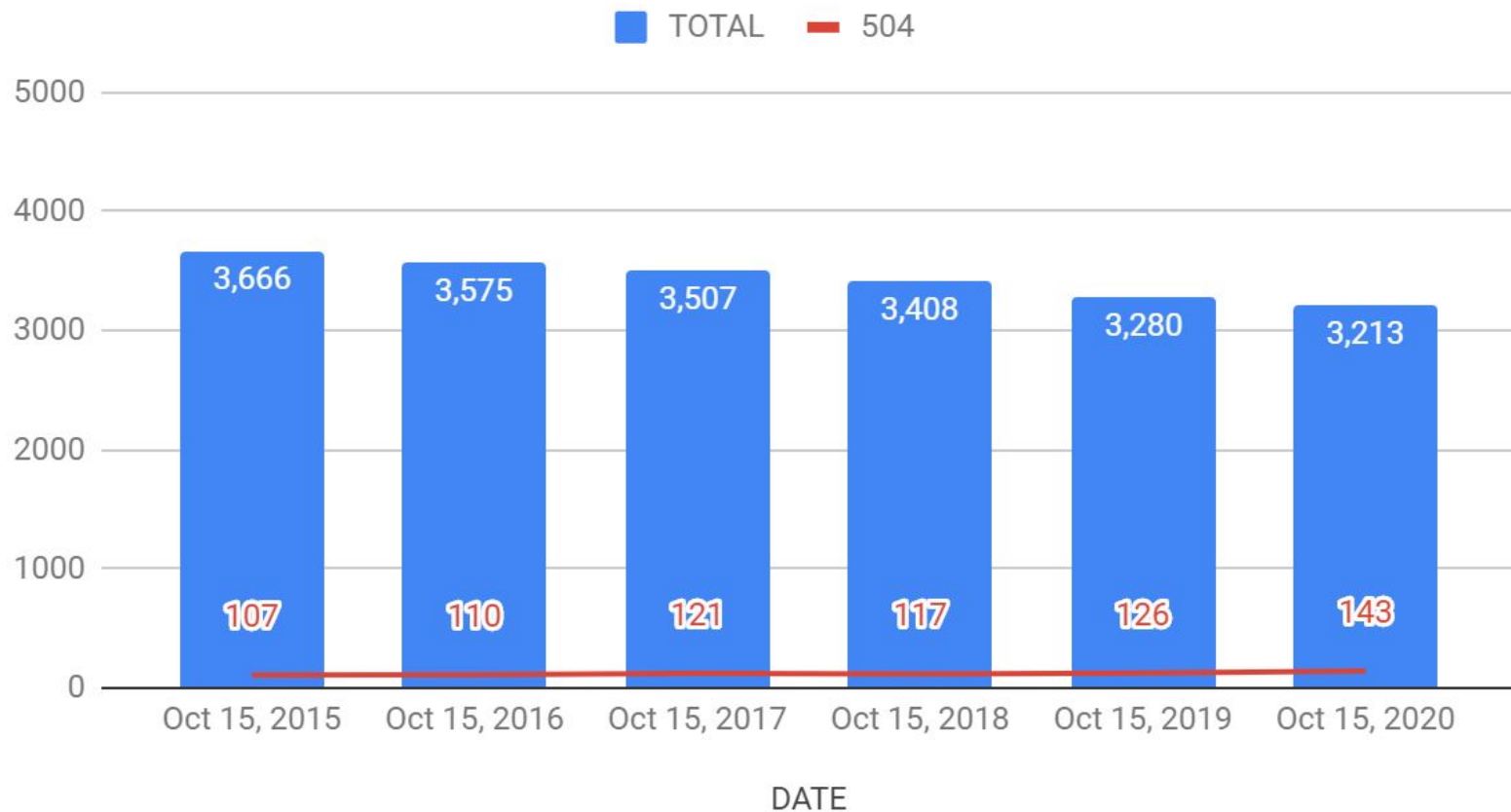
Enrollment of Special Education Students including ESLS

DOE SPED Enrollment vs. NJ Smart SPED Enrollment



*Total DOE Numbers included the Non Public Students through 2018.

TOTAL and 504 Plan



Percentage Comparison of 504 Plans and IEP's



Data taken from ASSA

ANY PARENT WHO HAS CONCERNS ABOUT THE DEVELOPMENT OF THEIR CHILD, WITH EITHER PHYSICAL, SENSORY, EMOTIONAL, COMMUNICATION, COGNITIVE, OR SOCIAL DIFFICULTIES SHOULD CONTACT THE DEPARTMENT OF SPECIAL SERVICES AT 732-531-5600 EXT 3300 WITH YOUR CONCERNS.

