

# SPECIAL EDUCATION

# 504C

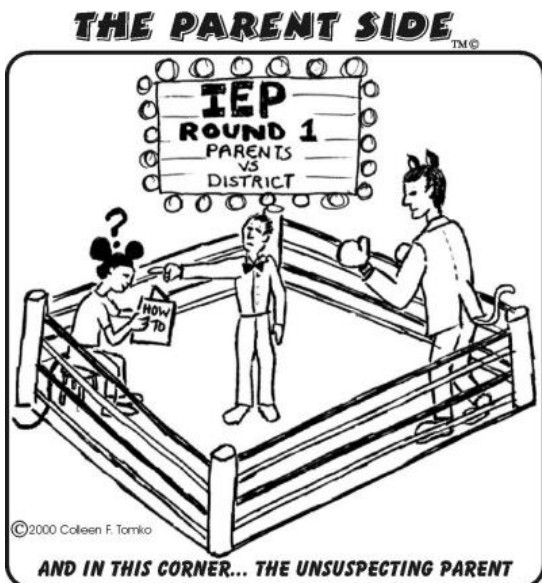
# AD/HD

# WHICH IS FOR ME

# IEP

# WHAT'S THE DIFFERENCE

Both of these educational plans are designed to meet the needs of students who are not achieving success in the classroom because of some type of disability. The two plans are both instituted and maintained by a defined team of people, but there are also significant differences between the two.



## Interesting Fact:

On March 12, 1999, the U.S. Department of Education issued final regulations implementing the 1997 Amendments to the IDEA. These regulations, for the first time, explicitly incorporated ADD and AD/HD into the disability category of "Other Health Impairment."

# IEP

Both plans seek the “least restrictive environment” for each student.

# 504c

- Named for Individualized Education Plan
- Guarantees a student with a diagnosed learning disability is taught with an individualized plan designed specifically for him/her under the auspices of a special ed. teacher.
- For students requiring “specialized” accommodations
- Requires a Special Education teacher for modifications
- Updated annually and reevaluated every 3 years
- Specific learning objectives
- Is a Federal law
- Parents may disagree with findings and are entitled to a fair hearing with a state appointed impartial hearing officer. Outside evaluations can be paid for by school district.
- AD/HD students qualify if they have an coexisting condition or are severely impacted due to symptoms of AD/HD
- Testing shows learning disabilities in addition to the AD/HD
- Is also covered under the 504c
- Discipline issues that require removing the child from school mandates that the child is tutored or placed in an alternative setting.
- Any changes in the child’s placement must be preceded by written notice to parents and student.
- Federal funding covers costs

- Named from Section 504c of the Rehabilitation Act of 1973
- Guarantees a student with physical or mental impairment that affects one major life activity is not discriminated against because of their disability.
- For students requiring “reasonable” accommodations.
- Does not require a special education teacher for modifications
- Updated annually; but no reevaluation is specified
- Learning objectives are not specified
- Is a Civil Rights Statute
- Parents may disagree, but the school makes the final determination since they appoint the impartial hearing officer. Outside evaluations are not covered.
- AD/HD students can qualify if they are not finding success in the classroom due to symptoms of AD/HD
- Testing shows no learning disability
- Is not covered under IDEA
- Discipline issues, if determined not to be related to the disability, can result in suspension or expulsion without mandated tutoring.
- Any changes in the child’s placement do not require written notice to the parents.
- Funding is not available

# IEP MEETING ALERT LEVELS

## SEVERE

SEVERE RISK OF VEIN-POPPING,  
HEART-STOPPING OUTRAGE

## HIGH

HIGH RISK OF SHOUTING MATCHES  
AND THREATS OF LEGAL ACTION

## ELEVATED

SIGNIFICANT RISK OF LAW VIOLATION  
AND DENIAL OF SERVICES

## GUARDED

GENERAL RISK OF  
MISINFORMATION AND GUILF

## LOW

LOW RISK OF  
BACKSTABBING AND DECEPTION

specialchildren.about.com

### Resources:

[http://addadhd.suite101.com/article.cfm/iep\\_versus\\_504](http://addadhd.suite101.com/article.cfm/iep_versus_504)

<http://www.slc.sevier.org/iepv504.htm>

[http://www.nldline.com/iep\\_vs\\_504.htm](http://www.nldline.com/iep_vs_504.htm)

<http://www.parenttoparentofga.org/roadmap/advocacy/educationlaws504&ideachadd.htm>

<http://www.ncl.org/at-school/your-childs-rights/iep-aamp-504-plan/section-504-and-idea-comparison-chart>

Tshirt: [http://rlv.zcache.com/iep\\_t\\_shirt-p235467725162104343ou93\\_400.jpg](http://rlv.zcache.com/iep_t_shirt-p235467725162104343ou93_400.jpg)

### Cartoon:

<http://www.roxburyschoolconcerns.org/images/cartoon-iep.gif>

Sign: <http://z.about.com/d/specialchildren/1/0/A/4/IEPAlert.jpg>

