

Individualized Education Programs and 504s

A Basic Overview

By Connie McKenzie

The Arc Pikes Peak Region



Raise your hand if.....

- Your child is on an IEP
- Your child is on a 504
- Your child is in the RTI/MTSS process
- You want your child to be evaluated
- You have ever had difficulties with getting services for your child
- There are communication issues between home and school.



IEP

- Individuals with Disabilities Education Act
- Provides individualized special education and related services
- A child has one or more of the 13 specific disabilities listed in IDEA.
- The disability must affect the child's educational performance and/or ability to learn from the general education curriculum.
- Requires students be educated in the Least Restrictive Environment

504

- Vocational Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act
- Provides services and changes to the learning environment
- The disability must interfere with the child's ability to learn in a general education classroom.
- Section 504 has a broader definition of a disability than IDEA.
- Requires students be educated in the Least Restrictive Environment

IEP

There are strict legal requirements about who participates. An IEP is created by an IEP team that must include:

- The child's parent (with some exceptions)
- At least one of the child's general education teachers (with some exceptions)
- At least one special education teacher
- Someone who can interpret evaluation results
- A district representative with the ability to commit funds for special education services

504

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 might include:

- The child's parent
- General and special education teachers
- The school principal
- The 504 Coordinator for the school

How do I ask for services?

- Write an email to school contact asking for Special Education Evaluation
- Sign the consent to evaluate
- Respond promptly to any surveys that are sent home
- Wait up to 60 calendar days for a meeting
- 1 week before meeting: Ask if you can have a copy of evaluation report

Gross Motor

Fine Motor

Speech

Social/Emotional

Cognitive

Observations

Interviews

Behavioral

Academic

Adaptive



Timelines for IEP's

- From the day you sign consent, the school has **60 days** to complete the evaluation and determine eligibility
- You must be notified of meeting **10 days** in advance
- IEP's must be reviewed **yearly**
- Eligibility is redetermined at least every **3 years**



Timelines for 504's

- There is no set national or state guideline on the amount of time to develop a 504
- 504's should be reviewed yearly, but there is no set requirement
- Most school districts have a “best practice” to review yearly
- You have the right to request a 504 meeting at anytime, just don't overdo it!
- Ask your child and his/her teacher how the accommodations are working whenever you are unsure



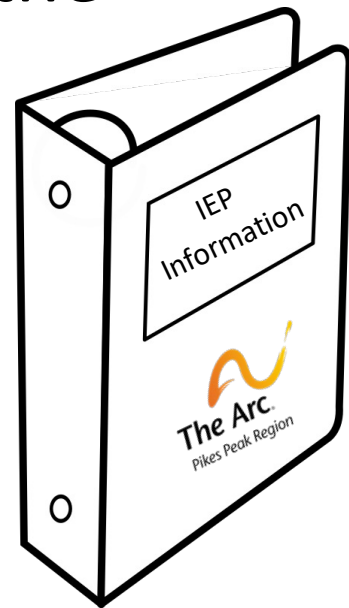
Records to Keep

- Always ask for services or evaluations in writing (or in email)
- Always keep copies of all correspondence
- Always keep copies of reports and evaluations
- If you disagree, respond in writing with the points you disagree on and keep a copy



Recording meetings:

You have the right to have a voice recording of any meetings with the school. If you choose to record, the school will likely make their own recording



What to expect from an evaluation

- Evaluations should discover all needs of the child in the educational environment
- You can request a copy of the evaluation results to review before the meeting
- Results should be interpreted in a manner you understand, ask questions!

If you do not agree with the results, you have the right to request an Independent Educational Evaluation (IEE)



IEP Eligibility

- After an evaluation, eligibility is determined
- There are 13 eligibility categories
- Diagnosis \neq eligibility, and vice versa
- You are not required to agree with the team's decision



1. Autism Spectrum Disorder (ASD)
2. Other Health Impaired (OHI)
3. Orthopedic Impairment
4. Speech Language Impairment(SLI)
5. Serious Emotional Disability (SED)
6. Specific Learning Disability (SLD)
7. Traumatic Brain Injury (TBI)
8. Intellectual Disability (ID)
9. Deaf-Blindness
10. Visual Impairment/Blindness
11. Hearing Impairment/Deafness
12. Developmental Delay (DD)
13. Multiple Disabilities

Sections of an IEP

- Sections 1-3: Family information
- Section 4-5: Procedural Safeguards and signatures
- Section 6: Present levels and Needs and Impact of disability
- Section 7: Special Factors
- Section 8: Transition/post high school goals



**Individuals with Disabilities
Education Act**



Section 9:IEP Goals



GOAL SETTING

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIME-BOUND

What is the goal?

Exactly what improvement should be shown? How will it be measured?

Is it reasonable to expect this improvement?

Is this something important for this child's education?

How long is this improvement reasonably expected to take?

Sections of an IEP

- Section 10: Accommodations and Modifications
- Section 11: Extended School Year
- Section 12: Testing accommodations
- Section 13: Service Delivery
- Section 14: Least Restrictive Environment
- Section 15: Prior Written Notice



Educational Environment:
GE>80%
GE 40%-79%
GE<40%

Separate School
Residential Facility
Homebound/Hospital
Correctional Facility

Contact Information



The Arc®

Pikes Peak Region

advocacy@thearcppr.org

www.thearcppr.org