


 QUICK
GUIDE

Individualized Education Program (IEP) vs. 504 Plan

Under the Individuals with Disabilities Act (IDEA), students with disabilities are provided Free Appropriate Public Education (FAPE) that is tailored to their individual needs via an **IEP**. Section **504** of the Rehabilitation Act of 1973 was created to stop discrimination against people based on disability. So, what do these programs mean within the school setting.



	IEP	504
What does it do?	<p>Provides individualized special education and related services to meet a child's unique needs within the school setting. These services are provided at no cost to the family.</p> <p>IEPs provide specialized instruction for students in grades K–12</p>	<p>Provides services and changes to the learning environment (i.e., classroom, library) to enable students to learn alongside their peers. These services are provided at no cost to the family.</p> <p>A 504 plan can serve students at both the K–12 and college levels</p>
Who is eligible?	<p>There are 2 requirements to get an IEP:</p> <ol style="list-style-type: none"> 1. A child has one or more of the 13 disabilities listed under IDEA (brain injury is on the list). 2. The disability must affect the child's educational performance and/or the ability to learn and benefit from the general education curriculum. The child must need specialized instruction to make progress in school. 	<p>There are 2 requirements to get a 504 plan:</p> <ol style="list-style-type: none"> 1. A child has any disability. Section 504 covers a wide range of different struggles in school because it has a broader definition of disability than IDEA. 2. The disability must interfere with the child's ability to learn in a general education classroom

<p>What is in it?</p>	<p>The IEP must include:</p> <ul style="list-style-type: none"> ▪ The child’s current abilities, strengths and needs or challenges. ▪ Annual education goals for the child and how the school will track progress. ▪ The services the child will get; special education, supplementary services such as, but not limited to, aid services, therapies, transportation, assistive technology.¹ ▪ The timing of the services- when they start, how often they occur, and how long they last. ▪ Any accommodations (changes to child’s learning environment) or modifications (changes to what the child is expected to learn/know). ▪ How the child will participate in standardized tests. ▪ How the child will be included in general education classes and school activities. 	<p>The 504 plan generally includes:</p> <ul style="list-style-type: none"> ▪ Specific accommodations, supports, or services for the child. ▪ Names of who will provide each service. ▪ Name of the person responsible for ensuring the plan is implemented.
<p>Who creates it?</p>	<p>For an IEP, there are strict, legal requirements for who is involved. The IEP team must include:</p> <ul style="list-style-type: none"> ▪ Child’s parent or caregiver ▪ At least 1 general education teacher ▪ At least 1 special education teacher ▪ School psychologist (or other specialist who can interpret results) ▪ A district representative with authority over special education services 	<p>The rules regarding who is on the 504 team are less strict. The 504 plan is created by a team of people who are familiar with the child and understand special services. This could include:</p> <ul style="list-style-type: none"> ▪ Child’s parent or caregiver ▪ General and special education teachers ▪ The school principal

¹ For more information on Supplementary Supports and Services see [IEP tip Sheet](#)

Brain Injury Association of Virginia can help you and your child better understand brain injury and consult with you about your personal situation. We can then direct you to services you might need in your area. Our services are confidential and free.