

SCHOOL SUPPORTS 101:

WHAT ARE AND WHO CAN HELP ME
WITH A 504 OR IEP?

PRESENTED BY:

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WELCOME!

- Introduction
- Meeting etiquette
- Agenda



- Here we go...

WHAT IS A 504 PLAN?

- A 504 plan is a written document. It describes the changes (accommodations) a disabled student needs in order to have equal access to the same education as non-disabled students in the school.
- These might include things such as:
 - FM systems
 - Help with note taking
 - Special classroom seating,
 - Extended time for assignments or test-taking
 - Visual aids



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504 PLANS...



*Cover students who don't meet the criteria for special education, but they do have the need for accommodations.

*Protects the rights of individuals with disabilities in programs or activities that receive federal assistance from the Department of Education. This protection is under civil rights law.

*Must be developed for those who qualify and must specify the accommodations that will be made in the classroom.

504 PLAN EVALUATION PROCESS



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- 1. Parents or school district staff request a Section 504 evaluation; parent permission is required.
 - Ohio: 30 days to decide whether to do an evaluation.
 - Varies in length from 14 days to 30 days in other states.
 - 2. Evaluation determines if the disability substantially impacts one or more major life activities.
 - **If not eligible for a 504 Plan, the parents can appeal by requesting a hearing in the district.**
 - 3. If the student does qualify, a 504 Plan will be developed listing the accommodations needed in order to receive a Free and Appropriate Public Education (FAPE).

IEP: INDIVIDUALIZED EDUCATION PROGRAM

What is an IEP?

- *Protected under Individuals with Disabilities Education Act (IDEA)
- *A legal document that outlines a student's strengths, needs, goals, services and their providers based on assessments.
- *Focuses on academic, developmental and functional needs
- *Provides special education
- *Covers preschool up to age 22 in the state of Ohio, if the student remains under the district's school umbrella, but does NOT follow the student to college.
 - *An IEP can be converted to a 504 Plan for college.



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IEP EVALUATION PROCESS

- Parent or school staff requests an evaluation for special education; parent must consent.
- School has 30 days to respond to the request.
- If the need for an evaluation is agreed upon, the school has 60 days to complete an evaluation and hold a meeting regarding the results.
- Based on the results, a disability category is decided upon by the team.
- The school has 30 days to write and hold an IEP team meeting.
- The IEP must be reviewed and updated annually.
- A reevaluation must be held every 3 years to determine continued eligibility.



WHICH ONE DO I NEED?



ACCOMMODATIONS AND MODIFICATIONS

- **Modifications** are...

*Changes in:

1. WHAT a student has to complete.
2. The teaching level, class content, and performance criteria.
3. the test format.

Modifications change the actual curriculum a student is expected to learn.



- **Accommodations** are...

*Changes in:

1. How a test or work is given that does not largely change what the test or work measures.
2. Changes in presentation format, response format, test setting or test timing.

Accommodations are to provide equal opportunity to show knowledge.

THE DIFFERENCES AT A GLANCE

IEP	BOTH	504
Must meet qualification under one or more of the 13 disability categories listed in IDEA (an education law)		Any disability-Protected by Section 504 of the Rehabilitation Act 1973 (a civil rights law)
Provides accommodations to the environment and may include modifications to curriculum *Provides specialized instruction	Level the academic playing field	Accommodations to the environment NOT the curriculum. *Focuses in HOW a student learns
Follows student during school years only- Updated annually		Follows for life- Updated as needed
Strict rules and processes EVERY school has to follow	Have legal documents	Process, forms and structure differs at each state and school
States receive additional funding for eligible student	NO COST TO PARENT	Schools do not receive funding

WHO CAN HELP ME?



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Ohio's Parent Mentor Project

THE OHIO PARENT MENTOR PROGRAM

Ohio Parent Mentors:

- *Are parents of children with a disability.
- *Support caregiver through the special education process.
- *Provide training to caregivers and staff.
- *Connect families with community resources.
- * Are a liaison between the family and school.
- *Are a sounding board.
- *<https://parentmentor.osu.edu/>

Provide services at no cost to the caregiver/family.

OHIO COALITION FOR THE EDUCATION OF CHILDREN WITH DISABILITIES(OCECD) INFORMATION SPECIALISTS

- **Inform parents of their rights and responsibilities**
- **Inform parents about special education services and supports**
- **Assist parents to develop self-advocacy skills**
- **Information Specialists are not legal representatives**
- **Help parents identify their options**
- **Prepare parents to attend IEP meetings**
- **www.ocecd.org**



***Provide services at no cost to the caregiver/family.**

PRIVATE ADVOCATES

Private Advocates are:

- *Paid by caregiver/family.
- *Meet with the IEP team and speak on behalf of the parent.
- *Often are involved for a single situation.
- *Variably trained in special education law.



CONTACT INFORMATION:

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RESOURCES WILL BE EMAILED TO ATTENDEES FOLLOWING THE MEETING.

