

# IEP's, 504 plans, RTI plans, and Post-High School Supports

	K-12 Individualized Education Program (IEP)	K-12 Section 504 of Rehabilitation Act	Response to Intervention Plans (RTI)	College and Agency (Section 504 and Americans with Disabilities Act)
<b>School accountability</b>	The student's public school is responsible for the student's performance as long as goals are identified in the IEP	The student's public school <u>is not</u> held accountable for specific areas of performance	The school is required to monitor student's performance in interventions	The student is responsible for his/her own academic performance. The school or agency is only required to consider supporting documentation
<b>Identification</b>	Public schools have a responsibility to find and evaluate students with disabilities that impact school performance	Parents must provide supporting documentation that meet federal guidelines for accommodation	Any school member or parent can initiate a request for an intervention plan	The student provides supporting documentation for disability and need for basic accommodations which may or may not be provided by college or agency
<b>Costs of Identification</b>	School districts bear the responsibility for a case study evaluation	In most cases, the family bears the costs of the eligibility evaluation for 504 services	School district bears the responsibility to design, implement, and monitor the intervention plan	The student is responsible for all costs associated with eligibility for supports at the school or agency
<b>Termination</b>	Services terminate at graduation or day after student's 22 <sup>nd</sup> birthday if still in high school.	School services terminate upon graduation, but 504 plan may generalize to adult world	Intervention plan terminates at team discretion or upon graduation from high school	504 plan terminates upon completion of program or degree
<b>Plan development</b>	A multidisciplinary team of specialists develop and monitor the IEP	A limited committee of school team members develops and reviews the 504 plan	No requirement for specific team member, but casemanager is designated to monitor results of interventions	Student identifies needed accommodations; school or agency committee will review and determine if these are feasible in higher education
<b>Entitlement</b>	Student is subject to a free and appropriate public education outlined in IEP at no cost to parent. Due process rights allow for appeal.	Student is subject to a free and appropriate public education outlined in 504 plan at no cost to parent. Due process rights allow for appeal.	No specific rights exist for student or parent	Schools and agencies may determine eligibility for services with limited due process for student
<b>Advocacy</b>	Family is advocate	Family is advocate	School staff are the advocates	Student is advocate and seeks out supports needed
<b>Changes allowed to course of study</b>	Extensive and individualized modifications to course of study are allowed	Accommodations cannot fundamentally alter the nature of the course of study	No specific requirements, only that interventions must be established in research as effective interventions	Accommodations cannot fundamentally alter the nature of the course of study <b>or</b> cause undo hardship to school, agency, or employer.
<b>Confidentiality</b>	Strict confidentiality limited to school staff and specialists	Strict confidentiality limited to school staff and specialists	No specific requirements relating to achievement	Confidentiality between school/agency and student under FERPA
<b>Funding</b>	Federal, State, and Local funds	No funding	No funding	No funding; colleges may assess a "support fee" to offset costs of supports
<b>Generalization</b>	Carries over each year in public schools, K-12. Yearly progress updates and a re-evaluation each three years for continued eligibility. Meetings can be called at any time, as frequently as requested by school or parent	Carries over each year in public education, K-12. A brief yearly review is required.	No specific requirement: may be short term and not subject to carry-over in public school. Plans often do not generalize from elementary to middle to high schools	Plan is reviewed by college/agency at least yearly and renewed until program is completed

Adapted from: Brinckerhoff, L.B., Shaw, S.F., & McGuire, JM (2000)