

# Individual Education Programs and Section 504 Plans

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Riverside School District 96  
February 2025



# Overview

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- Legal definitions of IEP and 504
- Comparison of provisions/components of IEP and Section 504 Plan
- Review of staff members involved
- Understanding the pathway toward receiving an IEP or Section 504
- District trends in IEP and Section 504 services
  - Percentage of students receiving services
  - Continuum of services

# IEPs and 504s

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## Individual Education Programs

- Student has an identified disability requiring specialized education and/or services
- 13 disability categories with specific eligibility criteria.
- Must be a demonstrated adverse educational impact of the educational disability

## Section 504 Plans

- A student has an identified disability that substantially limits one or more major life activities, and requires accommodation for that disability in order to have equal access to the educational environment.

# IEP vs. Section 504 Plan

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## IEP Components/Requirements

- Annual meeting, triennial evaluation
- Present levels of performance
- Annual goals for each identified area of need/update goals
- Classroom accommodations
- Assessment accommodations
- Related Services and Special Education Placement
- Parental rights/consent

## Section 504 Plan Components/Requirements

- Annual meeting, regular evaluation
- Description of disability and how it impacts a major life activity
- Classroom accommodations
- Assessment accommodations
- Parental rights/consent

# Staff involved in IEP vs. 504

## IEP

- General Education Teacher
- Special Education Teacher (case manager)
- School Psychologist (initial eligibility, triennial evaluations)
- Related Service Personnel, as needed:
  - Social Worker
  - Speech Language Pathologist
  - Occupational Therapist
  - Physical Therapist
  - Nurse
  - Paraprofessional
  - Deaf/HoH services
  - Vision services
- School or District leader (LEA representative)

## Section 504 Plan

- General Education Teacher
- School Psychologist (eligibility determination and case manager)
- Student Support Coordinator (Hauser case manager)
- Nurse (case manager for plans with medical-only plans, i.e., Diabetes, Allergies, Chron's Disease, Seizure Disorder)
- School or District leader (LEA representative)

# Pathway to IEP or 504

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## Child Find

- the legal responsibility of public school districts to actively locate, identify, and evaluate all children with disabilities who reside within their jurisdiction
- Parent/doctor request for evaluation
  - Private Evaluation Report
  - Medical Diagnosis/Doctor note

## FAPE and LRE

- The district is required to provide a Free and Appropriate Public Education in the Least Restrictive Environment possible to achieve growth on IEP goals and reasonably respect the needs of all students in the class and school

# Continuum of Special Education Support

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Percentage of time a child spends within a general education classroom:

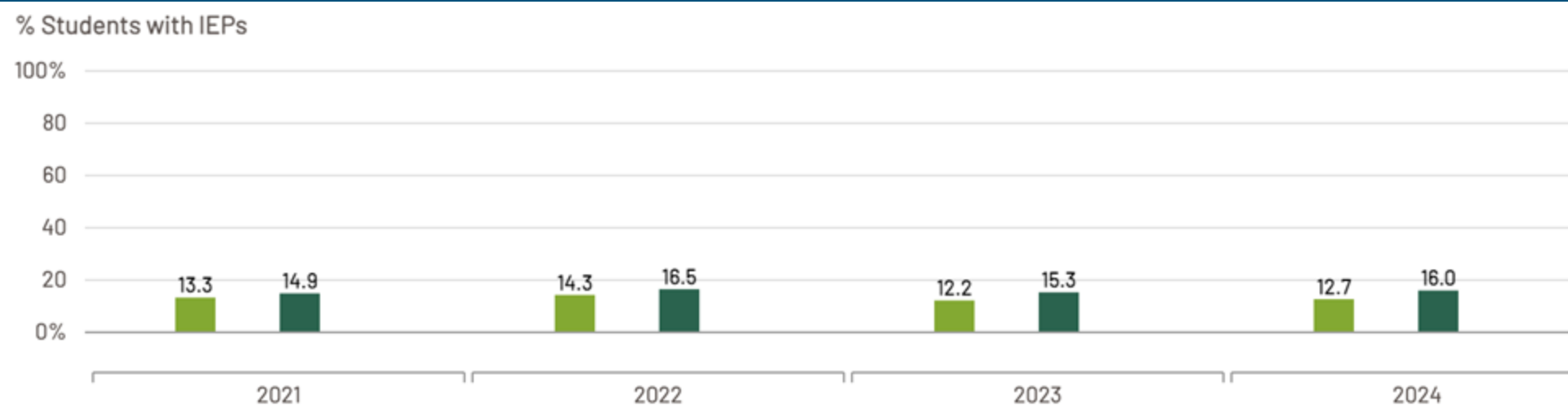
More than 80%

Between 40 and 79%

Less than 40%

100% in a separate school

# Percentage of district students with IEPs

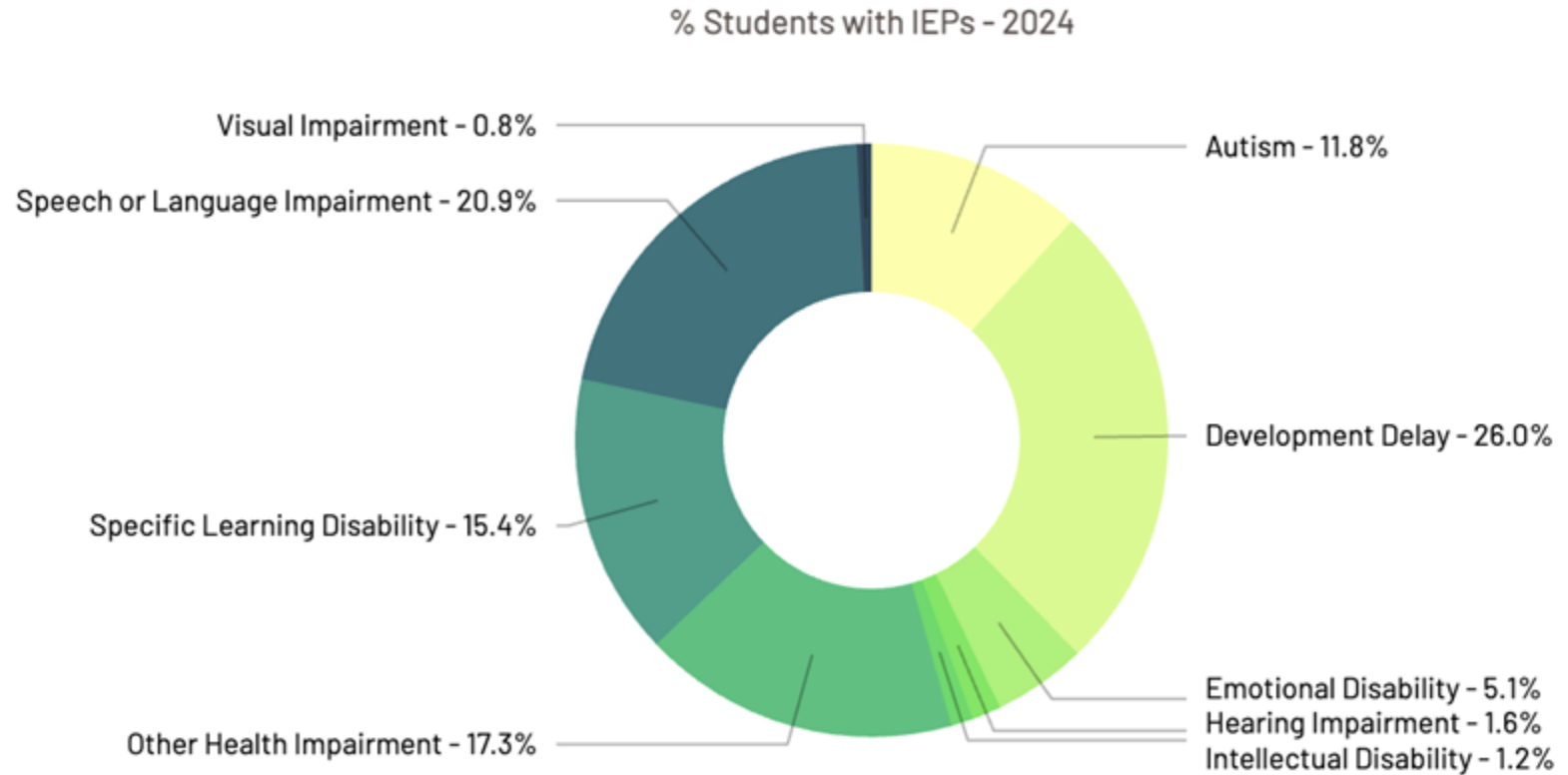




# Educational Placement

Level	Educational Environment	2024	2023	2022	2021
District	In Separate Facility	9%	7.1%	4.8%	4%
	< 40%	6.6%	8.6%	6.8%	5%
	40-79%	20.3%	20.8%	21.7%	24.6%
	>= 80%	64.2%	63.5%	66.7%	66.3%
State	In Separate Facility	6.7%	6.5%	6.3%	6.4%
	< 40%	13.3%	13.3%	13.3%	13.3%
	40-79%	25.6%	26.1%	26.3%	26.1%
	>= 80%	54.5%	54.1%	54.2%	54.2%

# Eligibility Categories



# Section 504 Plans

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- A student has an identified disability that substantially limits one or more major life activities, and requires accommodation for that disability in order to have equal access to the educational environment.
- Examples of major life activities: breathing, sitting, standing, attending, walking, learning, seeing, speaking, reading, attending, bodily system functions (circulatory, respiratory, etc.)

# Section 504 Plan Trends by the numbers

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2021-2022 School Year: 64 plans district-wide

2024-2025 School Year: 144 plans district-wide

2021-2022 School Year: average of 3.7 classroom accommodations per plan

2024-2025 School Year: average of 5.6 classroom accommodations per plan

# Impact on buildings

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Increased number of students per classroom with specific plans and accommodations

Increased number of service minutes being met by case managers and related service staff

Increased number of students with specific behavioral interventions, needing individualized support at unpredictable times

Growing number of IEP meetings and 504 meetings that principals, teachers, related service staff are attending each year