



PDX Reading Specialist, LLC

Learn. Accommodate. Inspire.

IDEA, Section 504, and ADA

	Section 504 of the Rehabilitation Act	Title II of the American Disabilities Act	Individual with Disabilities Education Act (IDEA)
Type	A federal civil rights law and regulations		A federal funding law and regulations
Title	The Rehabilitation Act of 1973	Americans with Disabilities Act (Title II)	Individuals with Disabilities Education Act
Funding	No federal funding. No additional funding beyond basic school support.		Federal funding formula based on student population, number of students with disabilities, and poverty factor. Increased state basic school support.
Purpose	To eliminate disability discrimination in all programs and activities that receive federal funds.	A broad civil rights law that applies to public entities and protects the rights of individuals with disabilities without regard to federal financial assistance.	Provides federal funds to states and school districts to assist with meeting the special education needs of students with disabilities.
Administrator	Section 504/ADA Coordinator or other appropriate Civil Rights Coordinator.		Special education director or other appropriate administrator.

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Team	Requires evaluation and 504 plan/placement decisions to be made by a team that includes someone knowledgeable about the student, about evaluation data and about accommodations/placement options.	Not specifically addressed in relation to FAPE.	IEP team requires parent, district representative, general education teacher, special education teacher or provider, someone knowledgeable about the educational implications of evaluation data and may include others.
Service Plan	Section 504 plan or similar planning document.	No individual service plan component.	Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)
Population	Disabled students who have or have had a physical or mental impairment that substantially limits a major life activity (or are regarded as disabled by others).		Identifies specific categories of disabilities.
Free Appropriate Public Education (FAPE)	Requires the provision of a free appropriate education. "Appropriate" means a program designed to meet the needs of individual disabled students as adequately as education provided to non-disabled students. Students may receive related services or accommodations without a need for special education services.	Does not address FAPE.	Requires the provision of a free appropriate education. "Appropriate" means a program designed to provide meaningful educational benefit. Students may receive related services only if needed to benefit from special education.

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Accessibility	Has regulations regarding building and program accessibility.		Requires that modifications must be made if necessary to provide access to a free appropriate education.
Notice	Requires notice to the parent or guardian with respect to identification, evaluation, and placement.	No specific notice requirements.	Requires prior written notice to the parent or guardian with respect to identification, evaluation, and placement.
Evaluations	<p>Evaluation draws on information from a variety of sources in the area of concern; decisions made by a group knowledgeable about the student, evaluation data, and placement options.</p> <p>Requires periodic reevaluations.</p> <p>Reevaluation is required before a significant change in placement.</p>	No specific evaluation requirements.	<p>Requires a full comprehensive evaluation assessing all areas related to the suspected disability.</p> <p>Requires evaluation by a knowledgeable team. Requires informed consent before an evaluation is conducted.</p> <p>Requires reevaluations to be conducted at least every 3 years.</p>
Independent Educational Evaluations	No provision for independent evaluations at district expense. District should consider any such evaluations presented.	Does not address.	Parent may request an independent educational evaluation at district expense if parent disagrees with evaluation obtained by school.

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Placement	A meeting and evaluation are required for change of placement.	Does not address.	An IEP/placement meeting must be conducted before any change in placement. Must give prior written notice of change in placement.
Grievance Procedure	Requires districts with more than 15 employees to designate an employee to be responsible for assuring district compliance with Section 504 and provide a grievance procedure for parents, students, and employees.	Similar to 504.	Does not require a grievance procedure, nor a compliance officer.
Due Process	Requires impartial hearings for parents or guardians who disagree with identification, evaluation, or placement decisions, or provision of FAPE to the student.	Does not address.	Requires impartial; hearings for parents or guardians who disagree with the identification, evaluation, or placement decisions or provision of FAPE to the student.
Federal Jurisdiction	US Department of Education Office for Civil Rights		US Department of Education Office of Special Education and Rehabilitation Programs.
State Jurisdiction	Oregon Department of Education Office of Educational Improvement & Innovation		Oregon Department of Education Office of Student

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			Learning and Partnerships.
Local Jurisdiction	Local School District		