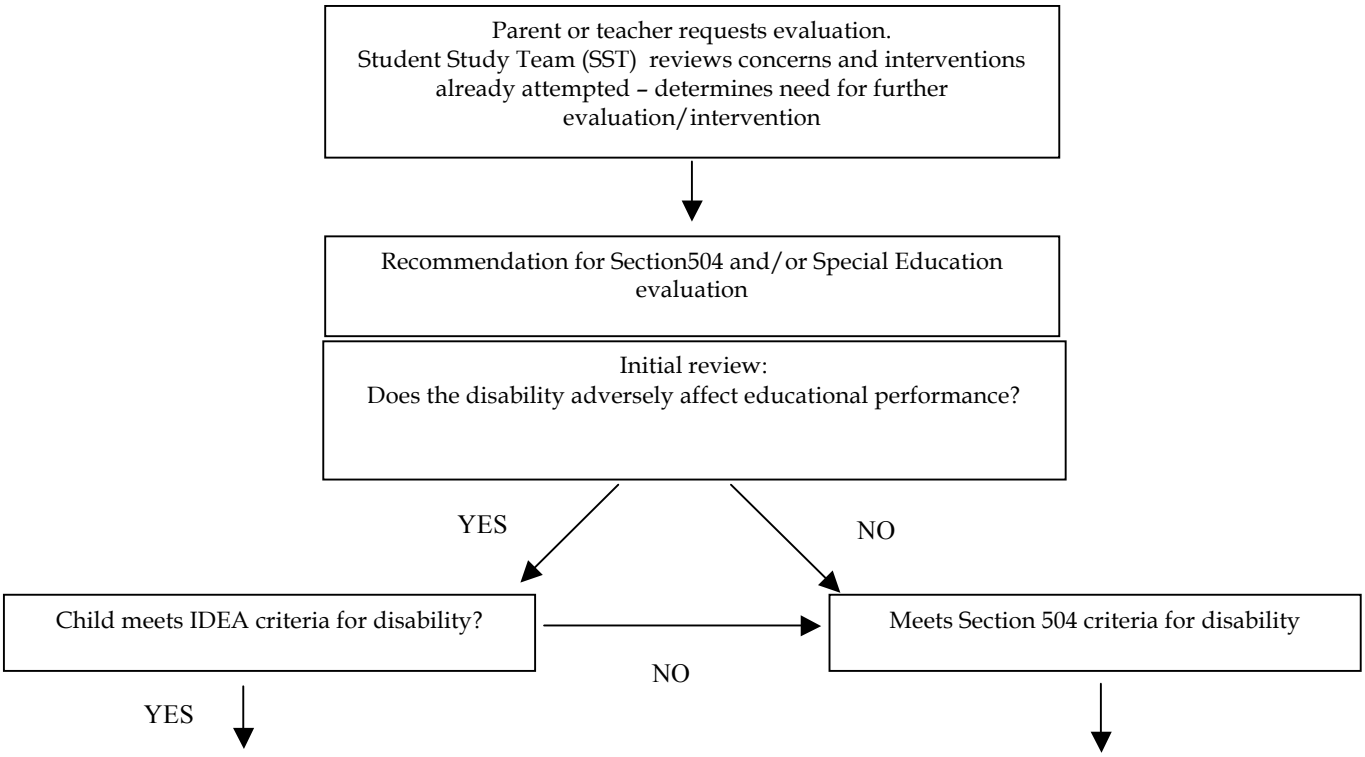
Evaluation of a student with a known or suspected disability



Individualized Educational Plan (IEP)*

An IEP must outline the following:

- Consideration Factors and Special Factors, including child's strengths, parents' concerns, specific needs
- Present Level of Performance
- Measurable Annual Goals
- Short-term Objectives
- Description of how Progress will be measured and reported
- Statement on Services/Programs that will be provided
- Plan for participation in General Education
- Statement on Accommodations and Assessment Participation
- Transition plan to post-secondary education for students 16 and older
- Behavior Intervention Plan (BIP) for any child with a disability that has a behavioral issue.

Placement: ensures that student is educated with non-disabled peers to the extent appropriate

Re-evaluation: required at least every 3 years

Section 504 Plan

A written 504 Plan should include:

- a description of the disability
- the major life activity limited
- the basis for determining the disability and its educational impact
- necessary accommodations
- placement in the least restrictive environment
- a review or re-evaluation date
- 504 Team members' names

Placement: ensures that student is educated with non-disabled peers to the extent appropriate

Reevaluation: required periodically

* In general, an IEP falls under stricter regulation than a Section 504 plan, with more stringent requirements for evaluation and implementation and more procedural safeguards to protect families' rights.