



The New York State Office of Religious and Independent Schools

PROFESSIONAL DEVELOPMENT RESOURCE CENTER (PDRC)

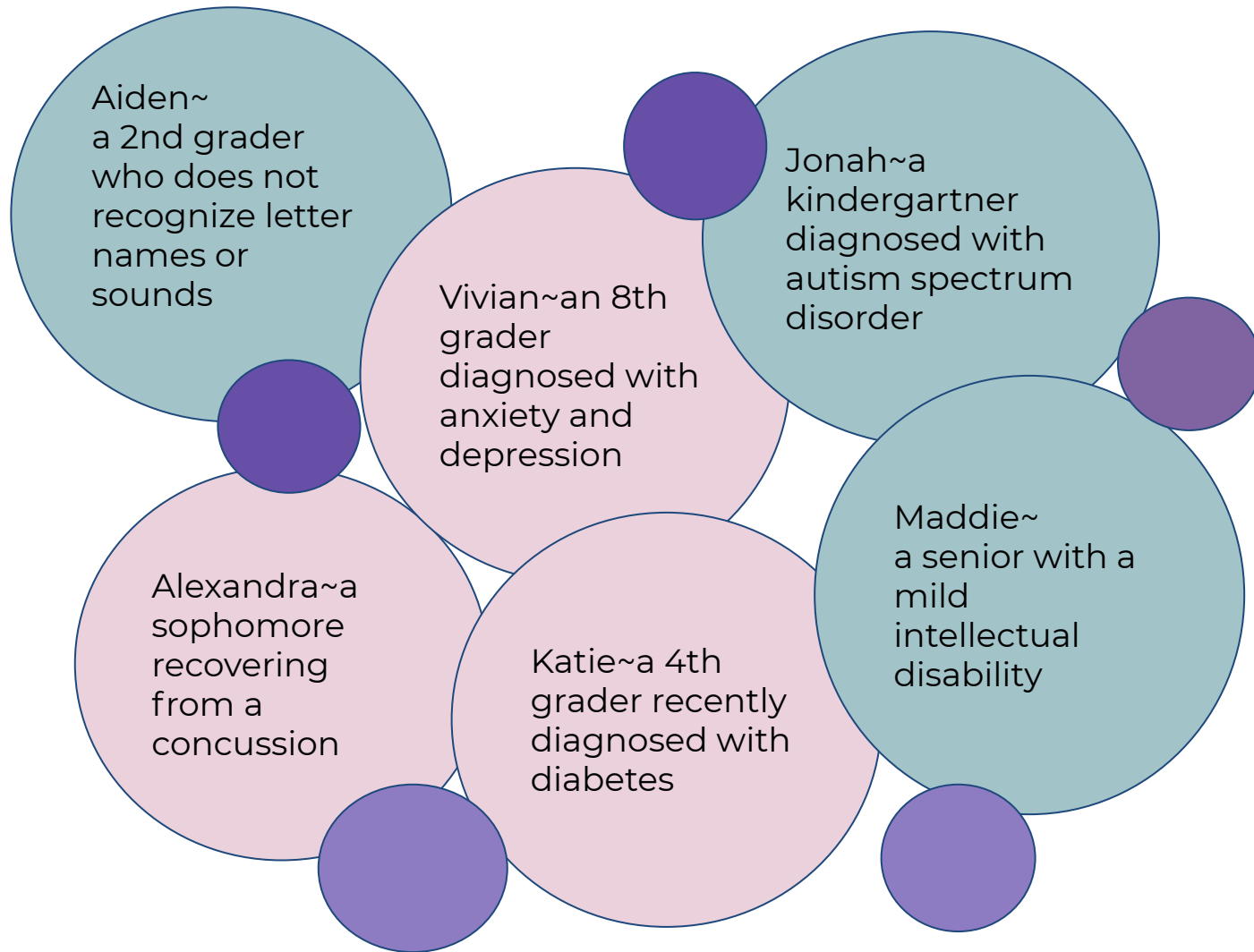
The Upstate PDRC – All NYS Regions North of NYC

Quick Guide: Navigating IEPs + 504s in Non-Public Schools

Goals of this Quick Guide

- Differentiate between categories of student need and interventions
- Understand the referral process, testing, IEP development and monitoring
- Understand the relationship between the non-public school and public school district service provider

Students Who Need More



IEP/ISP Individualized Education Program Instructional Service Plan

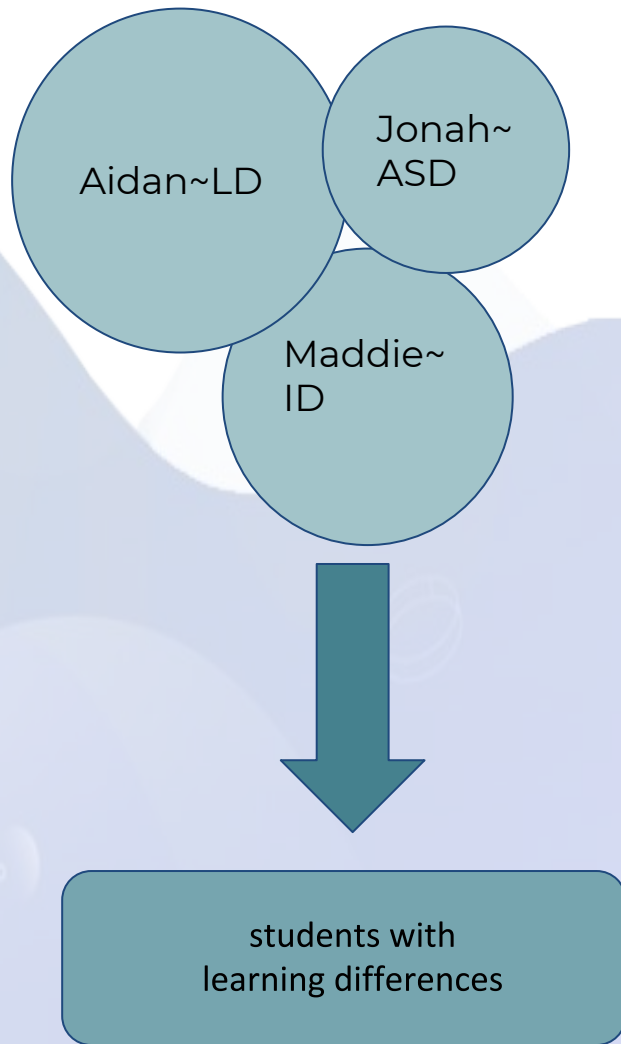
- from IDEA (educational law)

504 Plan

- from Section 504 of the Rehabilitation Act (a civil rights law)



What is an IEP?



- lays out the special education program needed for a student to succeed in school
- private schools -- ISP (Instructional Service Plan)
- monitored by the district, the private school, and the parents

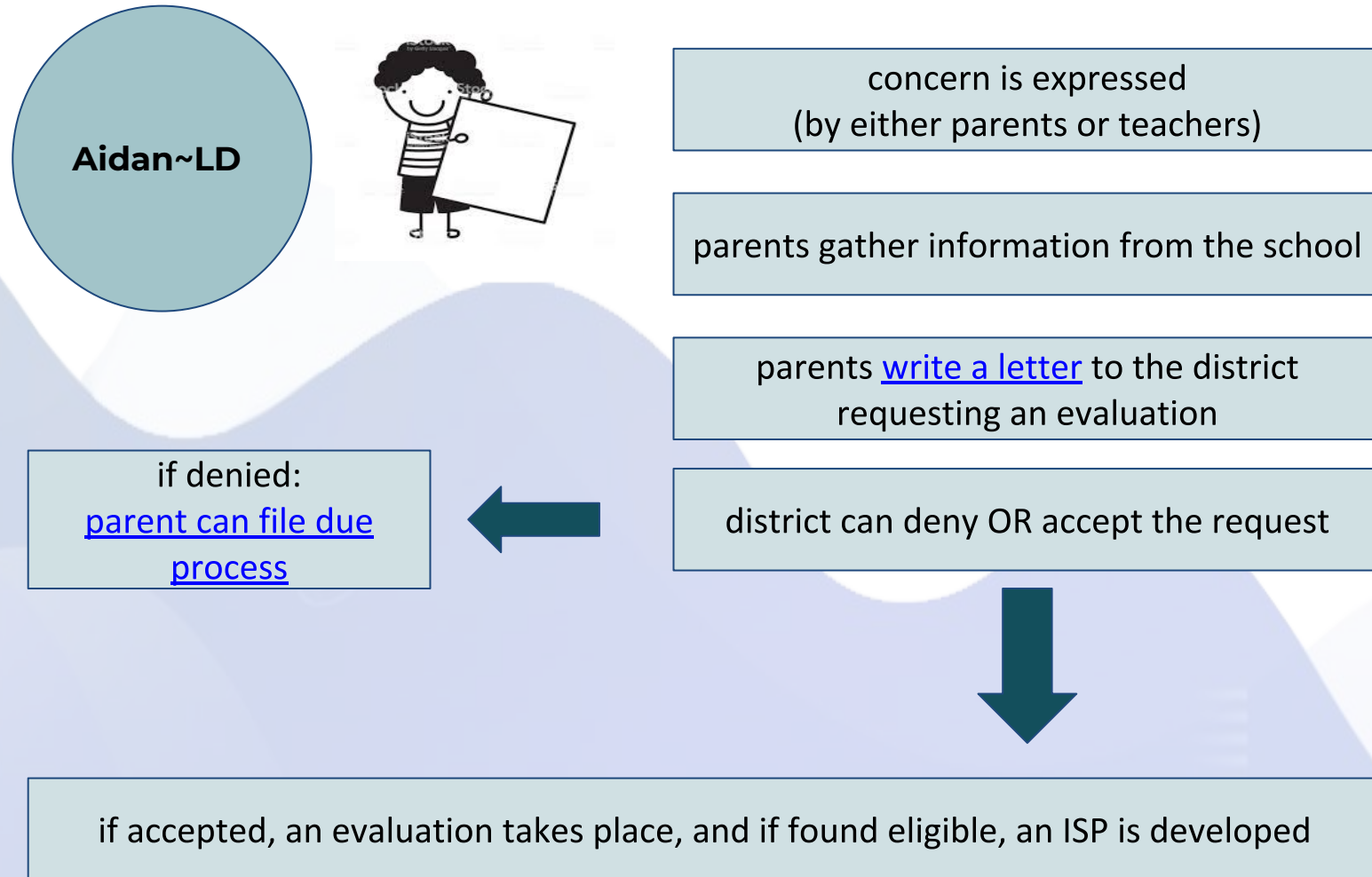
What Services are Included?

Some services that might be included in the student's IEP/ISP are:

- support staff
- specialized equipment needs
- pacing of instruction
- assignment and testing modification



What is the process?



Convening the CST



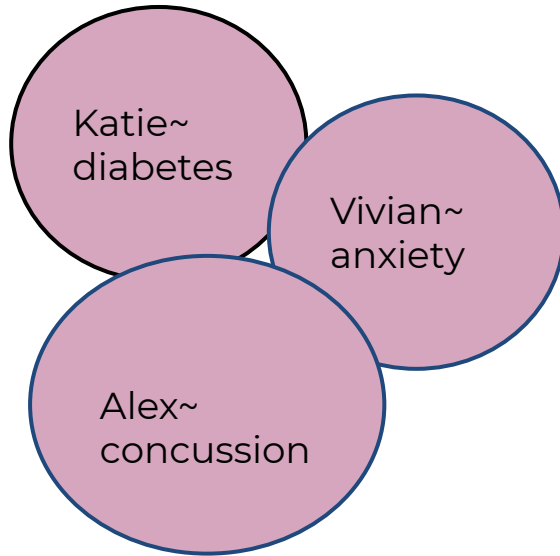
CST: The group of professionals whose job it is to design and evaluate the student's service plan





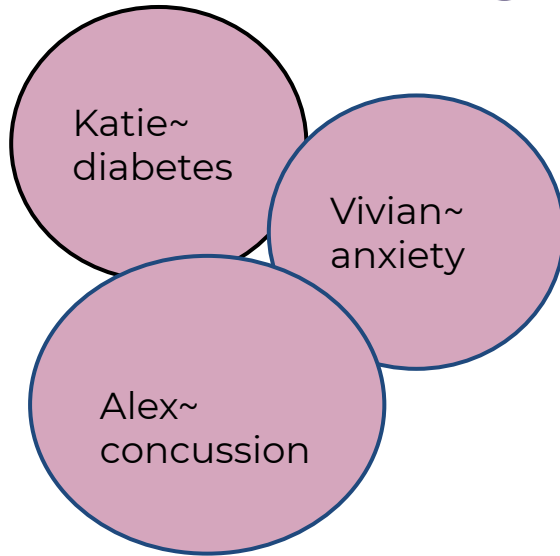
What about other limiting factors that are not eligible for Special Education Services, IEPs/ISPs?

What is Section 504?



- ❖ Section 504 is an anti-discrimination statute.
- ❖ Under Section 504, a student is deemed to have a disability if they have a mental or physical impairment that substantially limits one or more major life activities.
- ❖ Section 504 requires that private schools must provide “minor adjustments” to ensure access to education to students with disabilities.

How does a student qualify for a 504 plan?

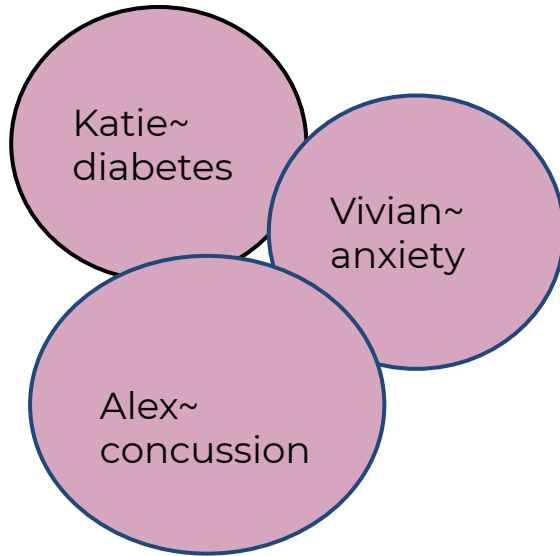


Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work



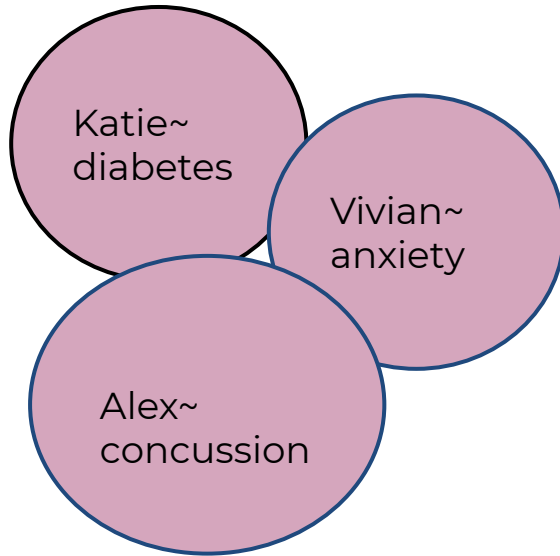
What is a 504 plan?



Modifications and accommodations under Section 504

- ❖ Usually refer to improving building accessibility, classroom accommodations and curriculum modifications
- ❖ Created by the school, according to the school's own policy on 504 compliance
- ❖ Created and monitored by an on-site team

A 504 plan not...

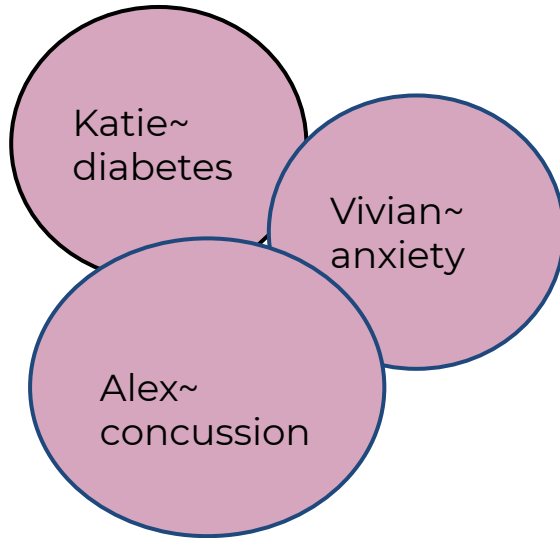


A 504 plan is not special education.

A 504 plan is not a substitute curriculum.

The student remains in the class and receives the same curriculum and instruction, with modifications to increase access to learning.

What should a 504 plan include?



- Specifics on how the modifications or accommodations will be provided and by whom.
- Name of the person who will be responsible for ensuring that all components of the plan are implemented.
- Be distributed to all of the child's teachers, specialists, and support staff.
- Be placed in the child's cumulative file.
- Date for annual (or other) review.

Examples of 504 plans

Common modifications:

Katie~
diabetes

Vivian~
anxiety

Alex~
concussion

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- peer note-taker
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits
- occupational or physical therapy

[504 example](#)

Rights and Responsibilities of Non-Public Schools

IEP/IST

Non-Public Schools have the right to decline to service an IEP

504 Plan

Must have a clear policy in place regarding 504 accommodations

Are not required to educate every student, but may not base admissions on disability status

Rights and Responsibilities of Parents and Guardians

Rights



request a referral

for IEP/ISP:
prior
written
notice

be a member
of the team

Responsibilities



understand the
process

communicate
with the
school

particularly with
504s - monitor
compliance

Resources

- [Parent Rights in Special Education Evaluation](#)
- [Parent Guide to Special Education \(NYS\)](#)
- [A Teacher's Guide to Special Education](#)
- [Distance Learning and Special Education During Covid -19](#)
- [School Accommodation Ideas for Students Who Receive Section 504 or Special Education Services](#)
- [504 Accommodation Checklist](#)
- [504 Plan Template](#)

List of Terms

- **IEP:** Individualized Education Program or Plan
- **ISP:** Instructional Education Plan (used in private schools)
- **IDEA:** Individuals with Disabilities Education Act
- **504:** section of the civil rights law - Rehabilitation Act
- **Referral:** a request for evaluation for special education services
- **Prior Written Notice:** parents must be notified before a school district makes or denies any changes to a child's IEP. This includes before a child is evaluated, moved to or out of non-public placement and before changes in services are made. The purpose of this notice is to give parents an opportunity to respond to the proposed changes before they occur.



The New York State Office of Religious and Independent Schools

PROFESSIONAL DEVELOPMENT RESOURCE CENTER (PDRC)

The Upstate PDRC - All NYS Regions North of NYC

The Upstate Professional Development Resource Center exists to support the professional development of New York's independent school teachers and school leaders.

Would you like to see more about Navigating IEPs and 504s in Non-Public Schools?

Send us an email (upstatepdrc@gmail.com) to receive updates on our Live Q+A Sessions!

