Outline

Background and Basic Concepts of Section 504

Section 504 of the Rehabilitation Act of 1973 Office for Civil Rights (OCR) enforcement OCR Parent and Educator Resource Guide to Section 504 in Public and Secondary Schools

Eligibility under Section 504

Who is protected under Section 504? Comparison of FAPE eligibility under Section 504 and IDEA

Episodic and temporary impairments Diabetes, Epilepsy and life threatening food allergies OCR Dear Colleague Letter and Resource Guide on Students with ADHD

Section 504 Hot Topics

Mental illness and school avoidance Trauma and Adverse Childhood Experiences (ACE) Transgender students

Post- concussion syndrome

Service animals

Is a 504 plan required if consent for IDEA services

is revoked?

Use of homebound services

Developing a Section 504 Plan

Data sources and collection Accommodations, Modification and related services Placement decisions

When to develop Health Care Plans v. IEPs v. 504 Plans

Student Discipline under Section 504

Comparison of Requirements under Section 504 and IDEA

Manifestation Determinations

OSERS Dear Colleague Letter on Ensuring Equity and Providing Behavioral Supports to Students with Disabilities

OCR Dear Colleague Letter on Restraint and Seclusion of Students with Disabilities

Student drug/alcohol use

Expulsions

Section 504 Protections and Procedural Safeguards

Section 504 child find Section 504 duty to provide FAPE Evaluations and Re-evalautions Parent/Guardian notice requirements Maintenance of Student Records Required Procedural Safeguards Section 504 hearings

Bullying and Harassment under Section 504

Bullying and Child Find Bullying as a denial of FAPE School investigations and response to bullying OCR Dear Colleague Letters on Disability Harassment

Section 504 Non-Discrimination Requirements

When are different or separate aids, benefits or services permitted? Nonacademic and extracurricular activities OCR Dear Colleague Letter on Extracurricular Activities Retaliation as a form of discrimination

Live Seminar Schedule

7:30 Registration/Morning Coffee & Tea **8:00** Program begins

11:50-1:00 Lunch (on your own)

3:45 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.

Target Audience:

General Education Teachers • Special Education Teachers School Administrators • Principals • School Psychologists Counselors • Social Workers • School Nurses Related Service Providers • Other Helping Professionals that work with Children

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Objectives

- 1. Identify the qualifying conditions warranting the development of a Section 504 Plan.
- 2. Determine the differences between the need for a Section 504 Plan, and an I.E.P or a health care plan.
- 3. Discuss the legal concepts and protections found within Section 504.
- 4. Explain the requirements for evaluations, behavioral accommodations/modifications and other supports in a 504 Plan.
- 5. Describe recent issues facing parents and school staff with regard to Section 504.
- 6. Outline proper procedure for discipline of students eligible under Section 504.
- 7. Describe OCR's requirements for equal access to extracurricular activities.



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• The 504 team and compliance issues

• Recent case law, OCR guidance and trends

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- What are the basic procedural and substantive requirements of Section 504?
- Who is covered under Section 504? How are students with diabetes, epilepsy, life-threatening food allergies, post-concussion syndrome and other common chronic illnesses handled under Section 504?
- What is included in a Section 504 plan? What are the differences and similarities between a Section 504 plan and an IEP?
- What protections are afforded to eligible students in discipline matters?
- How is bullying a Section 504 issue?
- How do you ensure equal access to extracurricular and other non-academic activities?

ourtney N. Stillman, is a partner in the law firm of Hauser, Izzo, Petrarca, Gleason & Stillman, LLC where she concentrates her practice in the areas of student issues, special education and disability law. Before joining Hauser, Izzo, Petrarca, Gleason & Stillman, LLC, Ms. Stillman represented students with disabilities for 10 Years. Ms. Stillman served as a member of her local board of education for 11 years and was president of that school board for six years. Before practicing school law, she practiced in the areas of corporate and tax law. Ms Stillman earned a B.A. in political science from Manchester College in 1989, and graduated, summa cum laude from Indiana University School of Law in 1992. She is recognized as a "Leading Lawyer" in the area of school law and is licensed in Indiana and Illinois. She serves as a Section 504 hearing officer. Ms. Stillman regularly presents on topics of special education and student issues.

Speaker Disclosure:

Financial: Courtney Stillman is Partner at Hauser Izzo, LLC. She receives a speaking honorarium from PESI, Inc.

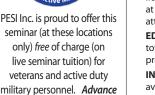
Non-financial: Courtney Stillman is a member of the Illinois State Bar Association; and the DuPage County Bar Association



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From eligibility to the development of a Section 504 Plan, every aspect of essential compliance is covered. This must-have guide is filled with real-life applications, exercises to practice and problem-solve, and case examples.

Social and Emotional Development in Early Intervention

By Mona M. Delahooke, PhD

A groundbreaking resource for the field of early intervention. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors and promote self-regulation.

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