

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

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Section 504 Protections and Procedural Safeguards

Section 504 child find
Section 504 duty to provide FAPE
Evaluations and Re-evaluations
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

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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Section
504
in Indiana

Vital Information to Protect Your School District

Featuring attorney
Courtney N. Stillman
of Hauser, Izzo, Petrarca,
Gleason & Stillman, LLC

INDIANAPOLIS, IN
Friday, December 7, 2018

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Section
504
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Vital Information to Protect Your School District

Featuring attorney
Courtney N. Stillman
of Hauser, Izzo, Petrarca, Gleason & Stillman, LLC

- The 504 team and compliance issues
- Recent case law, OCR guidance and trends
- 504 vs IDEA
- Hot Topics

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Section 504

in Indiana

- 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?

Courtney 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.

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



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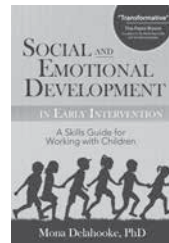
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SECTION 504
A LEGAL GUIDE FOR EDUCATORS

Practical Applications for Essential Compliance

Author: [illegible]
Editor: [illegible]

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.



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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