

Outline

Section 504

What is Section 504?
Purpose?
Effect?
Standards?
Different than IDEA?
How? Why?
Practical issues

Basics

Eligibility criteria
Less is More
“Litigation” eligibility criteria?
Employee accommodations
Private or independent schools?
Understand what the criteria is and means

Public School Practical Tools

Staff the 504 committee the right way
Parental consent
Evaluation or “assessment”
Information sources
Mitigation measures
“Placement”

Current Trends and Breaking Issues

What wins case? Or more importantly, how can we best address student needs? How to properly gather and rely upon needs-driven data to stay compliant
How are service animals a Section 504 issue?
Consent considerations. Do they need to sign it?

Transgender Student Rights

Legal considerations
Practical challenges
Relevant court rulings

Case Law Review

Section 504 vs. IDEA

Compare and contrast
Policy basics
Evaluations
Accommodations

Comegno Combat Rules

Staying safe

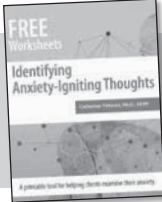
Student Records and Ethics

Access to plans?
Information
Who? How? When? Why?
Ethical considerations
Question and answer

FREE Worksheets

Identifying Anxiety-Igniting Thoughts

By Catherine Pittman, Ph.D. HSPP



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Section 504

in New Jersey

An Updated Guide to Identifying & Planning for Students with Disabilities in the Schools

Featuring attorney

John B. Comegno II, Esq.

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Wednesday
February 6, 2019

CHERRY HILL, NJ
Monday
February 11, 2019

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- Are transgender students legally entitled to use any gender-designated restroom/locker room they choose?
- Does recent OCR guidance regarding ADHD change the Section 504 eligibility criteria?
- Which diagnosis require Section 504 plans?
- How does Section 504 impact student discipline?
- Integral differences between 504 Plans and IEPs

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Objectives

1. Analyze what Section 504 is and to which students it applies.
2. Determine how to use Section 504 to accommodate student disability in a lessrestrictive setting.
3. Establish the similarities and differences between Section 504, IDEA & ADA.
4. Specify child find obligations under Section 504.
5. Explore the various procedural requirements under Section 504 and how they compare with IDEA.
6. Determine when and how to appropriately accommodate behavioral issues.
7. Explore case law under Section 504 and its implications.

Target Audience:

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

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If you attend only one seminar this year, it has to be Section 504.

Section 504 in New Jersey

In one short day, you will gain new insight into regulations, laws and issues that significantly affect your public and private school compliance. Join school law expert John B. Comegno II as he draws from his 15 years of experience representing public school districts, to provide the essential information and practical guidance and explain what it means to your school.

Questions that will be answered include:

- How have the ADA Amendments and new federal regulations changed the eligibility criteria under Section 504? What is the school district's obligation to identify and evaluate students? Are you under or over identifying?
- Why can't a health plan substitute for a 504 plan?
- What are the new rules regarding service animals?
- What are the "Child Find" obligations under Section 504? How do they compare with those under IDEA?
- How are discipline and behavioral issues handled with a student eligible under Section 504, as compared/contrasted with a student eligible under IDEA?
- Manifestation determinations under 504

Speaker

John B. Comegno II, Esquire, founder and president of the Comegno Law Group, P.C., is recognized as a leading school law practitioner, representing public and independent schools through the Northeast region. He is a member of the bars of the State of New Jersey and the Commonwealth of Pennsylvania, and has litigated special education disputes across the United States. He lectures to professional groups throughout the region and regularly appears as a keynote speaker for national groups across the country.

Mr. Comegno has broad experience in the area of special education and Section 504 litigation. He regularly mediates special education disputes and tries Due Process Hearings. Working closely with directors of special education, case managers and members of child study and IEP teams to quickly deal with special education issues on a day-to-day basis, Mr. Comegno has extensive experience dealing with disability-specific legal issues and is accustomed to providing quick and thorough legal assistance. He provides counsel regarding the eligibility, evaluation, and classification process. Mr. Comegno also has extensive experience in handling general, day-to-day student issues. These range from compulsory education, student safety and disciplinary incidents to constitutional concerns involving free speech and religious expression. In addition to handling union negotiations, Mr. Comegno is involved in a variety of labor and employment issues including confidentiality and reporting requirements for teachers and staff and sexual harassment in the school setting, including teacher-to-teacher, teacher-to-student and student-to-student harassment.

Drawing from hundreds of seminars to thousands of educational practitioners across the country, John's lectures are equal parts legal/practical guidance and humor, wit and entertainment. Attendees regularly follow John's lectures on an annual basis and report that his lecture style not only well-informs but also engages and entertains.

Speaker Disclosure:

Financial: John Comegno II is president of Comegno Law Group PC. He receives a speaking honorarium from PESI, Inc.

Non-financial: John Comegno II is a member of the American Bar Association; and the New Jersey State Bar Association.

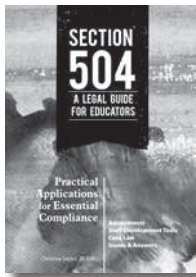


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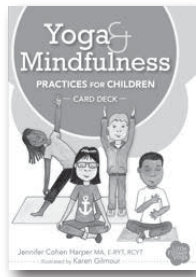
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Section 504: A Legal Guide For Educators

By Christina Sepiol, J.D. Ed.D

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.



Yoga and Mindfulness Practices for Children Card Deck

By Jennifer Cohen Harper, MA, E-RYT, RCTY

Yoga and Mindfulness Practices for Children Card Deck offers over 50 activities to support health, well-being, empowerment and an improved capacity to navigate the many stressors of life without becoming overwhelmed. Beautifully illustrated by children's yoga teacher, Karen Gilmour, coupled with easy-to-read instructions.

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Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

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NEW JERSEY COUNSELORS: This intermediate activity consists of 6.0 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please contact your licensing board to determine if they accept programs or providers approved by other national or state licensing boards. A certificate of attendance will be awarded at the end of the program to participants who are in full attendance and who complete the program evaluation.

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PSYCHOLOGISTS/SCHOOL PSYCHOLOGISTS: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 6.00 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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