



Attention General and Special Education Teachers and Administrators, School Counselors, and Student Support Services Professionals in Grades K-12:

Section 504 Program with Perry Zirkel

*****Register Today - These sessions fill quickly*****

Program One: The Basics

Thursday, December 1, 2022, 9:00 am- 12:00 pm

Presenter: Perry A. Zirkel; University Professor Emeritus of Education & Law, Lehigh University

Description: This three-hour virtual program, intended for but not limited to novice 504 coordinators, focuses on the basic building blocks of an effective school program for students in relation to Section 504 and its sister statute, the Americans with Disabilities Act (ADA). It will address the following questions:

- What are the key differences between Section 504, the ADA, and the Individuals with Disabilities Education Act (IDEA)?
- What is the required grievance procedure?
- What are the latest student eligibility standards?
- What are the reasons for avoiding under- or over-identification?
- What are the required elements of the procedural safeguards notice?
- What are the practical recommendations for 504 plans?
- What are the alternative avenues for enforcement?
- What are the key issues for 504-only students under COVID-19?

This session will also include illustrative forms, recommended procedures, and ample opportunity for Q&A.

Register for Program One: The Basics of Section 504

Program Two: The Nuances

Tuesday, December 6, 2022, 9:00 am- 12:00 pm

Presenter: Perry A. Zirkel; University Professor Emeritus of Education & Law, Lehigh University

Description: For 504-only, this program addresses: Does Child Find apply under Section 504? What revisions did the Department of Justice's September 2016 regulations make to the Section 504 eligibility standard?; What is the current operational meaning of "substantial" limitation, including, for example, its application to students with concussions or students with "long" COVID-19?; Is determination of the contents of a 504 plan with or without mitigating measures?; Are some students only technically eligible under Section 504?; How can a 504 coordinator say "No" in a way that is both legally and educationally effective to the parents of the student who is not eligible for a 504 plan?; Are students entitled to special education as part of a 504 plan?; What is the courts' standard and trend for "appropriate" 504 plans?; Post-pandemic, are students on 504 plans entitled to "compensatory services" upon resumption of full in-person learning? In the double-covered context: What are the current differences between the Office for Civil Rights and the courts in applying Section 504/ADA?; Does compliance with IDEA requirements automatically fulfill the corresponding requirements under 504/ADA?; Are parents required to "exhaust" the step of a due process hearing under a) the IDEA or b) Section 504 before filing suit in court?; What has been the trend in judicial rulings for claims specific to a) service animals, b) bullying, c) CART, and d) retaliation?; Are individual school employees, such as teachers and Section 504 coordinators, subject to liability under 504/ADA?; What is the prevailing standard for district liability?; Are students under IEPs entitled to rights under Section 504 beyond those provided under IDEA?

Register for Program Two: Nuances of Section 504