

Outline

There's No Place Like Home

The key to best practice disability accommodation is "more," better?
Effective ways to explain the differences between Section 504 and IDEA
Explore and apply the resource continuum

Section 504 is Different

Where does Section 504 come from? And why? Is Section 504 "law" or "guidance?"
Most important policy consideration under the law
How and why the Rehabilitation Act and the Americans with Disabilities Act are different
How COVID-19 changed practical implementation of Section 504
Main difference between accommodations and modifications

The Eligibility Criteria Matters—A Lot

Who's eligible, who's not, and why it's critically important to know the difference
Criteria best practices today
How and why the eligibility criteria are different between the "vehicles"

The Note

Are medical notes "required?"
Best practice for engaging with medical practitioners
Diagnosis, prognosis, and treatment plan

Assess Needs

Who is at the table and who needs to be at the table?
The difference between assessment and evaluation
Crucial role of data collection to effective Section 504 decisions

Ten Mistakes to Avoid

Engaging and entertaining lessons from the road you will never forget

USDOE OCR "Guidance."

The role of OCR
Difference between "guidance," regulation, and law
How this guidance changes today's best practices
What will come next year?

Mental Health Matters—More Than Ever

The Anxiety epidemic
Is the student different? Why?
Objectively gauging need in the post-COVID-19 world
Yes, discipline is different!
Reality of discipline and behavioral intervention
MDs, FBAs, and other important acronyms
Why Section 504, instead of IDEA, may be the right choice to accommodate

Ethical Considerations

Student records issues under FERPA and Section 504
Confidentiality in data collection
Ensure those with a "need to know," know

Everybody Loves a Pony

What is (and is not) a service animal?
How to regulate and support students with service animal needs

Case Law Review

Addressed throughout the day

Live Seminar & Webinar Schedule (Time listed in Eastern)

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.

Objectives

1. Differentiate between IDEIA and Section 504 principles and policy to determine the appropriate educational supports for children with various disabilities.
2. Determine how federal and state law and regulation, and best practices, changed on account of COVID-19.
3. Analyze the policy basis for the major disability laws related to eligibility for special education and/or Section 504 accommodation.
4. Evaluate student mental health difficulties through current needs and identify practical strategies to assist and enable learning.
5. Propose strategies that simultaneously address student needs while limiting the risk of due process and civil rights disability litigation.
6. Determine strategies that properly address behavioral and disciplinary concerns for students with disabilities.
7. Analyze the Section 504 development process to ensure compliance with regulatory requirements and reduce the risk of litigation.
8. Evaluate ethical considerations related to the delivery of special education and Section 504 accommodation services.

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Section 504 Law

in New Jersey Today

Stay in Compliance with Today's New Laws & Regulations to Address Student Needs

Featuring attorney
John B. Comegno II, Esq.

Attend to get accurate answers to your very important questions, including:

- Does USDOE OCR 2022 guidance change Federal or State law?
- Does "Long COVID-19" automatically require Section 504 plans?
- Are Manifestation Determinations required, now?
- Which diagnosis automatically trigger Section 504 eligibility?
- What is the most important legal difference between Section 504 and IDEA?
- Are student mental health or "SEL" Section 504 considerations?

Parsippany, NJ
Friday, February 3, 2023

Live Interactive Webinar
Friday, February 3, 2023

Cherry Hill, NJ
Friday, February 10, 2023

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



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:

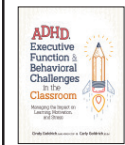
- Does USDOE OCR 2022 guidance change Federal or State law?
- Are Manifestation Determinations required, now?
- Does "Long COVID-19" automatically require Section 504 plans?
- Which diagnosis automatically trigger Section 504 eligibility?
- How to best engage with medical professionals in this process?
- What is the most important legal difference between Section 504 and IDEA?
- Are student mental health or "SEL" Section 504 considerations?

Target Audience:

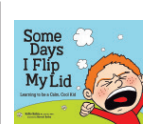
General Education Teachers • Special Education Teachers • School Administrators
School Psychologists • Counselors • Social Workers • School Nurses
Related Service Providers • Other Helping Professionals that work with Children

Recommended Reading:

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ADHD, Executive Function & Behavioral Challenges in the Classroom
Cindy Goldrich, M.ED., ACAC & Carly Goldrich, BS, ED
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Learning to be a Calm, Cool Kid
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Have a seminar idea? A manuscript to publish? The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker or have a new topic idea, please contact **Cyndi Cathey** at ccathey@pesi.com or call **715-855-5253**.

Meet Your 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 B. Comegno II maintains a private practice. He receives a speaking honorarium and recording royalties from PESI, Inc. He has no relevant financial relationships with ineligible organizations.
Non-financial: John B. Comegno II is a member of the American Bar Association, the New Jersey State Bar Association, the Burlington County Bar Association, and the Camden County Bar Association.

Live Seminar Continuing Education Credit Information

Credits listed below are for full attendance at the live event only. Please see "live seminar schedule" for full attendance start and end times. For the in-person event, after attendance has been verified, pre-registered attendees will need to log into their online account to access the online evaluation and certificate of completion. For those in partial attendance (arrived late or left early), a letter of attendance will be available in the attendee online account after completion of the evaluation. An adjusted certificate of completion reflecting partial credit will be sent within 30 days (if your board allows). The CE certificate for the live webinar can be downloaded after completing the webinar, passing the online post-test (80% passing score), and completing the evaluation. NOTE: Boards do not allow credit for breaks or lunch. If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact cepesi@pesi.com or 800-726-3888 before the event. Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of your profession. 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 profession's standards. For planning committee disclosures, please see the "credit approvals and details" URL below. For speaker disclosures, please see speaker bios. PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab, PESI Kids, PESI UK, PESI AU, and Psychotherapy Networker.

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Social Workers: PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2020 - January 27, 2023. Social Workers completing this live course receive 6.0 Clinical continuing education credits.

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Other Professions: This activity qualifies for 365 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

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 As you prepare to make face-to-face learning a part of your professional development, we want you to know that your safety is ALWAYS our top priority. We are fully committed to monitoring and implementing all best practices outlined by state and local regulations.

ADA NEEDS
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