

What is 504?

No qualified individual with disabilities in the U.S. shall solely by reason of his or her disability be excluded from the participation in, denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The SECTION 504 GUARANTEE

F.A.P.E. (Free Appropriate Public Education)

Equal Access and Opportunity

Afford same educational benefits as non-disabled students

Does not ensure academic success or remediation

How do I determine if a student has a disability/handicapping condition?

Impairment (research/scientific based) (necessary but not sufficient alone for eligibility under 504); OCR allows for alternative assessment methods in lieu of medical diagnosis for the purpose of determining whether the child has an impairment such as ADHD. If determined that a medical diagnosis is necessary, the district must ensure that the child receives the diagnosis at no cost to the parents.

The qualified individual must have a mental or physical impairment that substantially limits one or more major life activities.

The qualified individual must not be discriminated against based on having a history or record of a disability.

The qualified individual must not be discriminated against based on being regarded as having a disability.

Regarded as having a disability:

- * Does not have a disability but is perceived as having an impairment
- * Has an impairment that is not in fact substantially limiting, but is regarded as such
- * Has an impairment of that is substantially limiting because of attitudes of others towards the impairment

Physical impairment:

* Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body

systems:

Neurological

Musculo-skeletal

Special Sense Organ

Respiratory, including speech organs

Cardiovascular

Reproductive

Digestive

Genito-urinary

Hemica and Lymphatic

Skin

Endocrine

Mental Impairment:

* Any mental or psychological disorder:

Mental retardation

Organic brain syndrome

Emotional or mental illness

Specific learning disability (learning deficits in an academic area)

COMMON ERRORS IN DEFINING AN IMPAIRMENT

- Mistaking Diagnosis for Disability
- Generalizing characteristics of impairment to all individuals diagnosed
- Immediately connecting impairment to substantial limitation

- Children found ineligible under the IDEA are not automatically eligible under Section 504

Major life Activities

- The Equal Employment Opportunity Commission Definition
“Basic activities that the average person in the general population can perform with little or no help.”

Major life activities addressed in the Americans with Disabilities Act and Rehabilitation Act include:

Caring for one’s self
Performing manual tasks
Walking
Seeing
Hearing
Breathing
Learning
Working

[How do I decide what impact the disability plays in a major life activity?](#)

- * **Examine necessity for “self-sustenance”**
- * Provides opportunity for “self-sustenance” for contribution to a productive society
- * Inhibits social interaction
- * Important element in how individuals define themselves and are perceived by others
- * Opportunity for significant experiences

What does substantial limitation mean and what should I consider when making that decision?

The Office for Civil Rights (OCR) maintains that the school's 504 Committee (SBIT) decides whether or not a particular impairment or condition "substantially limits" a major life activity.

ADA's Definition: Unable to perform a major life activity that if compared to the average person in the general population, the average person can perform the same major life activity.

CONSIDERATIONS TO DETERMINE A SUBSTANTIAL LIMITATION

- Nature and severity of the impairment
- Duration or expected duration of the impairment
- The permanent or long term impact, or expected permanent or long term impact of the impairment
- Mitigating measures
 - Medications
 - Eyeglasses

When should I consider a student may be in need of 504 services?

- When a student returns to school after a serious illness, injury, and/or hospitalization (including psychiatric/drug)
 - When a student exhibits a chronic health condition
 - When a student is taking medication and is substantially limited by the disability or the medication
 - When expulsion action is being considered
 - When substance abuse is an issue
 - When retention is being considered
 - When a student exhibits a pattern of not benefiting from instruction

What are the 504 procedural safeguards?

- Parent notification
- An opportunity for the parents/guardians of the student to examine relevant records
- An impartial hearing with opportunity for participation by the student's parents/guardians and representation by counsel
- A review of grievance procedure

NOTE:

Individual Accommodation Plans (IAPs) for all 504 eligible students requiring accommodations must be updated yearly. Their eligibility determination must be updated every three years (eligibility is not a permanent status). Should a student show evidence of no longer meeting the eligibility requirements, it may be necessary to reconvene the SBIT. Parents are to be notified of "declassification". Students on medication for educationally related concerns, (e.g. ADHD), may be considered for 504 eligibility. The fact that medication is required does not necessarily mean that accommodations are required as part of the student's educational program (see mitigating factors). Whether and which accommodations are needed are determined by performance in the classroom and the committee. Also, no accommodations will be allowed on testing that are not indicated on the current IAP.

What are the steps in completing a 504 evaluation and action plan?

1. School Provides: Parents/guardians receive a copy of their procedural safeguards at least once a year, except that a copy must also be provided: • When there has been an initial request for a Section 504 evaluation; • Upon a disciplinary removal that constitutes a change in placement; and • When a parent/guardian requests an impartial Section 504 hearing. Parents/guardians must be provided a copy of the procedural safeguards upon request even if the school has already provided them a copy within the year.
2. Initiation of Process: The referral process can be initiated by teacher, parent, guardian, doctor, or other interested persons.
3. SBIT Chairperson: Begins forming 504 folder. Obtain report of parent/teacher conference. Conference with parent, teacher, and SBIT chairperson should be held within 10 school days.
4. Meeting: The SBIT will invite parent and complete a 504 evaluation. Review definitions/criteria very carefully for eligibility. Fill out Determination of Eligibility form. **If the child is considered to meet criteria for Dyslexic characteristics and meets 504 criteria, you will need to fill out all eligibility forms for Dyslexia and 504.**

5. Individualized Accommodation Plan (IAP): Written for each student who meets the criteria for services under 504. All teachers currently teaching the student should be involved in developing and implementing the agreed upon accommodations and modifications.
6. Accommodations: Implemented consistently in all classrooms. Teachers maintain documentation that may be reviewed at any time.
7. Review of IAP/Reevaluation: Conduct IAP review annually or more frequently, as needed and conduct reevaluation every 3 years.

What are the requirements for implementation of Louisiana's dyslexia law?

1. School System Responsibilities
 - a. To create and adopt school system policies and procedures for implementation of the law in accordance with Bulletin 741: Handbook for School Administrators; *District Policies and Procedures for implementation of Bulletin 1903 (Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students) can be found in the text of the SBIT/504 handbook.*
 - b. To assure ongoing public notice regarding the system's obligations toward students with characteristics of dyslexia; *Information regarding the system's obligations toward students with characteristics of dyslexia can be found in the text of this handbook and will be posted on the district website.*
 - c. To provide informational training about dyslexia for system representatives, teachers, and administrators on an annual basis; *The Jefferson Davis Parish school system will schedule and provide professional development to school staff such as screening specialists, SBIT chairpersons, teachers, and administrators on an annual basis.*
 - d. To assure that each school within the system selects personnel to oversee the assessment process for determination of program eligibility; *Each school will assign an SBIT chairperson that will*

oversee the assessment process. A multidisciplinary team will conduct the dyslexia assessments for determination of eligibility.

- e. To assure that programs for students with characteristics of dyslexia meet the State criteria and follow the guidelines; *The Jefferson Davis Parish school system will continually evaluate programs to ensure that the students have access to structured reading/language programs.*
- f. To assure that each school within the system follows the regulations for implementation of the law by providing for the academic needs of students identified as having characteristics of dyslexia or related disorders. *The Jefferson Davis Parish school system will provide ongoing professional development and support in order for schools to properly provide for the academic needs of students identified as having characteristics of dyslexia and/or related disorders.*

2. School Building Responsibilities

- a. To select a School Based Intervention Team knowledgeable about the student and the persons who will oversee the assessment and programming process; *The School Based Intervention Team (SBIT) will be formed under the same procedures as listed under the SBIT committee membership section of this handbook.*
- b. To select a chairperson of the committee who will be responsible for gathering information, maintaining records, calling meetings, monitoring progress, disseminating information to the committee, teachers and parents, and overseeing all other aspects of implementation of R.S. 17:7; *The chairperson will be assigned under the same procedures as listed under the SBIT committee membership section of this handbook.*
- c. To assure that teachers are aware of the State regulations regarding dyslexia, the characteristics of dyslexia, and the school system's policies for implementation of the assessment and programming process; *A designated staff member(s) will be responsible for providing information regarding state dyslexia regulations, the*

characteristics of dyslexia and the school system's policies for implementation of the assessment and programming process.

- d. To provide training so that teachers are knowledgeable about and can implement specialized instructional interventions and strategies for students with characteristics of dyslexia within the regular classroom; *The schools will provide professional development opportunities for teachers as well as time in professional learning communities to develop strategies and interventions to assist students with characteristics of dyslexia within the regular classroom.*
- e. To plan for and implement a program for students identified as demonstrating characteristics of dyslexia according to the assessment and programming process. *The school will identify structured reading/language programs to be used, as well as designate teachers to deliver instruction to students with characteristics of dyslexia using the identified structured reading/language program(s).*

What is dyslexia?

Louisiana state law defines *dyslexia* as “an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell.” “Phonological processing” means the appreciation of the individual sounds of spoken and written language.

Related Disorders shall include disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

What factors may contribute to the characteristics of dyslexia?

1. Factors that may contribute to the characteristics of dyslexia are as follows:
 - a. Family history of similar problems
 - b. Late in learning to talk

- c. Receptive language skills typically better than expressive language skills
- d. Difficulty in processing both oral and written language (may also affect foreign language acquisition)
- e. Difficulty in learning to write the alphabet correctly in sequence
- f. Cramped or illegible handwriting
- g. Late in establishing preferred hand for writing
- h. Late in learning right and left and other directionality components (e.g. up-down, front-behind, over-under, east-west, and others)
- i. Problems in learning the concept of time and temporal sequencing (e.g. yesterday, tomorrow, days of the week, and months of the year)
- j. Reversal of letters or sequences of letters that are not developmentally appropriate
- k. Difficulty in learning to decode and comprehend age-appropriate written information
- l. Slow reading speed
- m. Difficulty in learning sound-letter correspondence
- n. Difficulty learning and remembering printed words
- o. Repeated erratic spelling errors
- p. Error proneness in reading
- q. Word substitutions in oral reading
- r. Difficulty identifying, blending, segmenting, and manipulating phonemes
- s. Over a period of time a decline in scores on achievement or intelligence tests

[When will universal screening of dyslexia take place and what areas will be screened?](#)

Each year, the school counselor or designated school representative will be responsible for disseminating the *ACTERS* assessment to first grade teachers in order to screen for behavioral characteristics. In accordance with *Bulletin 741: Louisiana Handbook for School Administrators*, all students enrolled in kindergarten through third grade shall be administered an early literacy screener within the first 30 days of the school year.

In accordance with Act 266, the Shaywitz dyslexia screener (or other instrument provided/directed by LDOE) shall be administered to each kindergarten student by their classroom teacher in the second half of kindergarten.

What are required components of the screening for dyslexic characteristics?

Students in **kindergarten through 3rd grade** shall be screened, 3 times per year, with an early literacy instrument (*DIBELS 8*) to measure developmentally appropriate skills in:

- Phonological Awareness
- Phonics
- Decoding
- Fluency
- Comprehension

Students scoring below grade level benchmarks (yellow and red) shall be screened further as follows:

Kindergarten:

Fall screening: If 50% or more of the class scores below benchmark criteria, additional screening is not necessary. If less than 50% of the class scores below benchmark criteria, use the following assessments with students scoring below benchmark criteria.

Phonological Awareness Skills Screener (PASS)
Number Identification

Winter screening: If 50% or more of the class scores below benchmark criteria, additional screening is not necessary. However, the teacher can choose to administer the assessments listed below to all students scoring below benchmark. If less than 50% of the class scores below benchmark criteria, use the following assessments with students scoring below benchmark criteria. **Note:** If students were screened with the assessments below, prior to the spring screening, then only re-administer the PASS areas that were below 70% correct. Reassessment using the A-RAN is **not** necessary.

Phonological Awareness Skills Screener (PASS)
Number Identification

Spring screening: All students scoring below benchmark criteria shall be screened using the following assessments. **Note:** If students were screened with the assessments below, prior to the spring screening, then only re-administer the PASS areas that were below 70% correct. Reassessment using the A-RAN is **not** necessary.

Phonological Awareness Skills Screener (PASS)
Number Identification

1st-3rd Grade:

Fall screening: All students scoring below benchmark criteria shall be screened using the following assessments.

Phonological Awareness Skills Screener (PASS)
Number Identification
Writing portfolio
Oral Expression Language Rubric

Winter screening: All students scoring below benchmark criteria shall be screened using the following assessments. **Note:** If students were screened with the assessments below, prior to the spring screening, then only re-administer the PASS areas that were below 70% correct. Reassessment using the A-RAN is **not** necessary. Update writing portfolio and oral expression language rubric.

Phonological Awareness Skills Screener (PASS)
Number Identification
Writing portfolio
Oral Expression Language Rubric

Spring screening: All students scoring below benchmark criteria shall be screened using the following assessments. **Note:** If students were screened with the assessments below, prior to the spring screening, then only re-administer the PASS areas that were below 70% correct. Reassessment using the A-RAN is **not** necessary. Update writing portfolio and oral expression language rubric.

Phonological Awareness Skills Screener (PASS)
Number Identification
Writing portfolio
Oral Expression Language Rubric

What are the required components for a Dyslexia Evaluation?

SBIT Notes:

Review of school records
Parent interview
Teacher interview/observations

Dyslexia assessment:

Complete the Jeff Davis dyslexia assessment form

How do you complete the Jefferson Davis Parish Dyslexia Assessment?

Complete the demographic information on each form for each student.

Check the box indicating whether or not the student is receiving special education services.

After each universal screening, in the Fall, Winter, and Spring Semesters, the SBIT will review student performance and identify at risk students. For students at risk and referred for additional assessment for dyslexia, the SBIT will document the presence or absence of difficulties in each component by checking and completing the appropriate boxes.

Pupil Appraisal services will administer the Tests of Dyslexia or other appropriate assessment to determine eligibility for the diagnosis of dyslexia.

What constitutes At Risk?: *A student's future reading ability is unknown and not fixed at the time of initial screening. Reading outcomes are the result of both the student's initial skills and the targeted, differentiated instruction and intervention provided as a result of the initial and subsequent screening information.*

Data from screenings should be used to make informed decisions about evidence-based interventions. Progress should be monitored frequently to determine the student's response to the targeted interventions and the rate of improvement. If a student continues to struggle with literacy skills, despite high-quality instruction using a multi-tiered system of supports, the student shall be referred for SBLC review.

Generally, students scoring between the 15th and 10th percentiles are considered to be performing below average and may require additional instructional support (e.g.

tutoring/intervention). Students scoring below the 10th percentile may exhibit significant difficulties and further consideration for 504 or IDEA services may be warranted.

The SBIT will determine if the student requires: Additional Screenings; a 504 Evaluation and/or Individual Accommodation Plan (IAP); or a 1508 Evaluation after looking at screening scores, intervention(s) and progress monitoring data.

What should happen if a 4-12th grade student that has not been identified through the universal screening process is referred for dyslexic characteristics?

A written request may be made to the School Based Intervention Team for assistance in addressing a student's educational progress if school personnel (principal, counselor, teacher, school nurse, et al.), the parent/guardian, community agency personnel or the student have reason to believe that the student is ***consistently struggling or having difficulty making expected progress***. **Obtained parental permission documents the beginning of the 60 operational day time-line allowed to complete an evaluation for characteristics of dyslexia and program implementation, if deemed necessary.**

FORMATION OF A COMMITTEE OF PERSONS KNOWLEDGEABLE ABOUT THE STUDENT AND DYSLEXIA

The committee will be formed under the same procedures as listed under the SBIT committee membership section of this handbook.

The committee will use the Jefferson Davis Parish Dyslexia Evaluation Instrument for Grades 4-12 to determine risk and eligibility for support.

What are procedural safeguards for screening?

The Committee shall develop a screening plan. Documentation shall be maintained on the screening plan and subsequent activities.

The parent shall be contacted and informed about the screening within 30 days of the screening, and students that are at risk will receive interventions. Parents shall periodically receive information about the student's progress in Tier III interventions.

The screening procedures shall be conducted by appropriately trained local education agency (LEA) personnel as described in the assessment plan.

The screening shall include multi-source data and shall be conducted with valid and reliable instruments. Screening materials must have been validated for the specific purpose for which

they are used and must be administered in conformance with the instructions provided by their producer.

[34 CFR 104.35 (b) 1-3].

Screening materials must be tailored to assess specific areas of educational need.

Careful attention must be given to test selection and administration for students with impaired sensory, manual, or speaking skills.

Screening procedures and materials shall be used in such a manner as to be free of racial, cultural, language, or sex bias.

A written notice of findings, signed by the Committee, shall be given to the parents and a copy shall be maintained in the student's cumulative folder.

A referral to Pupil Appraisal Services is required, if during such an assessment process, disabling conditions (including a specific learning disability) under IDEA are suspected.

What is Jeff Davis' policy statement for 504 and Louisiana Dyslexia law?

It is the policy of the Jefferson Davis Parish School Board to provide a free appropriate public education to all students with disabilities within its jurisdiction, regardless of the type of disability or its severity.

Students who are disabled consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services. Persons who are thought to be disabled shall have the following rights in accordance with Section 504.

1. Right to file a grievance with the district concerning allegations of violations of Section 504 regulations.
2. Right to an evaluation drawing upon different sources.
3. Right to be informed of any actions pertaining to eligibility and any proposed service plans.
4. Right to review any personal information in an understandable mode.
5. Right to periodic evaluations.
6. Right to evaluation prior to any significant change in services.
7. Right to contest the district's proposed actions through an impartial hearing.

8. Right to be represented by counsel in the impartial hearing.
9. Right to appeal the decision from any hearing.

The Section 504 Coordinator for this district is Jeremy Fuselier. This person may be contacted at (337) 824-3522.

[How does someone file a grievance to the ADA or for 504?](#)

JEFFERSON DAVIS PARISH ADA GRIEVANCE PROCEDURE

While a complaint can be made to the regional office of U. S. Department of Education's Office for Civil Rights (OCR) without going through the district's grievance procedures, the Jefferson Davis Parish School Board has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by public entity.

All complaints should be addressed to: Jeremy Fuselier, Special Education Director/504 Coordinator, Jefferson Davis Parish School Board, 203 Plaquemine, Jennings, LA 70546, phone (337) 824-3522, who has been designated to coordinate ADA compliance efforts.

1. A complaint should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
2. A complaint should be filed within ten (10) days after the complainant becomes aware of the alleged violation. (Processing of allegations of discrimination, which occurred before this grievance procedure was in place, will be considered on a case-by-case basis.)
3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by central office staff. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the central office staff and a copy forwarded to the complainant no later than fifteen (15) days after its filing.

5. The ADA Coordinator shall maintain the files and records of the Jefferson Davis Parish School Board relating to the complaints filed.

JEFFERSON DAVIS PARISH

SECTION 504 GRIEVANCE PROCEDURE

The Jefferson Davis Parish School Board has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by The Office of Civil Rights (OCR) regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended

(29 U.S.C. 794). Section 504 states, in part, that “no otherwise qualified individual with a disability shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...”

Complaints shall be addressed to: Jeremy Fuselier Special Education Director/504 Coordinator, Jefferson Davis Parish School Board, 203 E. Plaquemine Street, Jennings, LA 70546, (337) 824-3522, who has been designated to coordinate Section 504 compliance efforts.

1. A complaint shall be filed in writing; it must contain the name, address and telephone number of the person filing it as well as that person’s relationship with the School Board (i.e. employee, parent, student, etc.), and briefly describe the alleged violation of the regulations. If the person filing is different from the complainant, the name of the individual who is the subject of the alleged number, and the identification of the school the individual is associated with shall be part of the descriptive narrative. A sample form can be found below.
2. A complaint must be filed within thirty (30) calendar days after the complainant, or the individual formally filing said complaint, becomes aware of the alleged violation, otherwise the complainant waives his/her right of action. The only exception would be if mitigating circumstances exist such as, lack of knowledge, fraud, or duress, in which case an equitable amount of time shall be allowed on a case-by-case basis.
3. An investigation, as may be appropriate, will follow a filing of complaint. The investigation will be conducted by the 504 coordinator. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit written evidence relevant to a complaint. All written evidence, whenever received, shall be stamped as of the date received and shall be made available to all parties to the complaint. Under the Office of Civil Rights, regulations, Jefferson Davis Parish School Board need not process complaints from applicants for employment or from applicants for admission to post-secondary educational institutions.

4. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the 504 coordinator and a copy forwarded to the complainant no later than fifteen (15) working days after its filing.
5. The Section 504 Coordinator will maintain the files and records of the Jefferson Davis Parish School Board relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration shall be made within fifteen (15) working days to the assistant superintendent.
7. The person handling the appeal shall render a written decision within fifteen (15) working days of the receipt of the complete file. The Standard of Review for the appeal shall be that of arbitrary and capricious, that is, the review officer shall not take new evidence, but shall judge the initial hearing officer's decision only as to whether or not he/she had a valid objective reason for his/her decision which was fairly arrived at considering all equal protection ramifications.
8. The right of a person to a prompt and equitable resolution of the complaint filed here under will not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.
9. These rules will be constructed to protect the substantive rights of interested persons, meet appropriate due process standards, and assure that the Jefferson Davis Parish School Board complies with Section 504 and its regulations.
10. If the complainant chooses to file a formal federal complaint, he/she may file a complaint with the Office for Civil Rights (OCR) or request a Due Process Hearing at any time before, during, or after the local grievance procedures. The contact information for the regional office is as follows: U.S. Department of Education Office for Civil Rights 400 Maryland Avenue SW, Washington, D.C. 20202-1100 (800) 421-3481, TTD (877) 521-2172.

EQUAL OPPORTUNITY STATEMENT

The Jefferson Davis Parish School Board adheres to the equal opportunity provisions of Federal civil rights laws and regulations that are applicable to the Board. Therefore, no one will be discriminated against on the basis of race, color, national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972); or handicapping condition (Section 504 of the Rehabilitation Act of 1973) in the pursuit of educational goals and objectives and in the administration of personnel policies and procedures. Anyone with questions regarding this policy may contact the parish Assistant Superintendent at (337) 824-1834.

Section 504 Grievance Form

Student: _____ School: _____
Parent(s): _____ Best phone number: _____
Address: _____

1. Summary of grievance: Describe the problem.

2. Who have you spoken to or met with at the school to address the problem?
What was the result of this contact?

3. How would you suggest the problem be solved?

4. Please describe any corrective action you wish to see taken with regard to this
Grievance.

Please attach any additional information or documentation you wish the district to consider. You also have the right to file a complaint with the regional office of the U. S. Department of Education's Office for Civil Rights (OCR) without going through the district's grievance procedures.

Signature of Parent

Date

Signature of Section 504 Coordinator

Date Received