

There is no
"typical" 504
student.

Each is a unique individual.

❖ *Temporary Health
Issues*

❖ *Medically Fragile*

❖ *Learning Disabilities*

❖ *Mental Health
concerns*

❖ *Visual and hearing
impairments*

❖ *Diabetes*

Just to list a few

For more information contact your
school counselor:
(All phone numbers have the area code 360)

ELEMENTARY SCHOOLS

Chain Lake Elementary School

Jeanette Sobon 804-3103

Frank Wagner Elementary School

Lynnette Ervin 804-3203

Carolyn Franklin 804-3303

Lisa Zobrist 804-3300

Frylands Elementary School

Jill Fleming 804-3403

Maltby Elementary School

Lisa Zobrist 804-3503

Salem Woods Elementary School

Tammy Amador 804-3603

MIDDLE SCHOOLS

Hidden River Middle School

Michelle Simeoni 804-4103

Monroe Middle School

Phil Gilday 804-4203

Park Place Middle School

Sarah Parry (7th & 8th grade) 804-4325

Lena Berg (ELL/Spanish speaking) 804-4326

JeNell Buchanan (6th grade) 804-4327

HIGH SCHOOL

Monroe High School

Sue Biggs (A-Di) 804-4525

Lisa Woodard (Do-Ju) 804-4526

Elsa Trabanino (K-McI/ELL) 804-4527

Jane Stevens (McK-Sam) 804-4528

Heather Mitchell (San-Z) 804-4529

Leaders in Learning

Carolyn Franklin 804-2800

SkyValley Education Center

Colin Eggers 804-2705

Summit Program

Mary Stading 804-2760

District Office

Ginnie Ayres 804-2558

Assistant Director for Instructional Programs



**A Parent Guide to
Section 504
of the Rehabilitation Act of
1973**



**Monroe Public Schools
200 E. Fremont St.
Monroe, Washington
98272**

(360) 804-2500

Section 504 ensures that no otherwise **qualified individual with a disability** shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal funds.

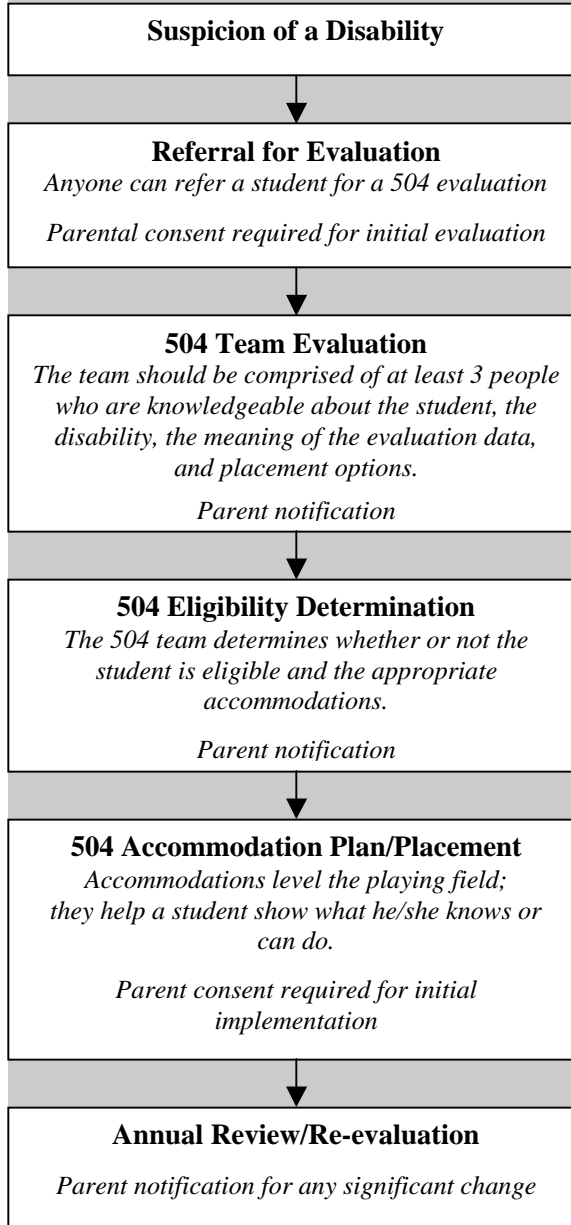
Qualified individual with a disability

- Must have a physical or mental impairment
- Which substantially limits
- One or more major life activities

When to consider the possible existence of a disability:

- ❑ When a disability is known or suspected.
- ❑ When a student shows a pattern of not benefiting from the instruction provided.
- ❑ When a student is evaluated, but determined not eligible for special education.
- ❑ When a student is identified as “at risk” or exhibits the potential for dropping out.
- ❑ When retention is being considered.
- ❑ When a student exhibits a chronic health problem.
- ❑ When a student returns to school after a serious illness.
- ❑ When substance abuse is suspected.
- ❑ When suspension or expulsion is being considered.

Section 504 Referral and Accommodation Process



Accommodations ...

- are **any adjustments** which enable a student with disabilities to **benefit** from their education.
- **provide access** for a disabled student to participate in or demonstrate what they know or can do.
- level the playing field, they **do not** change the game.

504 plans and parent involvement

- ❖ Parental consent is required for initial evaluations and initial implementation of the 504 plan.
- ❖ Parents must be informed of their student’s rights.
- ❖ Parents do not need to be a part of the decision making process, but their input is very important and must be considered by the 504 team.
- ❖ Schools must notify parents regarding 504 decisions concerning identification, evaluation, and/or placement.

504 students and discipline

- Students may be suspended like non-disabled students for behavior not related to his/her disability.
- Drug or alcohol related behavior is *not* protected under Section 504.

The goal of a Section 504 accommodation plan is to provide an education that is comparable to the education provided to non-disabled peers. It does not mean maximizing potential. It does not guarantee a grade.