

504 Program Evaluation Plan

2023-2024 Program Evaluation Plan and Report

Evaluation Results (from previous year)

What are the results of the measures determined for each outcome last year?

Outcome 1: Park Hill School District is 100% compliant with all federal regulations regarding Section 504 of the Americans with Disabilities Act.

Measure 1:	100% of all students deemed eligible for services through the 504 Program will be identified and will receive appropriate accommodations in a timely manner (within 30 days).
Results: Approximately 97% of students eligible for a 504 plan receive accommodations in a timely manner. Students not receiving accommodations within 30 days may be due to several factors including transition time for paperwork, transfers from one district to another, parents/guardian not communicating their child has a 504, high mobility rates, or attendance concerns. This makes it difficult to be 100% compliant with this goal. Park Hill uses a comprehensive approach to support student attendance and social/emotional needs with coordination between our counseling department, 504 coordinators at each site, administration, and teaching staff.	

Outcome 2: Training and Professional Development opportunities were provided to 504 building coordinators during 2023-24 school year through multiple modalities.

Measure 1:	504 case managers at each building will receive ongoing training on compliance procedures which are monitored through SpedTrack. A comprehensive 504 manual is provided which outlines the multiple processes associated with initiation and continuation of a 504 Learning Plan. Semesterly trainings outlining current legal changes will continue to be provided. Additional training will be provided as new middle school coordinators are added.
Results: All Elementary Assistant Principals, Middle School 504 Coordinators, and High School 504 Coordinators received semesterly trainings. A revised District 504 manual was distributed to case managers at the beginning of the 2023-24 school year. Additional training has been provided to all High School 504 Coordinators through Legal Training Tracks.	

What do key stakeholders consider to be the strengths and OFIs of the program?

Strengths	504 Coordinators have frequent communication (at least quarterly) with primary stakeholders. 504 Learning Plans are reviewed regularly and updated as needed to address student needs. - Testing accommodations give students with disabilities the opportunity to perform to the best of their abilities on testing. - More consistent tracking of 504 Plans and timelines due to SpedTrack 504 Plan monitoring system.
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	• 504 Building Coordinators receive quarterly training and have direct access to Heather King/Dr. Daniels for questions involving processes or decisions regarding difficult situations. • Additional middle school 504 coordinators were added this year to meet the growing numbers of students receiving 504 plans.
OFIs	• Stakeholders would like further understanding of ongoing case law which can change possible eligibility criteria. • Stakeholders would also suggest that we ensure that interpretation services are readily available and used for students and families who do not speak English as a first language.

What do the program's staff consider to be the strengths and OFIs of the program?

Strengths	• Revised 504 manual provides updates to ensure district level compliance. Further revisions are being conducted due to changes in case law and federal/state regulations. • Classroom accommodations provide students with disabilities the opportunity to perform to the best of their abilities. • 504's allows students with disabilities to have personalized plans to address their mental health and physical needs which may impact their academic performance. • Accommodations provide opportunities for student needs to be met that might not be visible. • Teaches students skill development in areas that are not often covered through the academic curriculum. • Up to date legal compliance advisor publication is provided monthly to building 504 Coordinators. • Updates of testing accommodations for 504 students as a part of local and state assessments (including all high school juniors taking ACT) is conducted collaboratively with Director of Research, Evaluation, and Assessment.
OFIs	• Middle schools could use additional support to meet growing accommodation demands and increased 504 caseloads. • Additional training will be needed for district and building level 504 personnel when new federal regulations are released. There is a growing concern that the new federal regulations governing 504 plans will increase the numbers of students who would be deemed eligible and thus stress the system further.

How well aligned are the program's priorities and processes with the goals of the program?

The program priorities and processes are well aligned to Federal Compliance Standards. Frequent revisions of 504 Program Manual and SpedTrack 504 Plan Monitoring are driving both the program priorities and processes.

Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

An equity audit was conducted in February of 2024. Results from the audit indicated some areas of strength within the 504-plan program, and some additional opportunities for improvement which building 504 coordinators have been working to address. Two specific areas where coordinators have increased levels of support are ensuring staff who attend 504 team meetings are representative of the student, and working to secure interpreters for meetings when language barriers are evident. Improvements can be made by further evaluating assessments for racial/cultural bias and increasing our efforts with training around culturally responsive communications.

Deployment Level of Program Services: Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- ☒ Continue the program as is. It is meeting or exceeding all expected outcomes.
- ☒ Expand the program, replicating effective components with possible reallocation of staff to meet needs.
- ☐ Streamline, refine, or consolidate elements of the program.
- ☐ Redesign the program.
- ☐ Reevaluate the purpose and/or goals of the program.
- ☐ Discontinue ineffective or nonessential program components.
- ☐ Discontinue the program.
- ☐ Other (Specify.)

Action Plan

- 1) Continue to educate staff and administration on the new policies and procedures for Park Hill's Section 504 Program.
- 2) Seek feedback from key stakeholders (parents, teachers and students) regarding the implementation of the student's 504 Learning Plan.
- 3) Provide monthly updates to 504 Coordinators in newsletter form on changes in policy and laws.
- 4) Utilize 504 tracking software through SpedTrack program.
- 5) Increase the focus on timeline and compliance procedures of district 504 Plan Program.
- 6) Add quarterly 504 Building Coordinator Trainings with Lead Process Coordinator.
- 7) Create a plan for consistently dealing with growth of district-wide caseload management by working with Dr. Dillon.
- 8) Add halftime 504 Coordinator at LEAD to deal with increased numbers of high school students who have active 504 plans at this site.
- 9) Add legal seminar conducted by district counsel/Spencer Fane for building level 504 coordinators during back-to-school workshops in August to provide updates on new federal regulations.

Cost and Funding Source

Online newsletter with compliance updates and procedures at minimal cost.

Cost of 504 tracking software component provided through SpedTrack.

Funding is currently part of the Special Services Department.

Plan for Evaluation (for upcoming year)

Coordinator Name

Chris Daniels

Planning Team

Heather King, Angela Flores, Kathy Cavaleri, Zanah McCauley

Description of the Program

Agencies receiving federal funds are mandated to meet all requirements of Section 504 of the Americans with Disabilities Act. This federal law was reauthorized in 2008. Federal regulations are being updated in 2024. The purpose of the Section 504 Program is to ensure no student identified with a handicapping condition is excluded from participation in, denied the benefits of, or is subjected to discrimination under, any program or activity in the Park Hill School District based solely on their handicapping condition. Students identified with disabilities are afforded a 504 Learning Plan which outlines the accommodations necessary to ensure equal access to all programs and activities in the educational setting.

Description of How the Program's Services are Developed and Delivered

Students with disabilities are referred to the 504 Coordinator. An evaluation is completed to determine if the student's disability significantly impacts a major life function (learning). If the student is determined eligible to receive services from the 504 Program, a 504 Learning Plan is developed providing necessary classroom and assessment accommodations. The building 504 Coordinator meets with the student, parents, and staff to review the accommodation listed in the plan. Adjustments to accommodations are made as needed to the plan of each individual student.

Key Program Stakeholder Groups

☒ Students

☒ Parents

☒ Staff

☒ Administrators

☐ Board of Education

☐ Taxpayers

☐ Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

The Americans with Disabilities Act, Section 504 mandates public school districts meet the needs of students with disabilities. Through the evaluation process and development of the 504 Learning Plan the needs of stakeholders are identified. Implementation of the 504 Learning Plan ensures that student needs are met.

Outcomes of the Program

Outcome 1: Park Hill School District is 100% compliant with all federal regulations regarding Section 504 of the Americans with Disabilities Act.

Outcome 2: Training and Professional Development opportunities will be provided to 504 building coordinators each school year through multiple modalities.

Measures

100% of all students deemed eligible for services through the 504 Program will be identified and will receive appropriate accommodation in a timely manner (within 30 days).

504 case managers at each building will receive ongoing training on compliance procedures which are monitored through SpedTrack. A comprehensive 504 manual will also be provided outlining the multiple processes associated with initiation and continuation of a 504 Learning Plan.

Evaluation Questions

- What is the status of the program's progress toward meeting outcomes?
- What do students and other stakeholders consider the program's strengths and weaknesses?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should outcomes be changed? Any added or removed?

Data Collection Methods

- ☒ Surveys and questionnaires
- ☒ Interviews
- ☐ Document reviews
- ☐ Observations
- ☐ Focus groups
- ☐ Case studies
- ☐ Assessments
- ☒ Other (Specify) District led review of all 504 plans for timeline compliance through SpedTrack.