

# Standard Operating Procedure (SOP)

## Assessment and Progress Monitoring for Students with Disabilities

This SOP details the **assessment and progress monitoring for students with disabilities**, encompassing individualized evaluation methods, ongoing progress tracking, data-driven instructional adjustments, collaboration with multidisciplinary teams, and compliance with legal and educational standards. The objective is to ensure accurate identification of student needs, effective implementation of tailored interventions, and continuous support to promote academic and developmental growth.

### 1. Purpose

To establish standardized procedures for assessment and progress monitoring for students with disabilities to ensure individualized education, legal compliance, and promotion of student success.

### 2. Scope

This SOP applies to all special education staff, general educators, related service providers, administrators, and multidisciplinary team members involved in the education of students with disabilities.

### 3. Definitions

- **Assessment:** The process of gathering information to identify a student's strengths, needs, and eligibility for special education services.
- **Progress Monitoring:** Ongoing measurement of a student's academic and functional performance to determine the effectiveness of instruction and interventions.
- **IEP (Individualized Education Program):** A legal document outlining specialized goals, accommodations, and services for a student with a disability.
- **Multidisciplinary Team:** A group of educators and specialists responsible for making decisions regarding a student's educational program.

### 4. Responsibilities

- **Special Education Teacher:** Coordinate assessments, document data, and facilitate team meetings.
- **General Education Teacher:** Provide observational and academic input for assessments and progress monitoring.
- **Related Service Providers (e.g., speech, OT, PT):** Conduct discipline-specific assessments and ongoing monitoring.
- **School Psychologist:** Administer and interpret psychoeducational evaluations.
- **Administrator:** Ensure compliance with policies and timelines.
- **Parents/Guardians:** Participate actively in the assessment and planning processes.

### 5. Procedure

#### 1. Referral and Initial Assessment

- Receive and document referral for evaluation.
- Obtain informed parental consent prior to assessments.
- Conduct comprehensive, multidisciplinary assessments using standardized and non-standardized tools.
- Document strengths, needs, and present levels of performance.

#### 2. Development of Individualized Education Program (IEP)

- Convene IEP meeting with multidisciplinary team and family.
- Develop measurable annual goals based on assessment results.
- Determine appropriate accommodations, modifications, and services.

#### 3. Ongoing Progress Monitoring

- Establish a schedule for regular data collection (e.g., weekly, bi-weekly).
- Utilize curriculum-based measures, benchmark assessments, and observational data.
- Document progress on IEP goals systematically.

#### 4. Data Analysis and Instructional Adjustment

- Review collected data at predetermined intervals (at least quarterly).

- Adjust instruction and interventions as indicated by progress data.
- Communicate findings and adjustments to the IEP team and family.
- 5. **Collaboration and Communication**
  - Schedule regular check-ins with team members.
  - Ensure documentation and communication are maintained in student records.
- 6. **Annual Review and Reevaluation**
  - Conduct annual IEP reviews and triennial reevaluations as required by law.
  - Update assessment data and adjust IEP as necessary.

## 6. Documentation

- Maintain assessment reports and evaluation summaries in student records.
- Store progress monitoring data and intervention logs securely.
- Record meeting notes and communication with families and staff.

## 7. Legal and Ethical Compliance

- Ensure all procedures comply with IDEA, ADA, Section 504, and state/local regulations.
- Maintain confidentiality of student records at all times.

## 8. Review and Revision

- This SOP will be reviewed annually or as regulations and best practices are updated.
- Revisions will be documented and communicated to all relevant personnel.

## 9. References

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)
- State and District Special Education Guidelines