

Standard Operating Procedure (SOP): Accommodations for Assessments and Assignments

This SOP details the process for providing **accommodations for assessments and assignments** to ensure equitable access for all students. It covers identification and documentation of accommodation needs, approved modifications and adjustments, communication protocols between educators and support services, implementation guidelines during assessments, and monitoring and review procedures to maintain fairness and compliance with institutional policies and legal requirements.

1. Purpose

To outline standardized procedures for identifying, approving, implementing, and reviewing accommodations for assessments and assignments to ensure all students have equal opportunities for academic success.

2. Scope

This SOP applies to all faculty, staff, students, support services, and administrative personnel involved in the provision and administration of academic accommodations.

3. Definitions

- **Accommodation:** Adjustments or modifications to assessments and assignments that enable eligible students to participate fully and fairly.
- **Assessment:** Any test, quiz, exam, or other formal evaluation of learning.
- **Assignment:** Coursework, projects, or tasks completed by students as part of their academic requirements.
- **Supporting Documentation:** Official documents that verify and describe the need for accommodations (e.g., medical certificates, psychoeducational evaluations).

4. Procedure

1. **Identification and Documentation**
 - Students seeking accommodations must submit a request, accompanied by appropriate supporting documentation, to the designated support service office (e.g., Disability Services).
 - Support staff review documentation to determine eligibility and recommend reasonable accommodations in accordance with regulatory and institutional guidelines.
2. **Approval Process**
 - The support service office communicates approved accommodations to relevant educators and stakeholders in a timely and confidential manner.
 - Students are notified in writing of the approved accommodations and advised on their rights and responsibilities.
3. **Implementation**
 - Educators incorporate accommodations into their assessment and assignment processes as approved.
 - Common modifications may include extended time, alternative formats, assistive technology, quiet testing environments, or alternative methods of assessment.
4. **Communication Protocols**
 - All parties must maintain confidentiality regarding student accommodations.
 - Ongoing communication between educators, support staff, and students is encouraged to ensure effectiveness and address any concerns promptly.
5. **Monitoring and Review**
 - Accommodations are reviewed at least annually or as needed to reflect changes in student needs.
 - Feedback from students and educators is collected to inform continuous improvement of accommodation processes.

5. Compliance and Record-Keeping

- All procedures must comply with applicable laws and institutional policy (e.g., ADA, Section 504, or equivalent local regulations).
- Documentation related to accommodations must be stored securely and only accessible to authorized personnel.

6. Roles and Responsibilities

- **Students:** Request accommodations and provide necessary documentation.
- **Support Services/Disability Office:** Assess requests, determine accommodations, and communicate with stakeholders.
- **Educators:** Implement accommodations and collaborate with support services as needed.
- **Institutional Administration:** Oversee policy compliance and review processes.

7. Review and Revision

This SOP will be reviewed annually or upon significant changes to policy, practice, or legislation affecting student accommodations.

8. References

- Relevant legislation (e.g., ADA, Section 504, Equality Act)
- Institutional policies and guidelines
- Best practices from recognized educational bodies