

IEP teams must consider **each** student on IEP for Assistive Technology.

The student is currently able to complete tasks that we ask them to do (making progress on IEP goals/objectives, and adequately accessing the general curriculum) with the current modifications and accommodations in place.

IEP team feels that student could benefit from assistive technology to participate in their current environments, or to access the general curriculum.

Is a form of AT (either devices, tools, hardware, or software) currently used to address these tasks?

Would the use of AT help the student perform these tasks more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? Are there possible AT solutions that members of the team do not know about?

Teacher begins AT evaluation through Seattle Public Schools AT team.

If AT is currently being used: track what technologies are being implemented and add needed AT interventions to the IEP.

Teacher sends home a Prior Written Notice to parents: Proposing to make a referral to Assistive Technology Team with the purpose of determining if student is a candidate for an assistive technology evaluation.

If AT is not being used: continue to monitor students progress on IEP goals/objectives and access to the general curriculum (reassess as new tasks/demands are added, or at each new IEP).

IEP team does not feel student requires assistive technology to participate in their current environments, or to access the general curriculum. No AT required on the IEP.

Teacher fills out Seattle Public Schools form: Request for Additional Evaluation. In the request, list specific reason for referral – examples “student unable to communicate verbally due to autism”, “student experiences fine motor delays which makes completing writing assignments difficult.

Teacher fills out appropriate portions of the WATI forms available at:  
[http://www.wati.org/products/pdf/assessment\\_forms\\_only.pdf](http://www.wati.org/products/pdf/assessment_forms_only.pdf)  
Teacher should complete pages 5 & 6 and any pages of the form that relate specifically to the reason for the referral (i.e., communication, or writing, etc.)

Teacher sends copy of 1. Prior written notice, 2. Request for Additional Evaluation, 3. Completed WATI forms to the AT Team at:  
AT Team  
Wilson Pacific Admin Building  
1330 N. 90<sup>th</sup> St  
Seattle, WA 98103

Once the eval. is complete there will be an IEP meeting to discuss the results, and if necessary amend the IEP to include technology and additional supports such as training and trouble shooting.

AT evaluations consist of observations and trials with various devices, hardware/software. AT team may need to work with the student several times or have school staff use the equipment with the student over a period of time.

AT team has 25 school days to decide how to proceed. Team may suggest a full evaluation or to simply consult with IEP team about AT options.

If evaluation is selected, the AT team will notify the teacher and send another Prior Written Notice to the family stating that an evaluation by the AT team is being proposed (or the justification for not proposing an AT evaluation).

Parents will need to sign consent to evaluate (if student is receiving services from applicable outside agencies (outside SLP or OT/PT), also have parents sign off for exchange of information. Once consent is received there are 35 school days to complete the evaluation.