

Sonoma County SELPA Adaptive Technology Center (ATC)

Assistive Technology Referral Information

REVISED 3/12/2021

The Sonoma County SELPA Adaptive Technology Center (ATC) currently offers two service deliver options:

Classroom Consultation:

1. Phone consultation/Virtual meeting with a district team for collaboration within a classroom for the whole classroom. This is not a student specific service.
 - a. Recommendations and observations shared through a brief summary provided to classroom staff. Resources and information can be provided to the staff that will benefit the classroom program as a whole.
 - b. If the team determines more direct assessment is necessary for a specific student, then a complete referral needs to be submitted by the district team to the Sonoma SELPA ATC. For information about this process, please continue reading.

Assistive Technology Referral Development and Submission:

1. The IEP team case manager fills out the Assistive Technology Referral and completed the entire referral form, including **Signed Assessment Plan, Signed Consent to Share Information Form and Completed and Signed 5-page Assistive Technology Referral form** which is found on our website.
 - Incomplete referrals will be returned to the originating Local Educational Agency (LEA), and will need to be completed prior to resubmission. All referrals **must** be accompanied by a completed and signed Consent to Share Information and current, mutually agreed upon, and implemented IEP document.
2. The completed Assistive Technology Referral must be reviewed and approved by the LEA Administrator or Administrative Designee. The administrator's signature

- indicates that the LEA accepts responsibility for IEP team decisions that involve technology equipment or software.
3. Each IEP team that initiates an Assistive Technology Referral must first use its own resources prior to requesting ATC support. Resources may include prior staff training, local staff as mentors, and equipment already owned by the district or program.
 4. An ATC staff member will return an incomplete Referral or respond to the LEA Administrator regarding the received completed referral, within **5 calendar days**.

ATC Referral/Response Options:

1. **Assessment:** A decision to assess a student in the area of assistive technology will be made in one of the following ways:
 - a. LEA will refer and directly work with an ATC specialist regarding the needs and challenges of the student **prior** to any offer of assessment.
 - b. As a result of review of referral information and working with the LEA, an ATC specialist may make a recommendation to the LEA to assess.
 - c. Assessment process and report will be completed within **60 calendar days** of receipt of the completed LEA Assistive Technology Referral.
 - d. As part of the assessment process, ATC Specialist may gather information through IEP and record reviews, consultation with a student's teachers, specialists, and/or parents, and observation of a classroom environment.
 - i. ATC may gather additional information through direct diagnostic work with a student and direct training with student.
 - e. ATC Specialist will provide a written assessment report to the student's IEP team for the IEP meeting that is held within the **60 calendar day assessment timeline**;
 - i. The ATC Specialist attends the meeting to summarize the assessment report or, if unable to attend, provides a written

copy of the assessment report to the Case Manager.

f. If a parent or other IEP team member unilaterally requests an Assistive Technology (AT) assessment prior to the IEP team initiating an AT Referral, the LEA has **15 calendar days** to legally respond to that request. The LEA will contact the ATC by phone or email within **5 school days** of the request.

i. The ATC staff will review the request and advise the LEA regarding its response.

ii. The LEA will respond to the request with either an Assessment Plan or an Assessment Refusal.

iii. If the LEA agrees to the Assessment Process, the procedures described in the previous section will be followed.

5. **Recommendations:** of equipment, software, assistive technology accommodations or modifications, and/or instructional goals will be based upon the following considerations (*A guide has been developed by the Wisconsin Technology Initiative (WATI) to help the IEP team consider assistive technology as an appropriate IEP services support. Included in this report are the four questions suggested by the WATI plus the Educational Benefit threshold that should be addressed regarding assistive technology support:*

a. What task(s) do we want this student to do, that s/he is unable to do at a level that reflects her abilities?

b. Is the student currently able to complete tasks with special strategies or accommodations?

c. Is there available assistive technology that could address these tasks? d.

Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance.

e. Must the student utilize Assistive Technology in order to receive Educational Benefit?

6. Funding for Equipment: Students who have severe orthopedic impairments, hearing impairments, or visual impairments per federal IDEIA guidelines may access Low Incidence funds or equipment.

- a. Should Low Incidence funds be insufficient to cover costs, the LEA is responsible for the remaining costs. If recommended equipment does not meet the Low Incidence Equipment criteria, an IEP team decision to provide the equipment is the responsibility of the LEA.
- b. Equipment recommendations for a student who is not eligible for Low Incidence funds are solely the responsibility of the LEA the student attends.