

349 – Special Education Policy

349.2 – Technology Concerns for Students with Special Needs

POLICY STATEMENT

- A. Shiocton shall provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), as required by law.
- B. The term “related services” means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education. “Assistive technology devices and services” would clearly be a functional part of the services defined. An “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities. “Assistive technology service” means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:
 - 1. Evaluation of needs of a student with a disability, including a functional evaluation of the child’s customary environment;
 - 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
 - 3. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - 4. Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
 - 5. Training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.
- C. Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services. These needs and solutions could be included in a Section 504 plan.

POLICY PROCEDURE

- A. A student’s need for assistive technology shall be determined on a case-by-case basis. The IEP team “considers” the need for assistive technology at **every** IEP meeting. If the IEP team determines that a particular assistive technology item is required for the student to benefit from his/her education program, the technology must be provided to implement the IEP. The schools within CESA 6 will access assistive technology from the CESA 6 Media Center for “trial Use” by the student. If the assistive technology proves beneficial to the functional capabilities and is necessary for fulfillment of the IEP , then the district will provide for the assistive technology to be permanently places with the student.

- B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.
- C. The individual district is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following criteria:
 - 1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
 - 2. Team members gather baseline data if existing data does not provide all needed information.
 - 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 - 4. During a specified time frame, the trials are completed and data is collected.
 - 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
 - 6. If specific assistive technology is identified as being needed, it is written in the student's IEP.
- D. Those students having special needs but not requiring a formal IEP according to law, which may include, but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following criteria:
 - 1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
 - 2. Team members gather baseline data if existing data does not provide all needed information.
 - 3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 - 4. During a specified time frame, the trials are completed and data is collected.
 - 5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or assistive technology tools.
 - 6. If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement. CESA 6 Media Center provides a loan bank of a wide variety of assistive technology tools. The Wisconsin Assistive Technology Initiative Statewide Lending Library located in Oshkosh is an alternative source of assistive technology.

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