

TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

The Granton Area School District recognizes that students with disabilities and other students with special needs may require assistive technology devices and/or services to help them benefit from their educational program and achieve related standards and goals.

The Granton Area School District shall provide students with disabilities with special education and related services, based on their individualized education programs (IEP), as required by law. A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology device and/or service is needed in order for the student to benefit from his/her education program, it will be included in the student's IEP. For purposes of this policy and its implementation, 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 student'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 student with a disability or, if appropriate, that student'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.

Policy Procedure:

A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.

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.

The 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 the new data and makes decisions about the longer-term use of 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.

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 same criteria/procedure with the exception of criteria #6. For these students criteria #6 is that if specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.

Adopted: January 14, 2008
Revised: January 13, 2013

Legal References: Chapter 115, Subchapter V Wisconsin Statutes
IDEA – Individuals with Disabilities Education Act (as amended)
No Child Left Behind Act of 2001 (Title II, Part D)
Assistive Technology Act of 1988
Section 504 of the Rehabilitation Act
Americans with Disabilities Act