

Policy #: 363.3

SCHOOL DISTRICT OF WEBSTER

Date Adopted: May 17, 2011

Date Revised:

Policy Title: Assistive Technology (Technology for Students with Special Needs)

- A. The School District of Webster 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 development, 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 students with a 504 plan, migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

Policy Procedure

- A. 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 enable him/her to positively benefit from his/her education program, the technology must be provided.
- 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 District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be made by considering the following criteria:

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1. Identify the difficulty the student is experiencing and discuss possible causes for the difficulty. This will include a review of existing information and data. During this review the IEP team will decide whether other information is necessary to make an informed decision about the need for assistive technology.
 2. Team members will gather baseline data if existing data does not provide all of the needed information.
 3. The team will review the problem that is now clearly identified, generate possible solutions, and develop a trial plan.
 4. During a specified time frame, data will be collected from the trial use of assistive technology devices.
 5. The team will analyze new data and make decisions about the long-term use or permanent acquisition of one or more assistive technology devices.
 6. If a specific assistive technology device 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 will also be considered for assistive technology devices and/or services on a case-by-case basis as determined by the following criteria:
1. Identify the difficulty the student is experiencing and discuss possible causes for the difficulty with individuals or a team composed of classroom or special education teacher, school psychologist, media specialist, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review the team will decide if other information is necessary to make an informed decision about the need for assistive technology.
 2. Team members will gather baseline data if existing data does not provide all needed information.
 3. The team will review the problem that is now clearly identified, generate possible solutions, and develop a trail plan.
 4. During a specified time frame, data will be collected from the trial use of assistive technology devices.
 5. The team will analyze new data and make decisions about the long-term use or permanent acquisition of one or more assistive technology devices.
 6. If a specific assistive technology device is identified as being needed, a request will be made to the district technology coordinator for consideration and procurement.

Cross Reference:

Legal Reference:

WISCONSIN STATUTES

- [Section 115.787\(3\)\(b\)5](#) [IEP development; required to consider assistive technology needs]