

TECHNOLOGY FOR STUDENTS WITH SPECIAL NEEDS

- A. A District 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 benefit from his/her education program, the Technology must be provided to implement the IEP.
- 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 for District Students requiring an IEP. Determination of need for assistive technology will be conducted on a case-by-case basis, but will generally 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. IEP Team members gather baseline data if existing data does not provide all needed information.
 3. The IEP Team reviews any identified problem and if necessary, generated 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 IEP Team analyzes new data and makes decisions about the longer term use or 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 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 generally 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, library media specialist or computer resource teacher, 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 any identified problem and if necessary, 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 of 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.

LEGAL REF.: Chapter 115, subchapter V Wisconsin Statutes
Individuals with Disabilities Education Act Amendments of 2004
Americans with Disabilities Act
Section 504 of the Rehabilitation Act

CROSS-REFERENCE: 342.1 Programs for Students with Exceptional Educational Needs
365 Access to Internet and Other Computer Networks
365 Rule Acceptable Use Policy
411 Equal Educational Opportunities

ADOPTED: