

TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

- A. A student's need for assistive technology shall be determined on a case-by-case basis. If the Individualized Educational Plan (IEP) team determines that a particular assistive technology device 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.
- 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 determined by the following process:
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. If existing data does not provide all needed information, team members gather baseline data:
 - The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 - During a specified time frame, the trials are completed and data is collected.
 - The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.
 3. 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 will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following process:
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. If existing data does not provide all needed information, team members gather baseline data:
 - The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 - During a specified time frame, the trials are completed and data is collected.
 - The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or assistive technology tools.
 3. If specific assistive technology is identified as being needed, a request is made of the appropriate district staff for consideration and procurement.

Legal Ref.: Chapter 115, subchapter V, Wisconsin Statutes
Individuals With Disabilities Education Act Amendments of 1997