

## MONONA GROVE SCHOOL DISTRICT

Board Policy 342.12

### Technology for Students with Disabilities

#### Policy

- A. The Monona Grove School District 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 federal and state 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' are clearly a part of related services that may assist a student with a disability to benefit from her special education program and in receiving a free appropriate public education (FAPE). An 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially or 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 federal and state 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.

**Procedure**

- A. A student's need for assistive technology devices and/or services shall be determined on a case-by-case basis by the IEP team of a student with a disability. The IEP Team may collaborate with the District Assistive Technology Team in assessing the need for assistive technology services and/or devices, but the final decision concerning the student's need for assistive technology services and/or devices shall be the IEP team. The determinant factor for consideration of inclusion of assistive technology services and/or devices in the student's IEP is the need for such service and/or device to assist the child in benefiting from his/her special education program as defined in the IEP and to receive a free appropriate public education (FAPE).
- B. Assistive technology may be provided as special education, a related service, or a supplemental aid and service for students with disabilities receiving instruction in the general education classroom.
- 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 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. The IEP team may decide to employ the services of the District Assistive Technology Team in gathering data and assessing student need for assistive technology services and/or devices.
  - 2. Team members gather baseline data if existing data does not provide all needed information.
  - 3. The team (IEP team and/or District Assistive Technology Team) reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solution(s).
  - 4. During a specified time frame, the trials are completed and data is collected.
  - 5. The team (IEP team and/or District Assistive Technology 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 necessary for the student to benefit from the special education program as outlined in the IEP, it is written into the student's IEP.
- D. Those students having special needs but not requiring a formal IEP according to federal and state 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 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 shall be conducted using the building consultation team process (Teacher Helping Teacher {THT} or Monona Assistance Team {MAT}). This includes a review of existing information and data. During this review the 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 the 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, 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 (IDEA)  
CROSS-REFERENCE: Board Policy 362 – Instructional Technology  
BOARD APPROVAL: March 9, 2005