

Lancaster Community School District

Instruction

ASSISTIVE TECHNOLOGY

Technology Concerns for Students with Special Needs

Policy Statement

- A. Lancaster Community School District shall provide special education and related services designed to meet the needs of each student identified as having a disability based on his/her individualized education program (IEP), as required by law.
- B. The term “special education” refers to the specialized instruction designed for students identified as having a disability and requiring specialized strategies and resources in order to benefit from instruction. The term “related services” is defined as those services required by a student with a disability to benefit from special education.
Under the Individuals with Disabilities Education Act (IDEA) of 1997 and the subsequent reauthorization entitled Individuals with Disabilities Education Improvement Act (IDEA) of 2004, the IEP team that develops an individual education program (IEP) for a student must consider whether the individual requires assistive technology devices and services.
“Assistive technology device” is 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 a child with a disability.
“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. This term can include;
 - 1. Evaluation of needs of a student with a disability, including a functional evaluation in the child’s customary environment;
 - 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
 - 3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
 - 4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - 5. Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
 - 6. 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. A student's need for assistive technology shall be determined on a case-by-case basis. The student's IEP team determines if a particular assistive technology item is required for the student in order to benefit from his/her educational program.
- B. Assistive technology devices are provided as a related service as determined in the IEP process. Assistive technology devices can be accessed for use in the special education classroom or in the classrooms that present the universal curriculum.
- C. Lancaster Community School District will conduct an assistive technology evaluation when needs indicate an evaluation is an appropriate step to help determine individual needs. The evaluation will be conducted with local school district staff working in conjunction with the Assistive Technology Consultant at CESA #3 in Fennimore. The evaluation will follow a systematic procedure to help determine the need and/or the kind of assistive technology that will benefit the student:

LEGAL REF.: Wisconsin Act 258, Wisconsin Statutes
Individuals with Disabilities Education Improvement Act of 2004

CROSS REF.: 363.1 Student Computer/Network Use Policy
521.3 Staff Computer/Network Use

APPROVED: May 14, 2008