

SERIES 300– INSTRUCTION

Instructional Resources and Services – 360

Technology Use for Students with Special Needs – (363.3)

The Norwalk-Ontario-Wilton 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 law. Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living in poverty, and English language learners, will also be considered for assistive technology devices and/or services.

An assistive technology device is defined as an 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 special needs. Assistive technology service is defined as any service that directly assists a student with special needs in the selection, acquisition or use of assistive technology device.

Policy Procedure

- 1) 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, it is to be provided to benefit his/her educational program in accordance with the IEP.
- 2) 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.
- 3) 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:
 - A) Identification of the difficulty the student is experiencing and discussion of possible causes for the difficulty will be conducted. 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.
 - B) Team members gather baseline data if existing data does not provide all needed information.
 - C) The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan for solutions.
 - D) During a specified time frame, the trials are completed and the data is collected.
 - E) The team analyzes new data and makes decisions about the longer term use or the permanent acquisition of one or more assistive technology tools.

- F) If specific assistive technology is identified as being needed, it is written in the student's IEP.
- 4) Those students having special needs but not requiring a formal IEP according to law, which may include , but are not limited to migrant students, homeless students, students living in poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case-by-case basis to be determined by the following criteria:
- A) Identification of the difficulty the student is experiencing and discussion of possible causes for the difficulty will be conducted by individuals or team comprised of classroom or special education teacher, school psychologist, guidance counselor, library media specialist, district technology coordinator, and/or the 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.
 - B) Team members gather baseline data if existing data does not provide all needed information.
 - C) The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
 - D) During a specified time frame, the trials are completed and data is collected.
 - E) The team analyzes new data and makes decisions about the longer term use or permanent acquisition of assistive technology tools.
 - F) If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.

Adopted: 1/16/06

Legal Reference: Section 120.13, 120.13(5) Wisconsin Statutes

Wisconsin Statutes Chapter 115, subchapter V
Individuals with Disabilities Act Amendments of 1997
No Child Left Behind Act of 2001
Assistive Technology Act of 1998
Section 504 of the Rehabilitation Act
Americans with Disabilities Act

Cross Reference: 342.1 – Programs for Students with Disabilities
363.2 – Network and Internet Acceptable Use
411 – Equal Educational Opportunities