

## **TECHNOLOGY FOR STUDENTS WITH SPECIAL NEEDS**

365.2

1. The Waunakee Community School District (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.
2. 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. An “assistive technology device” means 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 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 District will recognize current federal and state definitions of assistive technology devices and services.
3. Those District 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 with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

### **POLICY PROCEDURE**

- 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, 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 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 or 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

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