



Dr. Christopher M. Manno  
Superintendent of Schools  
[cmanno4173@bcsdny.org](mailto:cmanno4173@bcsdny.org)  
Phone: (914) 241-6000

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## **Refining and Improving Assistive Technology 2017-18 Budget**

### **How do we do Assistive Technology?**

- The 16/17 school started with an FTE that is .5 Assistive Technology and .5 Occupational Therapist.
- Her primary responsibility was for all Assistive Technology evaluations K-12, all consultations and considerations, iPad management, FM systems and all other equipment and technology.
- Upon hiring the additional .5 that was included in the 16/17 budget, we will have a .5 Assistive Technology and .5 Speech Learning Pathologist.
- In summary, we have for 2016-17:
  - 2 x .5 Assistive Technology
  - .5 Occupational Therapist
  - .5 Speech Learning Pathologist

### **Challenges**

- The .5 Occupational Therapist was over-scheduled in case load and could not allocate sufficient time to Assistive Technology.
- In her Assistive Technology role, she has not been able to allocate time to her own professional growth in the area of AT, and working with teachers on such.

### **Moving Forward**

Sustaining this model with the addition of the .5 Assistive Technology/.5 Speech Language Therapist allows for increased opportunity to:

- Increased professional development and learning for both specialists.
- Greater capacity for Assistive Technology evaluations.
- Improved scheduling of the Assistive Technology specialist to dedicate full days to their AT work throughout the district.
- To develop a systemic approach to professional development for all classroom teachers, using school-based faculty meetings, grade level team meetings, special Education meetings, and K-12 department meetings.
- To support continuous growth related to LATIC; particularly in the areas of instructional technology.
- Training and sustaining an Assistive Technology team that will act as consultants for school-based needs.