

**ADMINISTRATIVE POLICIES OF THE
MILWAUKEE PUBLIC SCHOOLS**

**ADMINISTRATIVE POLICY 7.41
TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS**

(1) GENERAL PRINCIPLES

(a) The Milwaukee Public 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), or Section 504 Rehabilitation Plan, as required by law. Related services include assistive technology devices and services as defined below.

(b) Those students having special needs but not requiring formal IEPs 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.

(2) DEFINITIONS

(a) 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.

(b) “Assistive technology devices and services” would clearly be a functional part of the services defined.

1. 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.
2. “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:
 - a. Evaluation of needs of a student with a disability, including a functional evaluation of the child’s customary environment;
 - b. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
 - c. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - d. training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
 - e. 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.
3. Accessible Text: A provision in the Individuals with Disabilities Education Act established the National Instructional Materials Accessibility Standard (NIMAS). The goal is of NIMAS is to promote the development of high-quality source files to be used to create specialized formats for students with print disabilities. Students eligible for accessible text under NIMAS regulations:
 - a. IEP Team Responsibility — The IEP Team makes the determination concerning the need and the type of alternative format, based on the evaluations of certified professionals.
 - b. Students with Print Disabilities — “Print-disabled” refers to a student’s inability to access standard print format. A diagnosis alone does not constitute automatic consideration for “print disability”: The IEP Team should consider if

the student needs specialized materials to meet IEP goals and to access the general curriculum.

- c. Visual Impairment/Blind — A certified teacher of the visually impaired must conduct functional vision evaluations to determine the implications of the visual impairment on educational and curricular needs.
- d. Timely Manner — If a child with a print disability does need an alternative format for text, the IEP should specify the format to be provided and the assistive technology needed by the student to access the specialized format. All students eligible for alternate format texts must receive them at the same time as non-disabled peers.

History: Adopted 04-24-2008; Revised 6-24-10

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