

DODGELAND SCHOOL DISTRICT
Board Policy Manual

363.3

ASSISTIVE TECHNOLOGY FOR STUDENTS AND STAFF WITH SPECIAL NEEDS

The Dodgeland School District recognizes that students and staff members with disabilities and other students and staff members with special needs may require assistive technology devices and/or services to help them benefit from their educational program, achieve related standards and goals, or perform the essential functions of their job.

The District shall provide special education and related services to eligible students with disabilities, based on their individualized education programs (IEP), as required by law. 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 device and/or service is needed in order for the student to benefit from his/her education program, the technology must be provided to implement the student's IEP. Assistive technology may be provided as special education, related services, or supplemental aids or services for students with disabilities who are educated in regular classrooms.

Those students and staff members having special needs, but not requiring or being eligible for a formal IEP according to law, will be considered for assistive technology devices and/or services on a case-by-case basis. These include, but are not limited to, migrant students, homeless students, students living with poverty, English Language Learners, and students or staff members with disabilities in need of accommodations (i.e., 504). The determination of need for assistive technology shall be made by a team. For students, the team is comprised of a classroom teacher, guidance counselor, library media specialist, school nurse, district technology coordinator/director, principal and/or other specialists as needed (e.g., OT/PT personnel). For staff members, the team shall be comprised of the immediate supervisor, and other administrators and health care specialists as needed. The team shall identify the difficulty the student or staff member is experiencing and possible causes for the difficulty based on a review of existing and newly collected information and data. Recommendations shall be made to the Director of Special Education and/or building administrator. The final approval shall be made by the district administrator or his/her designee.

For purposes of this policy and its implementation, "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 or staff members with disabilities or students with other special needs. "Assistive technology service" means any service that directly assists a student or staff member in the selection, acquisition or use of an assistive technology device.

Any assistive technology device purchased solely by the district is the property of the district and shall remain the property of the district after a student or staff member no longer requires the device or leaves the district.

- LEGAL REF.: Chapter 115, Subchapter V Wisconsin Statutes
Individuals with Disabilities Education Act (as amended)
Enhancing Education Through Technology Act of 2001 (Title II, Part D)
Assistive Technology Act of 1998
Section 504 of the Rehabilitation Act
Americans with Disabilities Act
- CROSS REF.: 363.3 – Rule, Assistive Technology Procedures
342.1, Programs for Students with Disabilities
342.5, Title I Programming
342.7, Services for English Language Learners
363.2, Student Technology Use
522.7, Staff Technology Use
Special Education Policy and Procedure Handbook
District Technology Plan

Approved: November 15, 2004
Revised (WASB): December 20, 2010

