

Sparta Area School District

Administrative Rule 423 – Technology for Students with Special Needs

Adopted 2/22/2005

The Sparta Area 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. The following procedure has been developed to accomplish this responsibility.

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 to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.

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.

The Sparta Area School District is responsible for evaluation in areas in which assistive technology may be beneficial. A student's need for assistive technology will be determined by the following process:

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. Team members gather baseline data if existing data does not provide all needed information.
3. The team reviews the problem that is now clearly identified, 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 permanent acquisition of one or more assistive technology tools.
6. If specific assistive technology is identified as a need, it is written into the student's IEP.

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 with 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 process:

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, librarian, 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 the problem that is now clearly identified, 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 long term use or permanent acquisition of one or assistive technology tools.
6. If specific assistive technology is identified as a need, a request is made of the district technology coordinator for consideration and procurement.