



ASSISTIVE TECHNOLOGY POLICY & PROCEDURES

Lapeer County Intermediate
School District
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Assistive Technology Policy

Assistive Technology is a collaboration of tools and services implemented by the local school districts and the Lapeer County Intermediate School District County to support students with special needs and enable access to a full educational experience that promotes an increase in quality of life, productivity, and success in the school environment.

Assistive Technology Evaluation Procedure

- The Lapeer County ISD Assistive Technology Coordinator is available to all districts in Lapeer County. Many assistive technology (AT) needs can be met informally by making devices, software, and information available throughout the county. This can be done through a phone call, e-mail, or in person and does not require a formal process.
- A team in a local district will implement assistive technology accommodations aided by the use of a checklist system for the identified area of need. The outcome of these attempts must be documented in their notes as the case manager before a formal assistive technology evaluation has been considered. Staff has tried strategies but needs additional ideas because the current strategies are not helping the student.
- A referral for an assistive technology evaluation will be based upon a documented educational need.
- If the strategies/accommodation trialed are not working, then the team will identify the areas needing support to assist with overall strategy identification by filling out the LCISD Request for Assistive Technology Consultation Forms in Google Drive.
- An AT assessment involves a review of existing classroom information as well as gathering parent/guardian input. This is captured in a Review of Existing Evaluation Data (REED) Meeting that is completed by the student's current team. The LCISD Assistive Technology Coordinator should be invited to this meeting. Once the REED is completed & signed consent of the parent/guardian has been obtained, then the AT evaluation process will officially begin.
- An observation and/or assessment will be made by the Assistive Technology Coordinator to gather information. This may include meeting with the local teacher(s), administrators, IEP team members, parents/guardians, and access to student records including the students IEP and MET.
- The final AT assessment debriefing & recommendations will be made at the student's IEP that shall be convened no later than 30 school days after receipt of the parent/guardian signature/consent. A written AT assessment report will be made available to the parent/guardian as well as to school staff prior to the IEP.
- If the student has Assistive Technology needs, the IEP Team will discuss, address & review the need(s) in the student's IEP document.

When appropriate, the Assistive Technology Coordinator may provide trial equipment.

Local District Responsibilities

- Local districts will hold and conduct a Review of Existing Evaluation Data (REED) meeting. The LCISD Assistive Technology Coordinator should be invited to this meeting.
- Local districts will hold and conduct an IEP meeting to review student's needs for accommodations and/or assistive technology.
- Local districts will provide the Assistive Technology Coordinator with a copy of the student's IEP, MET, and/or current evaluation reports.
- Local district staff will assist in scheduling observation and evaluation time for the student with the Assistive Technology Coordinator.
- Local district staff will collaborate with the Assistive Technology Coordinator to collect data.
- Local district staff will attend follow-up meetings and monitor progress of Assistive Technology Coordinator findings.
- Local district staff assumes the responsibility for the purchase of equipment and/or care, implementation, and evaluation of the Assistive Technology equipment loaned to the student or program.

Assistive Technology Lending Library

Lapeer County Intermediate School District County Assistive Technology Lending Library was established to provide short-term loans of assistive technology equipment to be used with students on a trial basis. If it is determined that the item is appropriate for the student via analysis of the data, it will be reviewed by the IEP team. It will be the responsibility of the resident school district to provide equipment on behalf of the student. The forms to check out equipment from LCISD are located on the LCISD Website www.lapeerisd.org

Accessible Learning Environments (ALE), formally known as Michigan Integrated Technology Supports (MITS), also provides a short-term loan of assistive technology equipment for a period of 8 weeks. ALE affords districts to try out equipment to assess for effectiveness prior to purchase. Equipment is able to be loaned to a special education student via their Unique Identification Code (UIC) number. Website: <http://mits.cenmi.org/LendingLibrary.aspx>

Assistive Technology Legislation

§300.5 **Assistive technology device:** 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 the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

§300.6 **Assistive technology service:** any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; Lapeer County Intermediate School District County AT Guidelines;
- b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education plans and programs;
- e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and training or technical assistance for professionals, including individuals providing education services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

The Individuals with Disabilities Education Act (IDEA) (P.L. 105-17) requires that assistive technology be considered at each IEP § 300.324 and provided for all students with disabilities who require this support. The law specifies that:

- a) Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §300.5-300.6, are made available to a child with a disability if required as a part of the child's –
 - 1) Special education under §300.36;
 - 2) Related services under §300.34; or
 - 3) Supplementary aids and services under §§300.38 and 300.114(a)(2)(ii).

On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

LCISD AT Coordinator Contact

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