# Fraser Public Schools School District

# Assistive Technology District Plan

**2020-2021**

# (a) Introduction

### Purpose

The purpose of the **Fraser Public School** District Assistive Technology plan is to ensure equal access to AT devices and services so that every special education student in need of assistive technology can achieve educational success.

### Components of the plan:

The plan is divided into eight sections. The sections include; (a) this introduction (b) description of the district’s AT representatives, their roles and responsibilities (c) district procedures for obtaining AT devices and services (d) recommended language to use when documenting AT in the IEP (e) a district plan to provide all staff with quality professional development opportunities related to AT (f) a district plan to collaborate with other departments to ensure coordinated efforts (g) a strategy for evaluating the effectiveness of our district’s AT program and finally (h) the plan for implementing the plan.

### Plan for dissemination

It is the **Fraser Public School District’s** intent to broadly disseminate the district AT Plan. The special education assistive technology team will post the yearly updated plan at fraserat.weebly.com

### Mission Statement

We recognize that assistive technology can eliminate barriers and enable individuals with disabilities to be participating and contributing members of society.

We believe that all individuals with disabilities are entitled to equal access to the technology needed to ensure opportunities for learning.

We accept the responsibility to provide assistive technology services, when appropriate, to directly assist a child with a disability in the selection, acquisition, or use of an assistive technology device.

One goal of **The Fraser Public School District** is to provide its staff with access to quality Assistive Technology training opportunities in order to build capacity to deliver quality assistive technology services.

The Assistive Technology of **Fraser Public Schools** will support the Fraser district’s mission of *Innovate, Learn, Lead*.

### Legal Definitions and Considerations regarding Assistive Technology

### Definition of Assistive Technology Devices

*“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 a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such device.* (From the Individuals with Disabilities Education Improvement Act of 2004 [IDEIA], § 300.5.)

### Definition of Assistive Technology Services

*The term “assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes –*

1. *the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;*
2. *purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;*
3. *selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;*
4. *coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;*
5. *training or technical assistance for a child with a disability or, if appropriate, that child’s family; and*
6. *training or technical assistance for professionals (including individuals providing education or rehabilitation services),employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities.*

(From the Individuals with Disabilities Education Improvement Act of 2004 [IDEIA] § 300.6.)

### Assistive Technology

*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 part of the child’s: (a) special education; (b) related services; or (c) supplementary aids and services. 300.308*

Development of IEP 300.324 (v)

The IEP Team must consider whether the child needs assistive technology devices and services.

### No Child Left Behind Act of 2001 (NCLB)

The No Child Left Behind Act mandates that in order to be considered for Adequate Yearly Progress (AYP) 95% of the students enrolled in that district must participate in the state’s standardized general assessment or the state’s designate alternate assessment. Of the 95% of the student body participating in the assessment, only1% is permitted to participate in the alternate assessment.

# (b) Assistive Technology District Representatives

### Fraser District AT Team Makeup

The district Assistive Technology Representative Team is comprised of four special education teachers, one being a lead contact. The team represents elementary, middle school and high school.

All District Requests for assistance should be directed to the district Assistive Technology Representatives*.*

The team for **2019-2020** will consist of:

Donald Drysdale- AT support at Fraser High School

Lea Coyle- AT support at Richards Middle School

Erica Sagese- AT support at Edison & Dooley

Lena Sarnowski- AT support at Twain

Chelsea Clouse- AT support at Edison

Sarah Prestel- AT support at Ike

**Job Description**

The Assistive Technology team in the Fraser Public School District will have the following responsibilities:

* Act as a resource person to all staff regarding AT
* Support the teachers/teams as they use assistive technology in their

classrooms.

* Discuss student needs and various technologies that may help
* Observe students and make suggestions
* Assist staff in identifying how AT would be implemented with the

curriculum

* Assist staff in trying various AT devices
* Model the implementation of AT with specific curricular activities

Provide support to IEP teams as they implement individual student or program level technology accommodations.

* Direct and guide staff to borrow equipment from the MISD Assistive Technology Lending Library as needed.
* Coordinate Assistive Technology staff training.
* Seek out additional resources as needed.
* Coordinate and facilitate district AT evaluations.
* Complete the initial and follow-up staffing(s) paper work.
* Submit AT Form 2’s to the MISD when needed.
* Act as liaison between Fraser Public Schools and the MISD AT Team as the need to share AT information arises.
* Attend the Tri-annual AT Representative meetings at the MISD.
* Evaluate the district’s assistive technology program annually
* Update the district AT plan annually
* Meet twice a year as a assistive technology team
* Keep track of equipment inventory
* Process requests to borrow equipment from fraserat.weebly.com
* Maintain equipment
* Place orders for new equipment and provide onsite trouble-shooting and modeling as needed.

**Support Representatives from elementary, middle school and high school will:**

* Act as a contact person for AT needs in their buildings/level
* Discuss student needs and various technologies that may help
* Provide support to IEP teams
* Attend initial four day training at MISD.

### Professional Development for AT Team

The Assistive Technology Team of the Fraser Public School District will attend three annual meetings at the MISD. They will consider attending workshops on specific topics related to AT. The AT Representative and the AT support personnel will communicate professional development needs to the special education director. The AT team are encouraged to read journals, professional materials and various online sites that are related to assistive technology.

# (c) District Procedures Related to AT Devices and Services

### AT Devices

### District Owned

## Procedures to make staff aware of availability

* Go to fraserat.weebly.com and click Resources

**Procedures to purchase equipment**

* Requests or suggestions can be made to Assistive Technology Team members through fraserat.weebly.com
* AT Team will meet with special education director to discuss purchases and the budget.

**Procedures to access/borrow equipment**

* Requests can be made through fraserat.weebly.com
* Equipment must be returned end of May for inventory, repair and storage

### MISD Collection-New and Improved MISD AT Lending Library Data Base 2015-2016

**Procedures to make staff aware of availability**

* A list of AT equipment available at the MISD AT Collection is available online at:

<https://www.misd.net/assistivetech/AssistiveTechATLendingLibrary.html>

**Procedures to access/borrow equipment**

* All staff may borrow the MISD AT collection after determining that the item is not available through the district.
* If assistance is needed in determining the appropriate device to request, contact one of the Assistive Technology team members at the appropriate level (elementary/secondary). They will talk with the staff member about the needs and make suggestions. If needed, the AT team member will contact the MISD AT team for further suggestions~~.~~
* Once the item is determined, it can be checked out online. **Sue Hardin and Maureen Staskowski** at the MISD **(586-228-3418)** can be called for further questions.

### Procedures Related to Service

### Procedures for teachers/staff to get assistance

District staffs are encouraged to ask Assistive Technology Team members for assistance in implementing assistive technology with students on a program level or an individual basis. The Assistive Technology Team may:

* Discuss student needs and various technologies that may help
* Observe students and make suggestions
* Assist staff in identifying how assistive technology would be implemented with the curriculum.
* Assist staff in trying various assistive technology devices
* Model the implementation of assistive technology with specific curricular activities.

Special Education Weebly can be found at

http://fraserat.weebly.com

### If more help is needed

**Training:**

Assistive Technology Team members may provide or arrange for training on devices or software application for small group and large groups. Request assistive technology training via email or phone.

Problem-Solving (AT Staffings)

When the staff member and the AT Team decide that an AT staffing is appropriate, the AT team works with the staff member to schedule the meeting. The AT Representative with the help of the staff member requesting the meeting will coordinate the time and location and notify the IEP team of the meeting. The AT representative then chairs the meeting, takes the notes, submits the report, and supports the team during the implementation.

The follow-up staffing is scheduled during the first meeting. The AT Team chairs the meeting and again, takes the notes, submits the report, and supports the team during the implementation.

**Procedures to obtain MISD consultation**

The IEP and AT Teams may together decide that a consultation from the MISD AT team would be helpful at any point after at least one follow-up staffing.

# 

# (d) Documentation in the IEP

#### See https://fraserat.weebly.com under AT Resources

In Macomb County assistive technology consideration must always be addressed in the Consideration of Special Factors, Section E of the IEP. Data to support the consideration outcome should be indicated in the Supplementary Aids and Services section of the IEP.

In the TieNet system, on the Special Factors Page, Section E, IEP teams must select one of the following:

The IEP Team considered whether {name} needs assistive technology devices and services in order to progress toward {name’s} IEP goals and objectives and....

1. AT is necessary. {Name} is using (type of AT Tool) to support (Learning Area)

a. All tools the student needs in order to progress in his IEP goals and objectives should be documented here.

Note: Program level assistive technology tools, tools that all students use in the classroom, may or may not meet the above criteria. It is up to the team to determine if the student needs any given tool to improve task productivity, independence, quality, quantity or performance to allow progress toward their IEP goals and objectives. One way to determine if the tool is necessary, is to collect and compare performance data with and without the technology.

2. It has not yet been determined whether {Name} needs AT in order to progress toward his IEP goals and objectives. The Team plans to make this decision in the following way:

a. The IEP Team has agreed to implement and document a trial of AT supports to determine need. (An AT Trial plan will be generated when this item is checked)

Note: If during the consideration process the team identified Assistive Technology tools to trial, this option should be used. Data collected will determine the effectiveness of the tool. The team will then amend the IEP following the AT Trial to indicate the trial’s outcome.

b. The IEP Team has agreed to initiate an AT evaluation. (This will require a REED and will trigger a district AT evaluation and AT planning meeting)

Note: If the IEP Team determined they did not have enough information to make an adequate decision about whether assistive technology would support the student’s IEP goals and objectives, this option would be

selected.

3. Assistive Technology is not necessary at this time.

Note: The team should document the discussion as it occurred in the IEP meeting to justify this decision.

**When AT is needed on State Assessments**

Since the re-authorization of the Individuals with Disabilities Education Act, the IEP teams must address the modifications that the student requires in order to participate in state-wide and district-wide assessments. For some students with disabilities, assistive technology may be a required modification.

Assistive technology devices and services required by a student with a disability should be clearly documented in the student’s IEP. The type of technology that the student requires and the manner in which it will be used should be specified so that all parties to the IEP, including parents, have a clear understanding of the technology and how it will be used.

Once assistive technology has been documented in the IEP, it must be provided in the manner in which it was specified.

**the “AT in the IEP” section of the Macomb County AT guidebook available from your AT Districts Representatives.**

# (e) Coordination with Technology and Curriculum Departments

The provision of assistive technology to support all students in the curriculum is dependent on the coordination of AT activities with technology and curriculum departments. Therefore the following activities will happen annually, as well as ongoing efforts to integrate in all three areas.

* The special education director will meet once a year minimum with the district AT team. The AT District Rep will communicate monthly with the special education director to discuss AT supports to curriculum. **Principals are encouraged to provide input when they receive the annual AT district plan from the special education director.**

# (f) Evaluation of District’s AT Program

*The district AT team will assess the AT program using Macomb County’s Quality Indicators for Assistive Technology. After the assessment, the team will meet with the director of special education to update the district AT plan and set new goals. The special education director will get a copy on an annual basis.*