

Lake Shore Public Schools District Assistive Technology District Plan

Take out hard copies – reference district tech forms and enter quality performance indicators

(a) Introduction

Purpose

The purpose of the Lake Shore Public Schools District Assistive Technology plan is to ensure equal access to AT devices and services so that every 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 Lake Shore Public Schools District's intent to broadly disseminate the district AT plan. Every effort will be made to ensure that all district staff members are familiar with the plan's content. A copy of the plan will be available at each building in a place designated by the building's principal and also on the district "O" drive. Additional copies are available from the Special Education office by request. The plan will be revised annually and the dissemination plan followed each year.

A brief presentation by our district's AT representative team will be held at a special education staff meeting. During this brief presentation the AT team will review the Lake Shore Public Schools District Assistive Technology Plan document and discuss the district's implementation plan and its expectations for the plans use within the district.

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.

The mission of Lake Shore Public Schools 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.

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 –

- (F) the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;*
- (G) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;*
- (H) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;*
- (I) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;*
- (J) training or technical assistance for a child with a disability or, if appropriate, that child’s family; and*
- (K) 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, only 1% is permitted to participate in the alternate assessment.

(b) Assistive Technology District Representatives

Lake Shore Public School District's AT Team Makeup (currently)

The district Assistive Technology Representative Team is comprised of assistive technology 5 representatives. This includes 2 teacher consultants 2 teachers of the moderate cognitive impaired classrooms and 1 teacher of the mild cognitive impaired classroom.

Lake Shore Public School District's AT Team Makeup (proposed)

A teacher consultant and speech language pathologist will be the lead team in each building. Requests for assistance should be directed to the teacher consultant at the appropriate level, using the forms provided. The teacher consultant will then share the information with the speech-language pathologist and they will make plans to address the request together. In addition to the above, all teachers in the MOCI/MICI classroom will be trained. Paraprofessionals will also be trained to assist teachers with various AT devices and technology to support the curriculum.

Job Description

The Assistive Technology Representatives in Lake Shore Public Schools 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.
- ☑ 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 staffings.
 - ☑ Complete the initial and follow-up staffing(s) paper work.
 - ☑ Submit AT Form 2's to the MISD when needed.
 - ☑ Act as liaison between Lake Shore Public Schools and the MISD AT Team as the need to share AT information arises.
 - ☑ Attend the biannual AT Representative meetings at the MISD.
 - ☑ Evaluate the district's assistive technology program annually
 - ☑ Update the district AT plan annually

- ☐ Meet quarterly with the director of special education
 - ☐ Meet twice yearly with the technology and curriculum directors/representatives
- The Lead AT Representative will have the duties of the other AT team members with the addition of the following responsibilities:

- ☐ Keep track of equipment inventory
- ☐ Process requests to borrow equipment
- ☐ Maintain equipment
- ☐ Place orders for new equipment
- ☐ Provide onsite trouble-shooting and modeling as needed when other AT representatives are unavailable.

Professional Development for AT Team

All AT representatives on Lake Shore Public School's AT Team will attend the initial four day training at MISD.

Subsequently they attend bi-annual meetings at MISD. They are also encouraged to attend workshops on specific topics related to AT as decided by the team.

(c) District Procedures Related to AT Devices and Services

AT Devices

District Owned

Procedures to make staff aware of availability

- ☐ Distribute list of AT inventory at building staff meetings annually
- ☐ Distribute addendum periodically for new equipment purchased

Procedures to access/borrow equipment

- ☐ Requests are sent to the lead AT Representative in your building
- ☐ Submit Equipment Request Form (see Appendix A)
- ☐ Arrange with lead AT Rep to obtain the device
- ☐ Equipment must be returned when the student is no longer using it or by May 15th for inventory, repair, and storage

Procedures to purchase equipment for district inventory

- ☐ Requests or suggestions can be forwarded to any AT Representative in your building
- ☐ AT Team meets and discusses possible purchases
- ☐ Requests are forwarded to the director of special education
- ☐ If requests exceed the budget agreed upon, the AT team meets with the director to discuss and decide on actions

Procedures to purchase specific equipment for an individual student

- ☐ Requests for individual students are preceded by the staffing and follow-up staffing process
- ☐ Requests are based on positive outcome data presented at the follow-up staffing
- ☐ Requests meeting these criteria will be presented to the director of special education for consideration

MISD Collection

Procedures to make staff aware of availability

- ☐ A list of AT equipment available in the MISD AT Collection will be distributed when requested by Lake Shore staff

Procedures to access/borrow equipment

- ☒ All trained staff may borrow from 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 the building AT representative.
- ☒ Once the item is determined, the building AT representative can contact the Lending Library one of three ways
shardin@misd.net

- Via phone at 586-228-3500
- On line AT lending library at www.misd.net
 - o Click on “District Support”
 - o Click on “Assistive Technology”
 - o Scroll down – click “Assistive Technology Lending Library” banner
 - o Log in

Procedures Related to Service

Procedures for teachers/staff to get assistance

District staff are encouraged to ask the AT Team members for assistance in implementing assistive technology with students on a program level or an individual basis. The AT team may:

- ☒ 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

Training

AT Team members may provide or arrange for training on devices or software application for small and large groups. Request AT training via

email – at department at the MISD

phone 586-228-3418

Problem-Solving (AT Staffings)

When the staff member and the AT Team decide that a AT staffing is appropriate, the AT team works with the staff member to schedule the meeting. 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 implementation.

The follow-up staffing is scheduled during the first meeting. The AT Team chairs that meeting and again, takes the notes, submits the report, and supports the team during 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. The AT team prepares and submits a Form 2 with supporting documentation to request the consultation. See table below:

Service being Requested	Route Form 2 Packet To	Form 2 Attachments are REQUIRED , unless marked (Optional)
Assistive Technology	MISD Management Services Director	-- Current Eligibility Report(s) -- Current IEP -- Current REED Report(s) ----- -- Cover letter with 2-3 sentences describing the reason for the consultation request -- Current AT staffing and follow-up report(s) -- Current teacher report

(d) Documentation in the IEP

When the team needs to explore AT with the student

Include a statement under Supplementary Aids and Services that the student's assistive technology needs should be considered further and various assistive technology tools will be systematically assessed to support the student's progress toward meeting IEP goals and objectives.

When the team has considered AT carefully and it is not needed

Include a statement under Supplementary Aids and Services that the student's assistive technology needs have been carefully considered, but is not necessary to support the student's goals and objectives at this time.

When AT is needed as evidenced by outcome measures

- **Include a statement under Supplementary Aids and Services, in goals and objectives, or in the present level of academic and functional performance.**
- **The statement should directly reference an IEP goal and should identify equipment by generic description.**
- **Under Supplementary Aids and Services**
State what the student will do using assistive technology that references an IEP goal using generic names for equipment.
- **In goals and objectives**
Name the generic equipment that the student will be using in order to complete a goal and objective
- **In present level of academic and functional performance**
State how the student uses assistive technology to perform any activity or task being described.

When AT is needed on the MEAP/MME/ACT/PLAN/EXPLORE

Include a statement under MEAP/MME/ACT/PLAN/EXPLORE Accommodations stating the accommodation(s) required for the student to participate in the assessment. Accommodations must be specific to the subsection of the MEAP/MME/ACT/PLAN/EXPLORE and listed separately. Assistive technology tools used in assessment must be the customary tools the student uses during instruction. For more information on MEAP/MME/ACT/PLAN/EXPLORE accommodations and Standard and Non-standard accommodations, please refer to the following statement from the “AT in the IEP” section of the Macomb County AT guidebook.

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 should be provided in the manner in which it was specified.

(e) Professional Development

Each year a professional development plan will be made based on an annual staff survey, the results of the annual AT quality indicators, and consensus of the AT Team and special education director. The professional development plan should incorporate both awareness of AT and AT practices.

(f) 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 the technology and curriculum departments. Therefore the following activities will happen annually, as well as ongoing efforts to integrate efforts in the following areas:

- ☐ The technology and special education directors will meet on an as needed basis with the AT representatives to coordinate ongoing technology and AT efforts (including the technology plan and budget).
- ☐ The curriculum and special education directors will meet on an as needed basis with the AT representatives to coordinate ongoing curriculum initiatives and AT efforts

(g) Evaluation of District’s AT Program

The district AT team will reassess 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.

(h) Next Steps

1. Review district procedural lists to ensure that AT is referenced where needed
 - ☐ Technology Plan
 - ☐ IEP process and Procedure
 - ☐ MEAP/MME/ACT/PLAN/EXPLORE Accommodations
2. Begin inventory of district owned AT equipment.
3. Distribute AT plans to building administrators and schedule special education staff meeting presentation.
4. Assess staff training needs such as knowledge of how to consider AT prior to IEPs.
5. Design and hold training entitled, "How to Consider AT prior to IEPs" on next year's calendar for district professional development day.