Anchor Bay School District

Assistive Technology District Manual

(a) Introduction

Purpose

The purpose of the Anchor Bay 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 Anchor Bay School Districts' intent to broadly disseminate the district AT plan. A copy of the plan will be available at each elementary building with MTSS (Multi-tiered Support System) materials. Additional copies are available from the AT team by request. The plan will be revised every five years.

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 the Anchor Bay 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.

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. IDEA §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 –

(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;

(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 of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated (D)with existing education and rehabilitation plans and programs;

(E) training or technical assistance for a child with a disability or, if appropriate, that child's family; and

(F) 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.

4 Individuals with Disabilities Education Improvement Act of 2004 [IDEA] § 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.

(b) Assistive Technology District Representatives

Anchor Bay School district AT Team Makeup

The district Assistive Technology Representatives Team is comprised of the following members: Toni Palazzolo, Alyssa Brickel, Katie Allport, Jenna Sobel, Kellie Mackesy, Haley Palazzolo, Katherine McWherter, and Krista Cook.

Requests for assistance should be directed to any AT representative using the forms Provided. The team representative will then share the information with the other AT representatives, and they will make plans to address the request together.

Job Description

The Assistive Technology Representatives in Anchor Bay 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
- Provides support to IEP teams as they implement individual student or program level technology accommodations.
- Seek additional resources as needed.
- Coordinate and facilitate district staffings.
- Complete the initial and follow-up staffing(s) paperwork.
- Submit AT Form 2's to the MISD when needed.
- Act as a liaison between Anchor Bay Schools and the MISD AT Team as the need to share AT information arises.
- Attend the AT Representative meeting (annual or biannual) at the MISD.
- Evaluate the district's assistive technology program.
- Update the district AT plan every five years or as needed.
- Meet with the Supervisor of Special Education as needed.

Provide onsite troubleshooting and modeling as needed.

Professional Development for AT Team

All AT representatives on Anchor Bay's AT Team will attend the initial four- day training at MISD. Subsequently, they will attend the AT representative meeting (annual or biannual) at MISD. They will also attend conferences related to AT such as the MITS or

MACUL conferences. These decisions will be based upon input from the Director of Special Education. The AT team is encouraged to read journals and professional materials related to assistive technology.

(c) District Procedures Related to AT Devices and Services

AT Devices

District Owned

Procedures to make staff aware of availability

A Schoology group houses all AT resources.

Procedures to purchase equipment

- The AT Team meets and discusses possible purchases.
- Requests are forwarded to the Director of Special Education.
- If approved, the request is forwarded to the Supervisor of Technology for input.
- Requests for individual students are preceded by the staffing and the 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 is online on the MISD website. https://misd.net/assistivetech/AssistiveTechATLendingLibrary.html

Procedures to access/borrow equipment

Individual teachers may reserve and sign out equipment from the MISD lending library. They are responsible for returning the equipment in a timely manner.

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.

If more help is needed

Training:

AT Team members may provide or arrange training on devices or software applications for small and large groups. Request AT 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 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 AT teams may 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 the Form 2 manual with the Supervisor of Special Education.

(d) Documentation in the IEP

When the team needs to explore AT with the student

Include a statement under Special Factors 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 Special Factors 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 Special Factors, in Goals and Objectives, or in the Present Level of Academic and Functional Performance (PLAFP). The statement should directly reference an IEP goal and should identify equipment by generic description.

Under Special Factors

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 (PLAAFP)

State how the student uses assistive technology to perform any activity or task being described.

When AT is needed on the District Assessments

Include a statement under Assessment Accommodations stating the accommodation(s) required for the student to participate in the assessment. Assistive technology tools used in assessment must be the customary tools the student uses during instruction. A list of possible modifications and accommodations is provided in PowerSchool Special Programs in the IEP.

(e) Professional Development

Each building has had a presentation by our district's AT representative team at a staff meeting. The AT team reviewed the Anchor Bay School District Assistive Technology Plan document and discussed the district's implementation plan and its expectations for the plan's use within the district. The binder is available in each building for reference. The team presents during District Professional Development days when relevant.

(f) Coordination with Technology and Curriculum Departments

The provision of assistive technology to support all students is dependent on the coordination of AT activities with the technology department. Therefore, the following activities will happen:

- The AT representatives will meet annually with the Special Education Director to update the district AT plan as needed.
- The MTSS team will consider AT needs for students referred by classroom teachers.

(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.

(h) Next Steps

1. Review district procedural lists to ensure that AT is referenced where needed Technology Plan
2. IEP process and procedure
3. District/State Assessment Accommodations
4. The assistive technology reps will attend triannual meetings at the MISD.
5. The AT reps will meet annually with the Director of Special Education to discuss district needs and revise the plan accordingly.
6. A list of AT considerations will be given to all IEP team members and the building MTSS team members.
7. The AT reps will increase awareness and access to the AT lending library through the Anchor Bay AT Schoology group and professional development.