



Assistive Technology Policy & Procedures

Assistive Technology Resource Center
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Assistive Technology Policy

Assistive Technology is a collaboration of tools and services implemented by the local school districts and the Jackson County Intermediate School District 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 Consultation/Evaluation Procedure

- The Jackson County ISD Assistive Technology Coordinator is available to all 12 districts in Jackson 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.
- AT will be considered for all students with an IEP. This can be an informal meeting between IEP team members and/or the Assistive Technology Coordinator. In the IEP, the Caseload Manager will check that AT has been considered and will document those considerations under the "options considered" on the Notice page. Any AT device/tool that the student uses will be documented in the "Special Factors, Supplementary Aids, and Assessments" page.
- A referral for an assistive technology consultation will be based upon a documented educational need. This is captured in a *SETT Framework Meeting* that is facilitated by JCISD's Assistive Technology Coordinator and involves the student's current team. SETT is an acronym for Student, Environment, Tasks, Tools. The SETT Framework is a tool that helps teams gather and organize information that can be used to guide collaborative decisions about services that foster educational success of students with disabilities. The student's IEP team will also complete the *Assistive Technology Screening Checklist* to gather more information and data.
- An AT formal assessment involves a review of existing classroom information as well as gathering parent/guardian input and consent through a REED. Once the REED is completed with signed consent of the parent/guardian, 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 a meeting with the local teacher(s), administrators, IEP team members, parents/guardians, and access to student records including the student's IEP and MET.
 - The final AT assessment debriefing and 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 and amend the IEP if necessary.
- When appropriate, the Assistive Technology Coordinator may provide trial equipment either through the JCISD Assistive Technology Resource Center or another AT lending library.

Local District Responsibilities

- 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 will partner with JCISD to assume 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 Resource Center (ATRC)

Jackson County Intermediate School District's Resource Center was established to provide short-term loans (90 Days) 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. ATRC devices and equipment are **never** to be sent home with students.

The Assistive Technology Request Google Form to check out equipment from JCISD is located on the JCISD AT Website www.jcisdassistivetechology.weebly.com

Alt+Shift, the company formerly known as Michigan Integrated Technology Supports (MITS), also provides a short-term loan of assistive technology equipment to the Assistive Technology Coordinator for a period of 8 weeks. Alt+Shift affords districts options 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.

High Tech Augmentative and Alternative Communication Devices and App Policy

Jackson County Intermediate School District will provide Augmentative and Alternative Communication Devices and Apps when appropriate for students on a case-by-case basis. The Assistive Technology Coordinator will work with the student's Speech Language Pathologist to determine the correct AAC device and/or app. These AAC devices and Apps will be treated as a Short-Term Loan (90 Days), just as any other Assistive Technology is loaned from the Assistive Technology Resource Center.

After the short-term trial period, there are 4 options to consider for funding devices:

1. The Resident District may purchase the device and/or App outright for the student.
 - a. In some cases, devices may be turned into Long-Term Loans for the school year with a signed consent form. Also, The family/guardian of the student must commit to pursuing other options through insurance, Jasmyne's voice, or the outright purchase of a device and/or app.
 - b. However, the device will NEVER go home with the student
2. The family may purchase the device outright for the student.
 - a. The device MUST have insurance on it if it is to be used at school.
 - b. The device MUST have a heavy duty protective case AND lanyard/shoulder strap or harness.
3. The family may pursue filing an insurance claim with Forbes AAC or AbleNet Inc., with the help of the Assistive Technology Coordinator and the Speech Language Pathologist.
4. The family may apply to Jasmyne's Voice, (<http://www.jasmyynsvoice.org/home.html>) a local non-profit organization for an iPad to be used as an AAC device. This is only for students who have a diagnosis of Autism Spectrum Disorder.

If the family provides the device for the student to use, or the device is gifted to the student through Jasmyne's Voice, the JCISD Assistive Technology Resource Center will NOT fund the purchase of the communication App needed.

The JCISD does not assume responsibility for a personal device.

If a student's personal device is broken/out for repair for more than two weeks the following actions will be taken:

1. Within the 2 two weeks, SLP will submit a request ticket for a loaner device that is most compatible to what the student is using.
2. Parent and SLP will connect and will reach out to the company to request a loaner from the company within 2 weeks of the student not having personal device available
3. If the company is unable to provide a loaner device, the SLP will put in a tech request for Alt+ Shift.
4. The School will provide the most compatible loaner device based upon availability to the student. This will be a short term loan (up to 3 months) Please see Short term loan policy.
5. If the school is unable to obtain a loaner through Alt+Shift then the student will continue with the short term loan from the school. Also, see student's IEP under Supplementary Aides and Accommodations

Assistive Technology Legislation

IDEA defines Assistive Technology devices and services in the following way:

- §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; Jackson 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:

- 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.

JCISD Assistive Technology Contact Information

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