8. Monitor AT consideration at IEP meetings to ensure that AT is considered for every student receiving special education. If identified in the IEP as needed, monitor the timely provision of assistive technology services and devices as delineated in the IEP.

9. Make a master list of assistive technology listed in every IEP, for ease of reference. This master list will identify which students should have technology available and operational in all classes.

10. Ensure timely technical support which will support continuous student achievement.

Adapted from QIAT Consortium

**AFFIRMATIVE ACTION POLICY**

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C.§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312-730-1560, fax 312/730-1576, e-mail: OCR.Chicago@ed.gov

**ADDITIONAL RESOURCES**

- **Iowa’s True AIM:**
  - True AIM [http://www.IDBonline.org](http://www.IDBonline.org)
- **NIMAS Technical Assistance:**
  - Bookshare: [http://www.bookshare.org](http://www.bookshare.org)
- **NIMAC:**
  - [http://nimac.us/](http://nimac.us/)

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**WHAT SHOULD THE RELATIONSHIP BETWEEN ASSISTIVE TECHNOLOGY (AT) AND INSTRUCTIONAL TECHNOLOGY (IT) BE?**

**AT AND IT SYSTEMS EXIST IN MOST SCHOOLS**

Most schools have systems in place for supporting technology. Assistive technology devices are managed by LEA teams (IFSP, IEP, or Section 504) working with students with disabilities. Instructional technology infrastructure is managed by network coordinators and technology specialists working with all students. These teams and specialists are challenged to work together within the larger context of a school district to meet all technology and assistive technology needs of all students. This includes the specific assistive technology and instructional technology needs of an individual student as identified in their IFSP, IEP, and Section 504 Plans. This brochure provides guidelines and information to assist integration of these interests.

**WHAT DOES FEDERAL AND STATE LAW SAY ABOUT AT?**

The amendments to the Individuals with Disabilities Education Act (IDEA) and the Iowa Rules of Special Education require that IEP teams consider whether every child with a disability requires assistive technology and services (federal citation at 20 U.S.C. Section 1401) to access their right to a “free, appropriate, public education” in the least restrictive environment. Assistive technology must be provided in a timely manner if it is needed for the student to gain access to the general education curriculum and to participate more fully in all aspects of school life.

**WHAT ARE ASSISTIVE TECHNOLOGY DEVICES AND SERVICES?**

1. Assistive Technology Device: The term "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.
WHAT IS ASSISTIVE TECHNOLOGY AND SERVICES? (CONTINUED)

2. Assistive Technology Service: 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 such child, 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 such child;
   C. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
   D. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
   E. training or technical assistance for such child, or, when appropriate, the family of such child;
   F. training or technical assistance for professionals (including individuals providing education and rehabilitation services) to, employ, or otherwise substantially involved in the major life functions of such child.

SOME IMPORTANT POINTS ABOUT ASSISTIVE TECHNOLOGY FOR SCHOOL ADMINISTRATORS

1. Assistive technology is driven by individual needs as determined by the IFSP, IEP, or Section 504 Plan. The daily needs of the individual will determine what assistive technology devices and services are needed and outlined in the IFSP, IEP or Section 504 Plan. As an administrator, recognizing the individualized nature of assistive technology, and supporting staff in their provision is necessary. The abilities of the student, the environments in which the student requires assistive technology and the tasks to be completed will determine the types of devices needed. To insure a collaborative effort between AT and IT staff, IT staff should be invited to the IEP meeting where assistive technology decisions will be made.

2. Assistive Technology is a Tool. Assistive technology is a tool used by students to access the general education curriculum. As an administrator, supporting the development of an IFSP, IEP or Section 504 Plan that reflects the use of assistive technology as a method to achieve more functional goals is essential.

3. Administrative Support is Important. The administrator is key to the successful assistive technology service delivery. Administrator’s should support the team’s collaborative efforts; support training needed, and acquire the identified technology as necessary.

4. Assistive Technology Takes Staff Time. Assistive technology service delivery requires staff time. Time is necessary for assessment, teaming, implementation, customization, maintenance, and training. As administrators, it is important to recognize the amount of staff (including the IT people, teachers, paraprofessionals, etc.) time required and help identify strategies to maximize time use.

5. Local, State and National Resources are Available. The responsibility of the administrator is to have information about local, state, and national support services concerning assistive technology.

ENCOURAGING EFFECTIVE TECHNOLOGY USE IN SCHOOLS

What a school leader can do to encourage appropriate and effective use of technology:

1. Involve staff in the creation of a school-wide technology plan that includes assistive technologies.

2. Lead staff in becoming familiar with the educational and assistive technology available at your school and in your district resources to support their use at school, district, and statewide levels.

3. Assess the technology training needs of staff at your school periodically.

4. Plan proactively for professional development about technology for staff at your school.

5. Use universal design for learning strategies to support the needs of diverse learners.
   - Advocate for technology that supports accessibility for diverse learners.
   - Promote the use of technology-based learning activities in line with curriculum objectives.

6. Recognize effective technology use (e.g., highlight effective practices at staff meetings, bulletin board postings, peer sharing during training events, newsletter articles).

7. Create a database of all assistive and educational technology used in the building and district in order to:
   - obtain information about what the district has committed to provide to meet individual student needs
   - monitor building-wide usage
   - plan for future needs
   - provide documentation for compliance with IDEA