

**Capital Area School for the Arts Charter School  
Board of Trustees Policy**

No. 113.5

**Assistive Technology Policy**

SECTION:	PROGRAMS
TITLE:	ASSISTIVE TECHNOLOGY
ADOPTED:	11/15/2021
REVISED:	

The purpose of this policy is to direct Capital Area School for the Arts (CASA) Charter School in the providing of assistive technology devices and/or assistive technology services to ensure FAPE to IDEA eligible students.

Assistive technology (AT) devices for educational purpose are items, pieces of equipment, or product systems, whether acquired commercially off the shelf, modified, or customized, that are used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

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.

The Board of Trustees recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment. The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE.

It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE. To the extent that assistive technology devices and/or services may be

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required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices and delineate the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process, such as availability from the Intermediate Unit or Medical Access Reimbursement.

All procedural safeguards and timelines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated. It is CASA Charter School's responsibility to provide assistive technology devices and services when included as part of a student's IEP.

CASA Charter School is responsible for the maintenance, repair, and replacement of assistive technology devices used to implement a child's IEP, unless other provisions are made by contract or arrangement with other educational, medical, or health-care providers.

The CEO, Special Educator, or appropriate designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for assistive technology. According to PDE, the CEO, Special Educator, or appropriate designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the CEO, Special Educator, or appropriate designee will notify the parents by sending a transfer of ownership letter.

When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The CEO, Special Educator, or appropriate designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

The CEO, Special Educator, or appropriate designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and surgically implanted medical devices, unless the device is under contract or agreement with another educational, medical or health care provider with the parent or the Charter School. Routine checks and tests of those devices will be administered, and results logged or otherwise noted when necessary. The CEO, Special Educator, or appropriate designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriate AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

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The need for AT services and devices is to be identified with specificity in students' IEPs; and, AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent. The CEO, Special Educator, or appropriate designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired or maintained. The CEO, Special Educator, or appropriate designee is further directed to have a plan in place to provide AT services without interruption. The CEO, Special Educator, or appropriate designee is charged with making personnel aware of the availability of AT resources.