

An AT Working Guide for School Districts (QIAT, 2000)

	Progress
1. The education agency has <u>written procedural guidelines</u> that ensure equitable access to assistive technology devices and services for students with disabilities, if required for FAPE.	
2. The education agency has clearly defined and <u>broadly disseminated policies and procedures</u> for providing effective assistive technology devices and services.	
3. The education agency has <u>written descriptions of job requirements</u> which include knowledge, skills, and responsibilities for staff members who provide assistive technology services.	
4. The education agency employs a <u>range of personnel with competencies</u> needed to provide quality assistive technology services within their areas of primary responsibility	
5. The education agency includes <u>assistive technology in the technology planning and budgeting</u> process.	
6. The education agency provides <u>continuous learning opportunities about assistive technology devices, strategies and resources</u> for staff, family and students.	
7. The education agency uses a <u>systematic procedure to evaluate</u> the components of assistive technology services to ensure accountability for student progress.	