

District 75 Rules and Restrictions for using iPads as IEP-Mandated Communication Devices

For more information or questions on the information presented here, please contact:
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IEP-mandated iPads are provided with an App for communication as recommended through an Evaluation. This recommendation is based on the child's language function. As the child progresses, the App can be changed to something that better suits the student through a Re-evaluation process.

1. **The structured use of these Apps for Communication is extremely important to successful use.** Please see the following link for more information.
<http://schools.nyc.gov/documents/d75/technology/assistive/Quick/SLP/IMPORTANT%20NOTES%20about%20iPads.pdf>
2. **The iPads should NOT go home until there is evidence that the child has made a connection with the device as a method of communication.** If the therapist and the parent have worked out a structured plan to reinforce skills that are being worked on in school and at home, then sending this device home with specific responsibilities for practice and use is acceptable.
3. **The iPads are not made from shatter-proof glass.** Therefore, they are NOT advised to be used for students who cannot take reasonable care of them as shattered glass poses a danger for any user.
4. **The District-issued sturdy Carrying Case MUST be on the device at all times** unless it is mounted to a table or lap tray.
5. **All Restrictions MUST be set up on the iPad to prevent misuse or unintended use of these devices.** This IEP program is providing these devices to students to facilitate Access OR Communication specifically. These are not instructional tools. As more schools acquire iPads, they will be integrated into instruction separate from the IEP-driven iPad for the communication needs of the student.

6. **We CANNOT accept devices that are owned by parents or students to be used in school for communication or to aid instruction.** We cannot assume responsibility for items that do not belong to the DOE. Only technology that is documented on the IEP following an appropriate evaluation is to be mandated for use in the schools. Once IEP-mandated, then the staff is required to integrate this use as intended for the student. Parents can purchase their own devices to use and keep at home. However, we caution the use of games and activities on these devices as these will deter the student from the focused development of their communication skills.
7. **When Parents would like messages or symbols programmed onto their child's device** (i.e. key vocabulary that they feel is imperative to foster communication) they must contact the Speech Therapist at the school who will handle this programming for them. The location of programmed messages needs to remain constant so that eventually communication can be as efficient as touch typing.
8. **If a Parent requests an App other than what was recommended to foster language development,** the Speech Therapist can request this through the Assistive Technology Office for review (email Karen Gorman: kgorman@schools.nyc.gov). If the therapist and the parent agree that this particular app will assist with language development, it can be added to the device in the school and utilized as appropriate during therapy sessions. If this is to be used at home for additional practice, the parent should be guided on how it is to be used at home by the therapist or the teacher. A cohesive approach where all those working with the student are on the same path is most efficient for the child.
9. **The new upgrade in the iOS 6 system enables the set up of GUIDED ACCESS.** This feature allows the home button to be restricted and parts of the screen "locked" so that the app for communication is the only thing accessible, therefore keeping the students on task. Please see the instructions on our website to set up Guided Access:
[http://schools.nyc.gov/documents/d75/technology/assistive/Quick/iPad%20Update%20-%20GUIDED%20ACCESS%20\(PDF\).pdf](http://schools.nyc.gov/documents/d75/technology/assistive/Quick/iPad%20Update%20-%20GUIDED%20ACCESS%20(PDF).pdf)
10. **If Parents recognize that certain apps assist their child in learning,** they are encouraged to use these in a monitored fashion at home in THEIR own iPads. More and more families have this kind of technology and we respect their appropriate use of these as instructional tools to support learning. An IEP-mandated device is provided for a specific use as detailed on the IEP.
11. **IEP-mandated communication devices are NOT instructional tools unless specifically detailed on the IEP to be used to enhance instruction.** Typically the IEP-mandated iPads are for Communication. If during the evaluation other features or apps on the iPad were provided to enable the student to engage with materials, these would be discussed in detail on the IEP as well.

- 12. The DOE does not evaluate for iPads specifically, but recommends their use as appropriate for the individual.** Students are evaluated for access and communication, and devices are recommended by a team of experts to meet their needs. An iPad is just one of many in a large group of equipment that may be recommended.
- 13. The NYC Department of Education's Accessible Internet Use Policy (AIUP) must be followed** when using the iPad as with any other internet accessible device. See link below for details of this policy:
<http://schools.nyc.gov/Offices/EnterpriseOperations/DIIT/WebServices/iaup/default.htm>