



**Access to Assistive Technology, Auxiliary Aids, Services, and Accommodations  
When Policy Intends to Limit or Ban Use of Assistive Technology in PreK-16 Schools**

Federal disability and education civil rights laws protect, promote, and support access to assistive technology (AT), auxiliary aids, services, accommodations, and other supports for students with disabilities in PreK-16 schools.<sup>i</sup> Students who qualify under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (504) and/or the Americans with Disabilities Act (ADA) must be provided the AT devices, auxiliary aids, services, reasonable accommodation, and other supports necessary to have meaningful access and engagement in education.<sup>ii</sup> Parents, as equal partners in the development and implementation of a child's Individualized Family Service Plan (IFSP), Individualized Education Program (IEP) or 504 Plan, must be assured that their child's IFSP/IEP/504 Plan includes the types of AT and/or other auxiliary aids, services and/or accommodations necessary to access their education alongside their nondisabled peers.

Given the well-established requirements and protections set forth in federal law, the Consortium for Constituents with Disabilities (CCD) Education Task Force as well as the CCD Technology and Telecommunications Task Force advises the U.S. Congress and Administration to **ensure that any legislation or policy designed to impact access to computers, screen time, cell phones and/or other technology in schools must not undermine the IFSP/IEP/504 Plan provisions that promote and support the meaningful inclusion of students with disabilities in the general classroom and their access to educational instruction, curricula, materials or information essential to attend and stay in school.** Additionally, such policies must not incentivize districts and schools to ostracize and/or segregate students with disabilities from their peers to receive instruction, support, services, or information as required by their IFSP/IEP or 504 Plan. If a student with a disability requires a computer, tablet, cell phone/app, or other device but such device is prohibited to other students, the student with a disability must continue to have access to such device in their normally assigned classroom.

**Examples of students requiring AT that may inadvertently be included in a policy that limits or bans access during school:**

- a student with a specific learning disability (e.g., dyslexia) who requires a computer throughout the day to take notes/access video in lieu of text;
- a student with diabetes who requires a cell phone with an app designed to monitor their blood-glucose level;
- a student with a hearing impairment who requires a cell phone to caption audio throughout the day;
- a student studying with a group who requires their AT to communicate/study with other students to complete a group assignment.

CCD looks to Congress and the Administration to enforce the laws that ensure students with disabilities have full access to the range of services, AT, interventions, and other supports they require so they can succeed and achieve the same educational outcomes as their peers.

Signed,

Access Ready, Inc.  
Allies for Independence  
American Association of People with Disabilities  
American Council of the Blind

American Foundation for the Blind  
American Music Therapy Association  
American Occupational Therapy Association  
American Printing House for the Blind (APH)

Assistive Technology Industry Association  
Association for Assistive Technology Act Programs  
Autism Society of America  
Autistic Self Advocacy Network  
Autistic Women & Nonbinary Network  
CAST  
Center for Learner Equity  
Children and Adults with Attention-  
Deficit/Hyperactivity Disorder  
Council for Exceptional Children  
Communication 4 ALL  
CommunicationFIRST  
Council for Learning Disabilities  
Council of Parent Attorneys and Advocates (COPAA)  
Council of State Administrators of Vocational  
Rehabilitation (CSAVR)  
Cure SMA  
Disability Belongs  
Disability Rights Education and Defense Fund (DREDF)

Division for Early Childhood of the Council for  
Exceptional Children (DEC)  
Division for Learning Disabilities of the Council for Exceptional  
Children  
Muscular Dystrophy Association  
National Center for Learning Disabilities  
National Down Syndrome Congress  
National Down Syndrome Society  
National Women's Law Center  
Perkins School for the Blind  
School Social Work Association of America  
TASH  
The Advocacy Institute  
The Arc of the United States  
Tourette Association of America  
United Spinal Association  
World Institute on Disability

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The CCD Education Task Force monitors federal legislation and regulations that address the educational needs of children and youth with disabilities and their families, including regulatory efforts under federal laws such as the Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). The CCD Telecommunications and Technology Task Force focuses on policy issues related to access to telecommunications and assistive technology in education, employment, and independent living. Together, we advocate for high expectations for individuals with disabilities under these and other laws.

[www.c-c-d.org](http://www.c-c-d.org)

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<sup>1</sup> See: C.F.R 29 § 794 (Section 504 of the Rehabilitation Act of 1973 requiring auxiliary aids be provided to qualified students); 34 C.F.R. § 300.324(a)(2)(v) and (b)(2) (Individuals with Disabilities Education Act requiring the IEP Team [each time it meets] to consider whether the child requires AT devices and services); 42 U.S.C. § 12111(9) (the Americans with Disabilities Act (ADA) defining reasonable accommodations for individuals with disabilities); and, 42 USC Chapter 126, §12132 (the ADA's requirement that no qualified individual can be excluded from participating in or denied benefits from a public entity's services, programs, or activities).

<sup>ii</sup> See: *Myths and Facts Surrounding Assistive Technology Devices and Services*, U.S. Department of Education, 2024 at: <https://sites.ed.gov/idea/files/Myths-and-Facts-Surrounding-Assistive-Technology-Devices-01-22-2024.pdf>. See also: *Return to School Roadmap*, U.S. Department of Education, 2021 (see specifically C1 & C2) at: [https://sites.ed.gov/idea/idea-files/return-to-school-roadmap-development-and-implementationof-ieps/#citem\\_78e4-161f](https://sites.ed.gov/idea/idea-files/return-to-school-roadmap-development-and-implementationof-ieps/#citem_78e4-161f)