

Dubuque Community

School District

Assistive Technology Procedures Manual

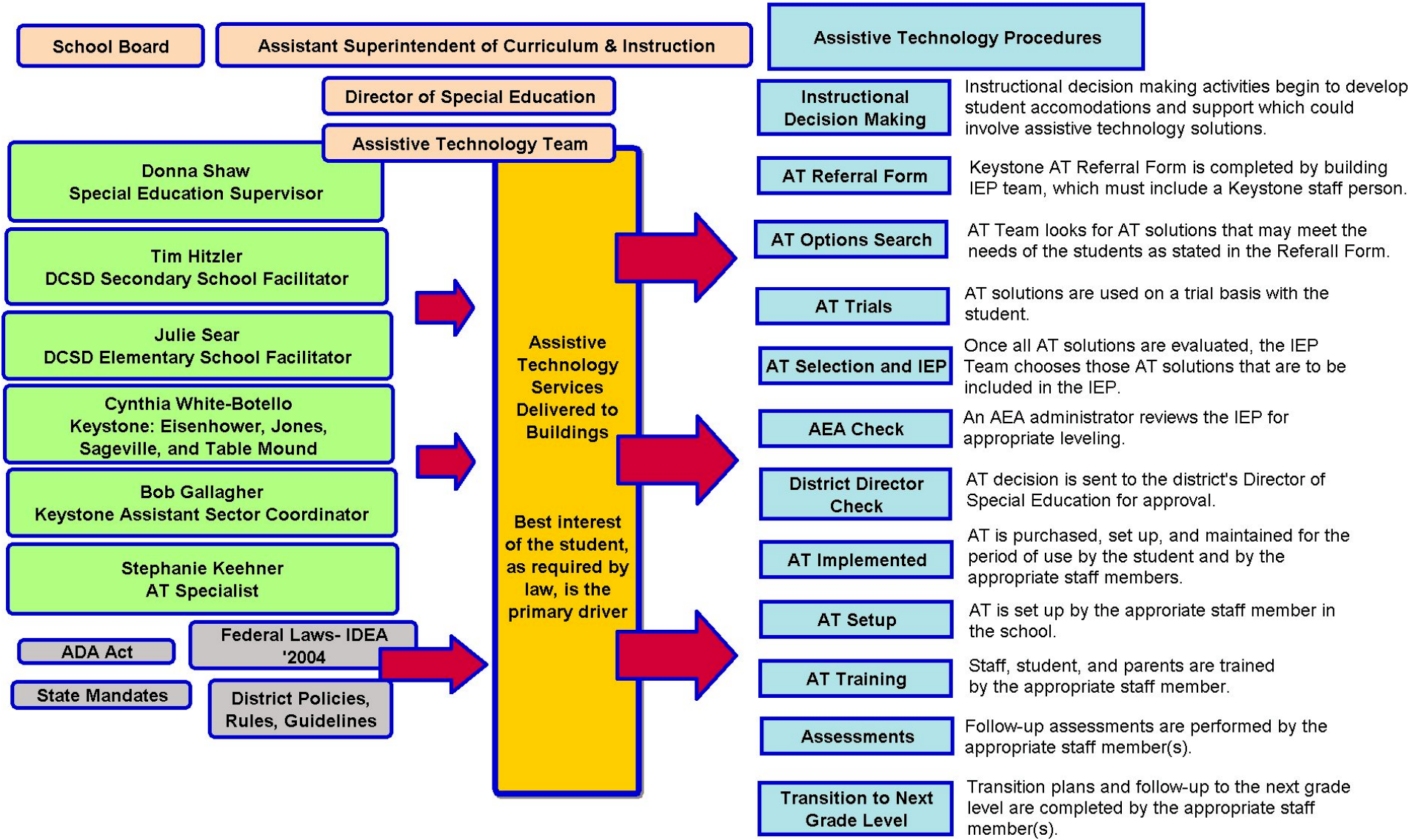
2005-2006

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Assistive Technology

Dubuque Community School District
January 24, 2006



Definition of Assistive Technology

Assistive Technology Service:

8/05

Defined, in the IDEA at 20 USC 1401(2) and 34 CFR 300.6 as:

"any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device [with such term including]

- (A) the evaluation of the needs of an individual with a disability, 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, where appropriate, the family of such child; and
- (F) training and technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such child."

Additionally, Section 602(26)(B) specifically excludes "a medical device that is surgically implanted, or the replacement of such device" from the definition of a related service. The new language implicitly excludes maintenance of such devices. More specifically the "mapping" necessary for the proper use of cochlear implant as related services within the meaning of the Act.

Consultation Services

12/02

To qualify as consultation service on an IEP, the professional involved must provide a minimum of 30 minutes/month and one visit/month. Consultation under 30 minutes/month should be documented as part of an Individualized Health Plan (IHP), Section 504 Plan, or documented as part of a Stage 2 or 3 intervention through problem solving. Note: Consultation services not provided as part of an IEP should never be billed to Medicaid.

AT Referral

Assistive Technology Referral

The Assistive Technology (AT) Request for Consultation form (following this page) is completed by the building IEP team (which includes parents, student, general education teacher, special education teacher, principal, and AEA support staff). Copies of the completed referral form will be sent to the Area Education Agency Sector Office and the Dubuque Community School District Assistive Technology Team for distribution.

In considering the assistive technology needs of a student, the IEP team should consider gathering information about:

The Student-

What does the student need to do?
What are the student's special needs?
What are the student's current abilities?

The Environment-

What materials and equipment are currently available in the environment where the student functions?
What is the physical arrangement of the classroom?
Are there special concerns?
What is the instructional context that creates the need for assistive technology?
Are there likely to be changes in the instructional context?
What supports are already available to the student?
What existing resources are available to the staff members who are supporting the student?

The Task-

What activities take place in the environment?
What activities support the student's curriculum?
What are the critical elements of the activities?
How might the activities be modified to accommodate the student's special needs?
How might technology support the student's active participation in those activities?

The Tools-

What no-tech, low-tech, mid-tech, and high-tech options should be considered when developing a system for the student with these needs and abilities completing these tasks in these environments?
What strategies might be used to invite increased student performance?

Keystone AEA Special Education Guidelines & Procedures Manual 3:9 provides additional information.

IEP teams may also request consultation from the AEA Assistive Technology Team and/or DCSD Assistive Technology Team by completing an Assistive Technology Request for Consultation form (see form on page 143 of the Keystone Area Education Agency Division of Special Education Guidelines and Procedures Manual which is posted on the Special Education webpage on the Dubuque Community School District web site). <http://www.dubuque.k12.ia.us>

Dubuque Community School District

Assistive Technology Request for Consultation

Person Completing Assistive Technology Form _____

Date _____

Student _____ Birth date _____ S.S. _____

School _____ Grade _____ District _____

Teacher _____ Level _____ AEA Rep. _____

Parent/s _____ Phone (home) _____ (work) _____

Home Address _____

Parents Notified: How _____ Date _____

1. What do you feel are this student's major assets?

2. What do you feel are this student's major problems?

3. What specific needs should Assistive Technology fulfill for this student at home, at school, and in the community?

4. What has the team tried to resolve this need at school? How did it work?
(Attach the Problem Solving Intervention Sheets that address this concern.)

5. Has this been discussed with the School District Tech. Person? Who is the Tech. Person?

6. What do you think might work?

Attach a copy of the most recent IFSP or IEP to this completed form and send to the AEA Keystone Dubuque office.

AT Options Search

Assistive Technology Options Search

The Assistive Technology team searches for assistive technology solutions that may meet the needs of the student as stated on the referral form. (SETT process)

After the Assistive Technology Request for Consultation form is completed, submitted, and distributed, an Assistive Technology Team member (AEA/DCSD AT Team) will develop a list of assistive technology solutions.

The AEA/DCSD AT Team will provide the IEP team with a list of Assistive Technology options and the appropriate assistive technology will be determined to use as a trial. Conditions of the trial, for example (time frame) would be determined by the Assistive Technology Team member.

When selecting Assistive Technology options the "...area of concern" and "What have you tried?" on the Assistive Technology Referral Form should be considered in order to pin point the Assistive Technology option to use as a trial.

For example, if the "area of concern" is: "Jamie has trouble getting his thoughts on paper. They are in his head but when he needs to write them down he cannot," the IEP team would look for Assistive Technology options that potentially help Jamie put his thoughts on paper, such as mental organization and text prediction software.

Also, if Assistive Technology has been tried in the past, it should be stated in the "What have you tried?" on the Request for Consultation form. These AT items will probably not be used on a trial basis again unless 1) a lot of time has passed since it was last used, 2) the device has improved drastically since it was used, or 3) it had not implemented correctly in the past.

Best practice would be to complete the Questions for IEP Team When Choosing an Assistive Technology Option checklist prior to writing any Assistive Technology into the IEP. (See following page)

Questions for IEP Team When Choosing an Assistive Technology Option

Student Name:

School:

Grade:

AT Option:

Completed by:

AT Team Member:

| Yes | No | Questions for IEP Team When Choosing an Assistive Technology Option |
|-----|----|--|
| | | Does the Assistive Technology address the "area of concern" as stated on the referral form? |
| | | Can the student use the technology? (skill level, usability, accessibility) |
| | | Would the use of Assistive Technology help the student address the "area of concern" more efficiently, in the least restrictive environment, or help the student perform successfully with less personal assistance? |
| | | Does the school environment allow physical accessibility for the student to access the Assistive Technology option(s) within the school building? |
| | | Is the Assistive Technology age appropriate? |
| | | Do you have enough information about the Assistive Technology option to make a decision? |

Are there any other facts, not already addressed, that would be helpful in making the decision to use the Assistive Technology option? (Please explain)

Once you complete this checklist, contact your Assistive Technology team member to proceed.

AT Trials

Assistive Technology on a Trial Basis

IT tests the Assistive Technology solutions that are computer related to determine the compatibility with DCSD network.

Once the assistive technology software/hardware has arrived at the school for the student, the school's Information Media Specialist (IMS) staff member will be contacted by the student's teacher to receive help in setting up the Assistive Technology. If the IMS needs further assistance with the setup, they should contact their Forum IT representative. The IT representative needs to discuss with the Forum Assistive Technology Specialist and determine a plan on how to provide assistance to the IMS person from the school in order to set up the Assistive Technology software/hardware.

Staff at school will be trained to use the Assistive Technology

Professional development needs to be discussed at the time the Assistive Technology option is selected. (Training can be done by anyone with the ability to train, including, but not limited to, a teacher, paraprofessional, parent, building technology person, etc.)

Quantitative and qualitative data will be collected to evaluate the effectiveness of the Assistive Technology

Quantitative and qualitative data is required for Assistive Technology to be purchased. Data and reports are shared and discussed with building team to determine next step.

- Data and reports are then sent to the Assistive Technology team member
- Contact the Assistive Technology team member to discuss other AT options
- Determination that the Assistive Technology is not the appropriate intervention

Data and analysis reports should be stored in the student's special education portfolio.

The staff and Assistive Technology person should work together to integrate the AT into the student's curriculum

The case manager, any and all appropriate staff members, and Assistive Technology team member(s) will create a plan for this.

Please refer to the: Low – Medium – High Tech Assistive Technology Chart for AT ideas - Appendix A

Data Collection Information for Assistive Technology - Appendix B

AT Selection and IEP

Assistive Technology Selection and IEP

Documentation in the IEP includes PLAAFP, goals page, and service page

Refer to Assistive Technology IEP connection chart.

Do not use brand names in the IEP. State what the Assistive Technology does, not what it is.

Do not specify one piece of software or hardware by the manufacturer's name. For instance, do not write in the IEP that the student should have access to Type to Learn. Instead, write in the IEP that the student should have access to software that would act in such a way as: (give generalities of what the software or hardware does, but do not use its brand name specifically). By doing this, it gives both the Assistive Technology team and the IT team the ability to find a multitude of software or hardware that could be tested in the networking environment and then the best suited for the student and networking environment could be chosen for purchase.

Please refer to the Low – Medium – High Tech Assistive Technology Chart for AT ideas. Appendix A

District Director Check

Assistive Technology Purchases

Assistive Technology Decision is sent to Director of Special Education

When the Assistive Technology Consultation Process has been completed and a decision has been made regarding the specific software, device, etc. that needs to be accessed for the student, the recommendation will be sent to the Director of Special Education at the Forum. With this written recommendation, and a copy of the IEP sections that addressed the utilization of Assistive Technology, a district purchase order form (Request for Supplies) needs to be completed by a person from the IEP team making the request. The following information needs to be included on the PO form:

- School
- Teacher Name
- Room Number
- Student Name
- Vendor
- Vendor's Address
- Specific order information (including quantity, description, catalog number, unit cost)
- If it is software, the type of software license it is (stand-alone, network, district, site, etc.)

AT Implemented

Purchased AT Solutions

- All Assistive Technology items purchased by the Director of Special Education or the Supervisor of Special Education should be sent to either the Special Education Administrative Assistant or the Forum Assistive Technology Specialist.
- All Assistive Technology items purchased by schools with their school's special education money should be sent to that school's IMS person. Any and all software/hardware items that are Assistive Technology related that the IMS are responsible for supporting, should be documented.

IMS should contact the Forum Assistive Technology Specialist via e-mail with information about all software/hardware that is in their school with information pertaining to the software/hardware. This information includes: item description; who it was purchased by (school or district (Director of Special Education)); student name purchased for; type of license it has (if applicable), the computer it is installed on; the teacher contact of who is working with the student with this software/hardware. *Types of licenses include: site license, district license, network license, machine license, stand alone license, additional hard-disk license, concurrent use license, volume license, or shrink wrap license.*

Setup/Maintenance

Once Assistive Technology software/hardware has arrived at the school for the child, the school's IMS person should be contacted by the student's teacher to set up everything Assistive Technology specific. If the IMS needs further assistance with setup, they should contact their Forum IT representative. The Forum IT representative should check with the Forum Assistive Technology Specialist and together, help the IMS person from the school set up the Assistive Technology software/hardware.

AT Training

Training for the Purchased Device

Staff at school will be trained to use the Assistive Technology

Professional development for additional people or skills should take place in a timely manner after final setup of the Assistive Technology items. (Training can be done by anyone with the ability to train, including, but not limited to, a teacher, paraprofessional, parent, building technology person, etc.)

Assessments

Evaluation of the Assistive Technology

Assistive Technology that is in an IEP goal, the follow-up assessment is:

A photocopy of the goal page from the student's IEP sent to the office of the Special Education Director.

Assistive Technology that is in the IEP but not on a goal page, the follow-up assessment is:

Refer to the Questions for IEP Team When Evaluating the Implementation of the Assistive Technology checklist on the following page.

Questions for IEP Team When Evaluating the Implementation of the Assistive Technology

Student Name:

School:

Grade:

AT Option:

Completed by:

AT Team Member:

| Yes | No | Questions for IEP Team When Evaluating the Implementation of the Assistive Technology |
|-----|----|---|
| | | Does the Assistive Technology continue to be vital to the student's success? |
| | | Can the student use the technology? (skill level, usability, accessibility) |
| | | Has the use of Assistive Technology helped the student address the "area of concern" more efficiently, in the least restrictive environment, or perform successfully with less personal assistance? |
| | | Does the school environment allow physical accessibility for the student to access the Assistive Technology option(s) within the school building? |
| | | Is the Assistive Technology age appropriate? |
| | | If upgrades are available for the Assistive Technology item and the upgrade is vital for the continuation of the student's growth, has the Assistive Technology item been upgraded? |

Are there any other factors that are needed in evaluating the effectiveness of the Assistive Technology? (Please explain)

Have there been any technical difficulties you have faced with the Assistive Technology currently being used for the student?

Transition

Transition

All Assistive Technology specified on the student's IEP's will be entered on the DCSD Assistive Technology (AT_students_All_Grades) spreadsheet (specifically entered by the Assistive Technology team). This information will be sent to the appropriate case manager and the building IMS by March 15th of the current school year. The assistive technology needs to be located at this time and confirmed within two weeks with their representative from the Assistive Technology team.

Within a Building Transition (end of year):

A list of transitioning students will be sent to the IMS from their Assistive Technology Team Representative.

The IMS person from the building works with the teachers and gathers together the Assistive Technology items, places it in a box by per student, and stores it within an area the IMS person has access to. When the next year starts, the IMS will give the box of Assistive Technology items out to the student's new teacher.

Note: The Assistive Technology Team Representative will visit each building to make sure that the Assistive Technology items are being collected and stored for the next year. At the beginning of the year, once the Assistive Technology items have been distributed, the IMS will need to contact their Assistive Technology Team Representative and notify them that the items have been distributed. If software needs to be loaded on a computer for a student, that information will need to be passed along to the Forum Assistive Technology Specialist.

Building to Building Transition (end of year):

A list of transitioning students will be sent to the IMS from their Assistive Technology Team representative.

The IMS person from the building works with the teachers and gathers together the Assistive Technology items and places it in a box by per student to be collected by their Assistive Technology Team Representative during the week of May 15th. When the next year starts, the Assistive Technology Team representative will distribute the Assistive Technology items to the IMS, and they in turn will give the box of Assistive Technology items to the student's new teacher.

Note: The Assistive Technology Team Representative will visit each building to make sure that the Assistive Technology items are being collected. They will take the boxes back to the Forum to the Forum Assistive Technology Specialist for summer storage.

At the beginning of the year, the Forum Assistive Technology Specialist will distribute each box to the school's IMS contact. The IMS then will distribute the boxes to the teacher of the student. Once the Assistive Technology items have been distributed, the IMS will need to contact their Assistive Technology Team Representative and notify them that the items have been distributed. If software needs to be loaded on a computer for a student, that information will need to be passed along to the Forum Assistive Technology Specialist.

Low – Medium – High Tech Assistive Technology Chart

Appendix A

| <i>Description: For students who would benefit from....</i> | <i>How to document AT on the PLAFP</i> | <i>How to add AT to a GOAL</i> | <i>How to document AT on the Service Page</i> |
|--|---|--------------------------------|--|
| Quickly Convert Paper Documents into Editable, Digital Documents Fill Out Forms, Quickly, Neatly | Jojo requires software that allows paper documents to be converted into editable digital documents to allow more success in the school. | EX: | Assistive technology: Jojo requires software that allows paper documents to be converted into editable digital documents |
| Word prediction program to use Linguistic Word Prediction intelligence. For students who struggle with translating thoughts into writing, that accurately interprets what they intend to say | Jojo requires Word prediction software to help with thought process and execution of writing progress | | Assistive Technology: Jojo uses a words prediction software to help with the translation of thoughts into writing |
| A programmable alternative keyboard. It enables students with physical, visual, or cognitive disabilities to easily type, enter numbers, navigate on-screen displays, and execute menu commands. | Jojo uses a programmable keyboard to assist in the classroom | | Assistive Technology: Jojo uses a programmable keyboard to assist in the classroom |
| A word/picture processing program that allows you to type words and have the option of having picture symbols appear with each word Words are automatically illustrated as you type. A single key press can show you the alternatives for any particular word, and you can easily change the symbol set you are using. It is easy to make symbol materials and great for beginner writers. There is a pictorial spell checker in all of the sections. | Jojo uses a word/picture processing program that allows pictures as word identifies to help with comprehension and fluency | | Assistive Technology: Jojo uses a word/picture processing program that allows pictures as word identifies to help with comprehension and fluency |
| Build typing skills lessons | Jojo requires software that would build typing skills | | Assistive Technology: Jojo uses software designed to help build typing skills |
| Talking word processor with a talking spell checker Increases writing quantity and improves writing quality through purposeful supports so students write more and | Jojo utilizes a talking word processor with a talking spell checker to | | Assistive Technology: Jojo utilizes a talking word processor with a talking spell checker to Increases writing |

| | | | |
|--|---|--|---------------------------------------|
| self-assess their work. Purposeful revision and editing tools help students make changes and improve their writing. | Increases writing quantity and improves writing quality | | quantity and improves writing quality |
| Portable keyboard or note taker that allows students to practice Keyboarding. | | | |
| A powerful visual learning tool that taps into students' creativity and learning styles. Based on the proven principles of visual learning, students strengthen key learning skills—critical thinking, comprehension and retention—by creating graphic organizers to visually represent concepts and relationships. Integrated diagramming and outlining environments work together to help students write clear, concise essays, reports and more. Ability Level 3-8 • Interest Level 3-8 | | | |
| Help younger students build early literacy skills and older students develop their ability to understand and communicate ideas. Applying the proven principle of visual learning, students create graphic organizers with pictures, text and spoken words. Students build concept maps, diagrams and webs. These visual tools help them synthesize, analyze and evaluate information. Ability Level K-3 • Interest Level K-3 | | | |
| | | | |
| The Joystick is a very sturdy alternative mouse device that uses 2.5 inch trackball to position the computer's mouse arrow on the screen. A keyguard isolates buttons for click, double click, and button-down for mouse dragging. A built-in switch interface allows any mouse button to be replaced by a switch. Has a mouse speed control button with 5 settings to adapt to the user's needs. Keyguard is removable. | | | |

Why collect data?

Data is necessary when determining if AT is effective or not effective in meeting the need(s) of the student as explained on the AT request form.

Data also allows someone who is not familiar with the student to identify if AT is a good match with the student.

What is data?

Qualitative data is information regarding thoughts, feelings and attitudes about the AT.

Quantitative data is measurable data pertaining to the effectiveness of the AT in meeting the student's needs as explained on the AT request form.

Who collects data?

Data can be collected by staff, students and parents. However, the teacher should ensure that the data is valid and pertains to the need(s) of the student as explained in the AT request form.

The data collected should be compiled on a spread sheet or graph along with a report explaining whether or not the AT is effective in meeting the need(s) of the student as explained on the AT request form. (See example) This report should be written by the AT person or the teacher and presented to the IEP team.

Where is data collected?

All data should be collected in the same location the student will use the AT so that it is consistent with the students long term use of the AT.

When is data collected?

Data should be collected during the trial of the AT so that the IEP team knows if the AT is effective before writing it into the IEP.

Data should also be collected again each school year so the teacher know if it is

How is data collected?

Qualitative and quantitative data should be collected.

Here are some questions for students, staff and parents in order to obtain qualitative data:

- Do you feel comfortable using the AT?
- Do you feel the AT is user friendly?
- Does the AT

For example, if the need stated on the AT request form is "...needs assistance taking notes in class because Austin writes very slow and his handwriting is illegible." you could collect data on the following items before and after the AT is introduced:

- # of words in the notes
- Grade on notes if applicable
- Test scores if notes are used on tests
- # of legible words
- Time taken to take notes

Please see the data collection sheets on the following pages. Feel free to edit them to suit your needs. Also, if you create your own data collection sheets please share them with your AT person so they can be shared with others.

Anything beyond scope of these intervention requires an AT referral form to be filled out.

- Writing (Elementary)
 - Motor Aspect of Writing
 - Writing Utensils
 - Specialized pens or pencils
 - Crayons
 - Markers
 - Grips
 - Erasers
 - Tapes
 - Adaptive Paper
 - Raised line
 - Grid line
 - Colored
 - Highlighted lines
 - Wide line
 - NCR
 - Adaptive Writing Surface
 - Slant boards
 - Clipboards
 - Dry Erase boards
 - Desk size variations
 - Writing Guides
 - Rulers
 - Wikki Stix
 - Composing Written Material
 - Visual cues/prompts for written composition
 - Word Cards
 - Word Books
 - Word Wall
 - Sentence strips
 - Personal/class Dictionary and/or Thesaurus
- Reading (Elementary)
 - Books
 - Standard text predictable books that can change in text size, spacing, color, and background.
 - Reading guides
 - Books adapted for page turning
 - Book clip
 - Page or book holder
 - Use of pictures or symbols with text
 - Velcro
 - Overlays
 - Highlighting tape, highlighter
 - Graphic organizers
 - Items used to separate or secure pages

- Math (Elementary)
 - Number line
 - Manipulative
 - Tables (200 chart, 100 chart, etc.)
 - Overlays
 - Highlighting tape, highlighter
 - Enlarged math worksheets
 - Low tech alternatives for answering
 - Rubber stamps
 - Dry Erase
 - Book or magnets for solving problems
 - Readily available and low cost adaptive devices/tools
 - Rulers
 - Personal digital and analog clocks
 - Large key calculators

- Studying (middle and high school)
 - Graphic organizers of material
 - Highlighting tape, highlighter
 - Mock tests
 - Test taking strategies
 - Prewritten notes for test
 - Rubric for what is on test

- Organization (middle and high school)
 - Mock tests
 - Rubric of what an organized book bag looks like
 - Binder or portfolio for organizing assignments
 - Personal calendar
 - Color coded folders
 - Assignment notebook
 - Visual Schedules
 - Filing system for lockers, notebooks, and home
 - Post-It notes for notes/page markers

- Reading (middle and high school)

- Use of pictures/symbols with text
- Shortened text length
- Audio books
- Graphic organizer
- Strategies for learning vocabulary prior to reading
- Highlighters
- Changes in font size, color, spacing and background (yellow background with black text)
- Cobuild Dictionary

- Writing (middle and high school)
 - Motor Aspect of Writing
 - Writing Utensils
 - Specialized pens or pencils
 - Crayons
 - Markers
 - Grips
 - Erasers
 - Tapes
 - Adaptive Paper
 - Raised line
 - Grid line
 - Colored
 - Highlighted lines
 - Wide line
 - NCR
 - Adaptive Writing Surface
 - Slant boards
 - Clipboards
 - Dry Erase boards
 - Desk size variations
 - Writing Guides
 - Rulers
 - Wikki Stix
 - Composing Written Material
 - Cobuild dictionary
 - Thesaurus
 - Word bank
 - Graphic organizer for the structure of an essay
 - Model of what finished product should look like

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