



# Parent Partnerships

A Newsletter for Parents with Children who have Disabilities

Educational Equity For All

February 2019

## California Department of Education News



Parent Organizations and the California Department of Education

The California Department of Education, Special Education Division, works closely with

the federal and state funded parent organizations to increase parent participation and collaboration between parents and educators to improve the educational system.

- [Parent Training and Information Center](#)
- [California Community Parent Resource Centers](#)
- [SB 511, Family Empowerment Centers](#)

Section 300.105 clearly states that the school system is responsible for addressing assistive technology when it is required as a part of the student's special education services, related services, or supplementary aids and services. Use of school provided assistive technology is not limited to the school setting. Section 300.105 clearly specifies that school-purchased assistive technology may be made available in the child's home or in other settings if the IEP team determines that the child requires assistive technology to receive a free and appropriate public education (FAPE).

The inclusion of the statement regarding home use of school-purchased assistive technology has significant implications for school systems. In the past, many school systems have been reluctant to provide technology in the home setting. As a result of this requirement, it is evident that the provision of school-purchased assistive technology in the home setting is the decision of the student's IEP team. School systems should not develop policies, procedures, or operating guidelines that negatively impact the IEP team's ability to address and provide for the use of assistive technology in settings other than the school. As more technology is provided in the home setting, school systems will have to address whether or not parents should be held liable for loss of a device or for damage to a device beyond normal wear and tear.

## *Assistive Technology at Home and at School Legal Mandates for Assistive Technology*

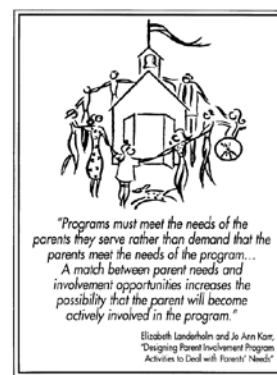
The legal cornerstone for providing assistive technology devices and services is found in Section 300.105 in the Federal Register based on the most recent re-authorization of IDEA:

Each public agency shall ensure that assistive technology devices and assistive technology devices and services, or both, as those terms are defined in Sections 300.5 and 300.6, are made available to a child with a disability if required as a part of the child's —

- Special education under Section 300.36;
- Related services under Section 300.34; or
- Supplementary aids and services under Section 300.38 and 300.114(a)(2)(ii).

On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

<https://goo.gl/nPPjXr>



## Feature Idea of Month

# PICTO-SELECTOR



Picto-Selector is a **free** tool for creating visual schedules. It is used by many teachers and parents. The download contains over 28000 pictos

(images) translated to English, Dutch, German, French, Danish and Spanish. (Some pictos are also translated to Arabic, Swedish, Italian, Portuguese, Brazilian and Indonesian)

Picto-Selector makes creating visual schedules easier by:

- Fast search options to find the needed pictures
- Automatic sizes, depending on the number of rows and columns
- Reuse of earlier created schedules

<https://www.pictoselector.eu/>

## What is a SELPA?

SELPA's are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPA's facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed. <https://www.cde.ca.gov/sp/se/as/caselpas.asp>

## Community Advisory Committee for Special Education

Each SELPA in California is required by Education Code 56190 to have a Community Advisory Committee. The committee shall serve in an advisory capacity. The purpose of the Community Advisory Committee (CAC) is to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitate parent education and support, and to coordinate activities on behalf of children with exceptional needs. Members participate in the special education program review and provide input to the master plan, assist in the development of parent information materials and awareness activities to understanding disabling conditions.

CAC's in California provide a wide range of positive parent to parent support systems including conferences, support groups, newsletter and publications, and training opportunities in addition to their advisory capacity.

## WEBSITES AND RESOURCES

<https://goo.gl/A1vkrX>  
<https://goo.gl/Mfmwpm>  
<https://goo.gl/Mfmwpm>



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

Augmentative and  
Alternative  
Communication

AAC incorporates the individual's **unique** communication abilities and may include any existing speech or vocalizations, gestures, manual signs, and aided communication. AAC is truly multimodal, permitting individuals to use every mode possible to communicate. Over time, the ability to use AAC devices may change, although sometimes very slowly, and the AAC system chosen today may not be the best system tomorrow. In any case, an AAC system is an integrated group of four components used by an individual to enhance communication. These four components are symbols, aids, techniques, and strategies.

Bottom Line: Everyone uses a variety of means to communicate. The "best" form or forms of communication for any individual are those that the individual will use to communicate with other people.

## Decision Making About AAC Systems and Interventions

- Who Can Benefit From AAC
- AAC Intervention When a Client Is Partially Intelligible
- Considerations When Choosing Visual Symbols
- Considerations for Device Selection

<https://www.asha.org/njc/aac/>



Free Communication  
Boards, Symbols, Social  
Stories & More!

## Browse by category

- > Assistive technology
- > Auditory and Visual processing
- > Cognitive functioning
- > Disability resources
- > Driving
- > Educational advocacy
- > Employment
- > Fine/Gross motor skills
- > Games and activities
- > Health/Medical
- > Life skills
- > Mental health/Illness
- > Parenting/Home
- > Safety
- > School
- > Sensory processing
- > Social-Emotional
- > Social stories
- > Special needs apps
- > Speech and Language
- > Sports and Leisure
- > Therapy resources
- > Toilet training
- > Travel

<https://www.oneplaceforspecialneeds.com/main/resources.html>