

Janet Reese
ACPS Family Support Specialist
MarCinda Buttie
ACPS Family Support Specialist

Parent Resource Center Report to SEAC

April 17, 2024

The Anne R. Lipnick Special Education Family Resource Center, also known as the Parent Resource Center or the PRC, is located in Room 134 of the Minnie Howard Campus of Alexandria City High School, 3801 W. Braddock Road, Alexandria, VA 22302. The Parent Resource Center is open every school day from 8:30-3:30. The PRC offers the following services, at no cost, to anyone who lives, works or goes to school in the City of Alexandria:

- A lending library with over 500 books and DVDs on a variety of disabilities and parenting issues;
- A list of service providers in the community, such as speech therapists, math tutors and respite care providers;
- A workshops series for parents on various disabilities and general parenting topics;
- Individual confidential consultations to help parents understand their child's special education services and to support them with the challenges of raising a child with a disability or learning difference.

The following is a summary of Parent Resource Center activity for the months of late January through early April, 2024.

I. PRC Contacts:

- A.** For PRC data recording purposes, a "contact" has traditionally been communication **initiated** by a parent, staff member or community member with the PRC, either by phone, email or in-person meeting.
- B.** In September, 2018, The Virginia Department of Education expanded its definition of "contact" to also include communication initiated by PRC staff to individual parents, ACPS staff or members of the Alexandria Community. Consequently, numbers of contacts increased significantly over that of previous years, reflecting this change. However, in November, 2019, the DOE provided additional guidelines regarding PRC data collection. Specifically, when PRC staff initiate email contact to multiple recipients via a single email, the DOE counts this as a single contact, whereas formerly, it was counted it as multiple contacts. This change, too, again altered the numbers of PRC contacts by decreasing them significantly.

C. Comparison of PRC use for 2019-2020 through 2023-2024 School Years

MONTH	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
August	349 (PRC opened 8/5). Includes data from summer	272 (PRC opened 8/3). Includes data from summer	301	229	174
September	620	373	341	177	227
October	936	460	362	301	283
November	621	327	305	352	202
December	339	282	154	167	132
January	500	399	171	265	221
February	487	410	206	266	336
March	160 (Mar. 1-13)	492	343	288	275
April	No data collected	376	248	165	
May	No data collected	309	289	242	
June	No data collected	221	89	123	
TOTALS	4012	3158	2809	2575	

- D. Contact data for January: parents (65), staff (138), community (18)
- E. Contact data for February: parents (62), staff (197), community (77)
- F. Contact data for March: parents (79), staff (135), community (61)
- G. Top disability areas for Jan.: ASD (14), ADD (5), speech (2), ID (2)
- H. Top disability areas for Feb.: ASD (13), ADHD (7), LD(6)
- I. Top disability areas for March: ASD (26), VI (5), LD (4)
- J. Top reasons for contacting PRC in January: workshops (96), PRC resources (60), community resources (41)
- K. Top reasons for contacting PRC in Feb.: workshops (87), PRC resources (78), Transition Fair (74)
- L. Top reasons for contacting PRC in March: workshops (71), PRC resources (49), Community resources (48)

II. Family Engagement Workshops

- a. The majority of workshops are presented in a virtual format. Workshops are recorded and archived, so that people who missed the original presentation may view it later.

- b. Data about the number of parents using the services of an interpreter is not available for the webinars. However, the webinars are set up so that Spanish, Amharic, Arabic and Dari interpreters automatically provide interpretation for any parent who needs it during the webinar.
- c. It is not possible to collect data evaluating the workshops in the webinar format.
- d. Ms. Reese presented *What Next? Preparing for Life After High School for Individuals with Developmental Disabilities* on January 23. Three people attended the noontime presentation, and two attended the webinar at 6:00 p.m.
- e. On February 5 and February 6, Paula Schnauffer, ACPS Coordinator for Career and Transition presented *Becoming Self-Advocates: Student Directed IEPs*. Three people attended the February 5 presentation and one attended the February 6 webinar.
- f. Ms. Reese presented *Beyond Organization: Strengthening Executive Function Skills* to the Amharic parent group on February 13. This was Part I of the presentation, with Part II to take place at the Amharic parent meeting in March.
- g. Dr. Victor Martin, Executive Director of Student Support Teams, Mr. Michael Diggins, Executive Director of Student Services, Ms. Denee Scott, Director of K-12 Counseling, and Ms. Shannon Bell, ACPS Mental Health Specialist, presented *An Overview of Section 504 Plans*. Seventeen people attended the presentation at noontime. There were five attendees at the evening presentation.
- h. On February 28, Ms. Reese and Ms. Buttie presented *PRC: Partnering with Schools to Support Families of Students with Disabilities* to Assistant Principals. There were approximately 25 APs in attendance.
- i. Ms. Reese presented *Beyond Organization: Strengthening Executive Function Skills* on March 4. Thirty-one people attended the noontime webinar. There were technical problems which did not allow for interpreters at the noontime presentation. Twenty-four people attended the evening webinar. Spanish, Amharic and Arabic interpretation was provided for the evening webinar session. The Dari interpreter was late and did not participate.
- j. On March 5, Ms. Reese presented *Encouraging Families to Plan for the Future* as a Professional Development training for Citywide teachers and instructional assistants. There were 46 attendees.

- k. Ms. Reese and Ms. Buttie presented *PRC: Partnering with Schools to Support Families of Students with Disabilities* to school principals. There were seventeen people in attendance.
- l. Ms. Reese presented *Beyond Organization: Strengthening Executive Function Skills, Part II* to the Amharic parent group on March 12. Eleven parents attended.
- m. On March 19, Ms. Reese presented *Learning to be Flexible and Resilient*. Fourteen people attended the noontime presentation. Four people attended the evening webinar which was marked by numerous technical challenges. The interpreters were unable to participate, due to the challenges.
- n. On April 16, Ms. Reese presented *learning to be Flexible and Resilient, Part I* to the Amharic group. Seventeen parents attended.

III. Raising Awareness of PRC/Community Outreach

- a. 1/17 and 1/18 participation in interviews of possible Spanish and Dari interpreters.
- b. 2/8 meeting with Amy Balas re planning for JGR PD presentation to Citywide staff (JGR)
- c. 2/13 meeting with Amy Creed re upcoming outreach efforts, webpage, etc. (JGR, MB)
- d. 2/13 planning meeting for Transition Fair (JGR)
- e. 2/21 and 2/22 participation in interviews for in-house interpreters in Dari, Spanish, and Amharic (JGR)
- f. 2/22 PRC participation in the Cora Kelly Empowering Caregivers Resource Fair (JGR, MB)
- g. 2/23 meeting with Halima Deeba ACPS Division-wide Dari Liaison, re supporting Dari-speaking families (MB)
- h. 2/27 meeting re planning for Transition Fair (JGR, MBB)
- i. 2/27 meeting with Amy Creed, Erin Stone, Amy Balas, and Nicole Barrion re communication challenges, PTAC concerns (JGR, MBB)
- j. 3/6 meeting with Jaclyn Goddette re social media accounts (JGR, MBB)
- k. 3/12 meeting for planning for Transition Fair (JGR, MBB)
- l. 3/14 meeting with Diana Carvajal, Hammond family liaison, re supporting Hammond families of students with disabilities and workshops (JGR)
- m. 3/18 and 3/19 participation in interviews for in-house interpreters (JGR)
- n. 3/18 VDOE Lunch and Learn re PRC data collection (JGR, MBB)

- o. 3/22 meeting with Ventura Loving re Autism Acceptance and Awareness activities at John Adams (JGR)
- p. 4/1 meeting with FCPS Family Resource Center staff re accessibility of webinars and exchange of professional ideas (JGR, MBB)
- q. 4/3 meeting with Lisa Calero re EdPlan Connect and promoting it to families (JGR, MBB)
- r. 4/9 Transition Fair planning meeting (JGR, MBB)
- s. 4/16 meeting with Stephanie Reger of Fairlington Preschool re support inclusion at the school. (JGR)

IV. Parent Square

The use of Mail Chimp has been discontinued. PRC staff now uses Parent Square as a means of distributing information about PRC and community events.