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**Parent Resource Center Report to SEAC
November 14, 2019**

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 T.C. Williams 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;
- Support groups for parents, titled *Monthly Conversations*;
- 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 September and October, 2019.

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, will again alter the numbers of PRC contacts by significantly decreasing them.

C. Comparison of PRC use for 2013-2014 through 2018-2019 School Years

MONTH	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
August	6 (PRC opened 8/19)	15 (PRC opened 8/15). Includes data from summer	49 (PRC opened 8/21). Includes data from summer	54 (PRC opened 8/22). Includes data from summer	70 (PRC opened 8/4). includes data from summer	128 (PRC opened 8/6). includes data from summer	349 (PRC opened 8/5). Includes data from summer
September	16	78	139	91	90	290	620
October	18	108	136	119	168	375	936
November	12	124	139	149	152	179	
December	28	63	70	87	93	163	
January	79	189	98	172	202	568	
February	60	102	130	152	188	617	
March	61	112	124	181	138	804	
April	79	91	125	127	213	261	
May	79	100	62	149	186	566	
June	46 (PRC closed for summer 6/23 with the end of the school year)	114 (PRC closed for summer 6/22 with the end of the school year)	69 (data is through 6/24 and the end of the school year)	66 (data is through 6/22 and the end of the school year)	79 (data is through 6/20 and the end of the school year)	207 (data is through 6/20 and the end of the school year)	
TOTALS	484	1096	1141	1347	1579	4194	
Percentage Change		+126.4%	+4.1%	+18.1%	+17.2%	+165.6%	

- D. Contact breakdown for September: parents (180), ACPS staff (407), community members (33).
- E. Contact breakdown for October: parents (190), staff (689), community members (57).
- F. Top disability areas for September: ASD (52), ADD (7), LD (6), DD (2). Not all contacts pertained to specific disabilities, and not all parents disclosed their child’s disability.
- G. Top disability areas for October: ASD (37), LD (16), ADD (16), DD (4). Not all contacts pertained to specific disabilities, and not all parents disclosed their child’s disability.
- H. Top reasons for contacting PRC in September: workshops (242), PRC resources (190), support groups (133), community resources (23), IEP (21), strategies (10).
- I. Top reasons for contacting PRC in October: PRC resources (381), workshops (334), support groups (181), community resources (48), IEP (41), strategies (26).

II. Family Engagement Workshop Series and Other Workshops:

A. Family Engagement Workshops

- a. ACPS staff members are welcome and encouraged to attend workshops. Each workshop in the Family Engagement series has been built into PLMS as course 15152, and staff can receive re-certification points for attending.
- b. All ACPS workshops are free, but registration is required, for planning purposes. Workshops may be cancelled for insufficient registration.
- c. PRC staff members have consulted with PRC staff in Arlington, Fairfax, Stafford, Loudoun and Prince William to see if ACPS PRC cancellation policies were in concert with those of other Northern Virginia PRCs. Each PRC concurs: if a workshop is being presented by an in-house, school division staff member, the workshop will go forward, even if only one person has registered. However, there must be a minimum of ten registrants for a workshop to go forward, where there is an outside presenter. Workshops will be cancelled 48 hours prior to the workshop, if there is insufficient enrollment by that time.
- d. The 2019-2020 Family Engagement workshop series began on Wednesday, Oct. 2, with *Getting Past Procrastination: How to Get Kids Organized, Focused and Motivated...Without Being the Bad Guy*, presented by Ann Dolin. Forty people attended the workshop. Two parents used the services of Spanish interpreters. Arabic, Amharic and Farsi interpreters had also been requested, but no one attending the workshop used their services.
 1. Thirty evaluations were returned. All thirty indicated that the attendees found the workshop informative, and that overall, the attendee was satisfied with the presentation. Twenty-nine indicated that the attendee felt it provided helpful strategies, while one evaluation indicated that the attendee did not think the question about helpful strategies was applicable.
 2. Specific comments included: *"good examples to take home;" "great info;" "live stream, please;" "I would have liked more in-depth strategies for older kids;" "good tips. Necessarily broad due to audience +time but more specifics would be useful. Loved perspectives on soft clock/short time range kids and how it impacts study habits + behavior;" "studying for tests. Google doc workshops;" "it was a very helpful*

presentation;" "we need similar session in the future;" "good information. More time for open/group discussion;" "I've been to Ann's workshops before, and it's always helpful to hear it again, and I learn something new;" "touched on a lot of relevant issues I've been facing with my son;" "it was very helpful + provided good ideas that seem to pull on good common sense, but that can so easily escape a parent 'in the moment.' Thanks for offering the workshop. Very helpful!"; "it was helpful;" "learned a lot. Thanks;" "Hope to hear how to deal with kids who are nonverbal and what is the best way to make them talk."

- e. On October 28, Lauren Favreau, ACPS AAC Specialist presented *Augmentative and Alternative Communication: AAC Partner Training Strategies*. Two people attended the daytime workshop, including one who used Spanish interpretation. Both attendees submitted an evaluation, and each indicated that the attendee found the workshop informative, that it provided helpful strategies, and that overall, the attendees were satisfied with the presentation. One parent provided the specific comments: "*Creo que es una estrategia nueva para mí pero creo que es muy útil conocerla y tal vez pueda ser útil para mi hijo con autismo.*" (*I believe it's a new strategy for me but I believe it's very useful I know it and maybe it can be useful for my son with autism.*)
- B. Other workshops
- a. On October 22, Ms. Reese presented *Supporting Parents of Students with Disabilities* to Preschool teachers at Washington Street United Methodist Church Preschool.

III. Raising Awareness of PRC/Community Outreach

- a. 9/4/19-meeting with Polk parent liaison re PRC resources and supports for Polk families (JGR)
- b. 9/4/19 meeting with teachers at OPMH re supporting students with disabilities in classroom setting (JGR)
- c. 9/10/19 meeting with lead special educator, Barrett, re PRC supports (JGR)
- d. 9/10/19 meeting with Charles Barrett administrators re PRC supports for families of students with disabilities. (JGR)
- e. 9/10/19 meeting with Mt. Vernon Parent Liaison re PRC supports for Mt. Vernon families (JGR)

- f. 9/17/19 meetings with Ramsay Lead Special Ed teacher and City wide teachers re PRC supports for Ramsay families (JGR)
- g. 9/19/19 meetings with MacArthur administrators re PRC supports for families of students with disabilities. (JGR)
- h. 9/23 meeting with new social worker at Barrett re PRC supports for families of students with disabilities. (JGR)
- i. 9/27 meeting with Lyles Crouch Administrator re PRC supports (CPD)
- j. 9/30 meeting with Chance for Change Administrator re PRC supports (CPD)
- k. 10/2 attendance of Maury Special Ed PTA meeting (CPD)
- l. 10/2 meeting with Lyles Crouch AP re PRC supports and services (CPD)
- m. 10/2 meeting with Administrator, TC Satellite Campus, re PRC supports and services (JGR)
- n. 10/3 meeting with Hammond Parent liaison re PRC services and planning for Principal Coffee (JGR)
- o. 10/7 presentation at Barrett PTA meeting about PRC services and PRC Office Hours (JGR)
- p. 10/8 presentation to Chance for Change staff re PRC services and supports (CPD)
- q. 10/9 meeting with Lyles Crouch Asst. Principal re PRC services and supports. (CPD)
- r. 10/9 meeting with Mt. Vernon Lead Special Ed teacher and City wide teacher re PRC services (JGR)
- s. 10/11 meeting with Hammond Citywide teachers re PRC services (JGR)
- t. 10/29 meeting with MacArthur lead special education teacher. (JGR)
- u. 10/30 meeting with Alex Sprague re autism advocacy (JGR, CPD)

IV. Support Groups, Pop Up PRCs, and PRC Office Hours

- a. The support groups have been rebranded as “Monthly Conversations.”
- b. *Monthly Conversations for Parents of Young Children receiving Special Education Services*, Sept. 10. Four parents attended.
- c. *Monthly Conversations for Parents of Young Children receiving Special Education Services*, Oct. 1, one parent attended.
- d. *Monthly Conversations for Parents of Students with Disabilities*, Oct. 16. One parent attended.
- e. As part of an ongoing effort to reach parents and accommodate their needs, including transportation challenges faced by some families, PRC staff are offering *Pop Up PRCs* and *PRC Office Hours*, at the discretion of school administrators. PRC staff already meet frequently with parents at schools with pre-arranged

appointments, but a *Pop Up PRC* or *Office Hours* allows parents to drop in for an unscheduled appointment at a school or for more than one parent to meet simultaneously to discuss concerns. As of November, 2019, *Pop Up PRCs* or *PRC Office Hours* have taken place or are planned for Jefferson-Houston, GW, Cora Kelly, Mt. Vernon, Charles Barrett, Ramsay, and The Early Childhood Center.

- f. *PRC Office Hours* (Mt. Vernon), Sept. 30-no one attended.
- g. *PRC Office Hours* (Charles Barrett), Oct. 23. One parent attended.
- h. *PRC Office Hours* (Early Childhood Center), Oct. 24. Two parents attended.
- i. At the discretion of school administrators, PRC staff provided surveys to gauge the interest level of parents at various schools in school-based support groups for the 2019-2020 school year. Surveys were distributed to Mt. Vernon, MacArthur and Ramsay in September, 2019 but have not yet been returned and tabulated.

V. Library

Thirty-six books or DVDs have been borrowed so far in 2019-2020. Dr. Davis distributed a number of books to school libraries for use in displays for Disability History Awareness Month.

VI. Facebook and Twitter

Parents are encouraged to “like” the PRC Facebook page found at *The Anne R. Lipnick Special Education Parent Resource Center*. The PRC now has 382 people following the social media account on Facebook and 97 Twitter followers (LearnwithThePRC). Beginning the first week of March, 2019, the PRC began implementing a new initiative called *Terminology Tuesdays*. The purpose of the initiative is to poll parents for troubling terminology used in the field of Special Education and define the terms in a practical way to increase understanding, comfort and utilization.

VII. Mail Chimp

The PRC uses Mail Chimp as a means of distributing information about PRC and community events, usually on a weekly basis, at a minimum. People receiving PRC mailings through Mail Chimp have the option of unsubscribing. Numbers of people receiving the PRC Mail Chimp mailings have remained fairly constant. In August, there were 1300 people receiving them, 1337 in September and 1338 in October. The PRC Mail Chimp list has been merged with the account sponsored by the ACPS School Division, because it was approaching the 2000 member limit. As a result of the merger, the Mail Chimp list will continue to send messages without interruption.

VIII. PRC Webpage

Schools were able to use the resources listed on the PRC webpage when planning Disability History Awareness Month activities in October. The website is regularly updated to reflect new information and resources. In addition, the calendar reflects all PRC activities, including workshops and support group meetings. There were 933 viewings of the PRC webpage in September and 838 in October.

IX. Other Technology

The PRC intake form has now been converted to an electronic form housed on the Google drive. As a result, PRC team members and visitors to the PRC will have the ease of using a laptop to complete the form in a paperless format, increase efficiency, and maximize resources to collect and analyze the data required by the Virginia Department of Education. The launch and implementation of this tool began on Nov. 1, 2018. To date, the Google drive houses cumulative data representing all intake forms.

X. Other

PRC staff attended the annual Connect for Success Symposium September 11-13 in Virginia Beach. Among the speakers at the conference was Dr. James Lane, Superintendent of Public Instruction at the Virginia Department of Education. Dr. Lane said that equity and inclusivity for all learners is a priority in Virginia. He stated that equity, which is giving every student what he needs at the time he needs it, needs to be the lens through which children are viewed when teaching. He stated further that every student needs access to high-quality curricula and programs, and that maximizing the potential of students with disabilities is a goal. He also indicated that the DOE has recognized that one in five children has dyslexia, prompting there to be a huge focus on reading, including initiatives in multi-sensory reading instruction.