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**Parent Resource Center Report to SEAC  
May 5, 2022**

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 March and April, 2022.

**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 decreasing them significantly.

**C. Comparison of PRC use for 2015-2016 through 2021-2022 School Years**

<b>MONTH</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
August	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	272 (PRC opened 8/3). Includes data from summer	301
September	139	91	90	290	620	373	341
October	136	119	168	375	936	460	362
November	139	149	152	179	621	327	305
December	70	87	93	163	339	282	154
January	98	172	202	568	500	399	171
February	130	152	188	617	487	410	206
March	124	181	138	804	160 <b>(Mar. 1-13)</b>	492	343
April	125	127	213	261	No data collected	376	248
May	62	149	186	566	No data collected	309	
June	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)	No data collected	221	
<b>TOTALS</b>	<b>1141</b>	<b>1347</b>	<b>1579</b>	<b>4194</b>	<b>4012</b>	<b>3158</b>	

- D.** Contact data for March: parents (67), students (3), ACPS staff (191), community members (82). Contacts via email (315). Contacts by phone (25) and 3 via Zoom. There were no in-person contacts due to building closure.
- E.** Contact data for April: parents (46), students (1), staff (160), community members (36), DOE personnel (5)
- F.** Top disability areas for March: ASD (27), ADHD (7), ID (4)
- G.** Top disability areas for April: ASD (23), ID (1), DD (1)
- H.** Top reasons for contacting PRC in March: Workshops and Transition Fair (173), PRC resources (83), Community resources (51), strategies (24), IEP (20)
- I.** Top reasons for contacting PRC in April: Workshops and Transition Fair (122), PRC resources (60), Community resources (30), Strategies (11), and IEP (8)

## II. Family Engagement Workshops

- a. During normal school years, ACPS staff members are welcome and encouraged to attend workshops. Each workshop in the Family Engagement series is 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. During 2020-2021, all workshops were presented in a virtual format. The first several were presented in collaboration with FACE. All workshops from November 18 forward were presented independent of FACE. The workshops were recorded and archived, so that people who missed the original presentation may view it later.
- e. 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 and Arabic interpreters automatically provide interpretation for any parent who needs it during the webinar.
- f. It is not possible to collect data evaluating the workshops in the webinar format.
- g. Dr. Davis did a two-part presentation to Amharic speaking parents on the Eligibility and IEP Process. Part I was held on February 8 and had fourteen attendees. Dr. Davis presented Part II on March 8 with eight attendees. Amharic interpretation was provided.
- h. Laura Basu, ACPS Early Childhood Special Education Coordinator, and Donna Marsh, ACPS Child Find Specialist, presented *When Your Child has a Developmental Delay* on March 15. Nine parents attended. Spanish, Amharic and Arabic interpretation was provided.
- i. Ms. Reese presented *Questions from Parents of Students with Disabilities* to Arabic speaking parents on March 28. There were 12 attendees. This was an opportunity to answer questions parents had submitted ahead of

time about special education, strategies and local resources for children with disabilities.

- j. On April 6, Ms. Reese presented *College Planning and Preparation for Students with Disabilities* to seven attendees. Spanish, Amharic and Arabic interpretation was provided.
- k. Ms. Reese and Ms. Lauren Reeves, ACPS Special Educator, presented *Autism Acceptance Month: A Chat with Mrs. Reeves and Mrs. Reese*, to the Douglas MacArthur PTA on April 19. 14 people attended the meeting, which was a hybrid of live and virtual. Spanish interpretation was available for the presentation, arranged for by the PTA.
- l. Dr. Darrell Sampson, Executive Director of Student Support Teams, and Dr. Marcia Jackson, Executive Director of Student Services, presented *An Overview of Section 504 Plans* on April 20. Seven people attended the live webinar. Interpretation was available in Spanish, English and Amharic.
- m. ACPS Occupational Therapist, Gosia Malgorzata, and Physical Therapist, Dr. Jennifer Browne, presented *An Overview of Occupational and Physical Therapies* on April 26. One person attended the live webinar. Spanish, Amharic and Arabic interpretation was provided.

### **III. Raising Awareness of PRC/Community Outreach**

- a. 3/2 meeting with Amy Creed re Transition Fair planning (JGR, CPD)
- b. 3/7 meeting with Adriana Olguin Alcala, Division-Wide Spanish Liaison, re supporting Spanish speaking families of students with disabilities. (JGR)
- c. 3/9 meeting with Cherie Takemoto and Rosalia Fajardo of ENDependence Center of Northern Virginia about services, programs and Transition Fair. (JGR, CPD)
- d. 3/18 meeting with Amy Creed re Transition Fair planning. (JGR, CPD)
- e. 3/22 meeting with Cecilia Garcia Meruvia of Kids First Years re PRC resources and supports. (JGR, CPD)
- f. 3/25 meeting with Amy Creed re Transition Fair planning (JGR, CPD)
- g. 4/1 meeting with Amy Creed, Krishna Leyva and Avonda Williams-White re Transition Fair planning (JGR)
- h. 4/6/ meeting with Amy Creed re Transition Fair (JGR, CPD)
- i. 4/22 meeting with Amy Creed, Krishna Leyva and Avonda Williams-White re Transition Fair planning (JGR, CPD)
- j. 4/26 presentation to Polk PTA re PRC supports and resources. (JGR)

- k. 4/29 meeting with Amy Creed, Krishna Leyva, Avonda Williams-White and Terry Werner re Transition Fair. (JGR, CPD)
- l. 5/3 meeting with PTAC president and Liaison re supporting students with disabilities. (JGR)
- m. 5/3 meeting with Amy Creed, Krishna Leyva, Taneika Tukan about logistics for Transition Fair. (JGR, CPD)
- n. 5/3 meeting with Amy Creed re Transition Fair (JGR, CPD)

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

- a. The support groups have been rebranded as “Monthly Conversations.”
- b. PRC staff have offered no *Monthly Conversations*, PRC Pop-Ups or PRC Office Hours since the schools shut down in March, 2020. PRC staff do not view Zoom as a vehicle suited to maintaining the confidentiality required.

#### **V. Library**

Although the PRC library is closed to parents for browsing, it is still possible to borrow books. PRC staff offered books to school libraries for use in their October Disability History Awareness displays. As of September 30, school librarians have borrowed thirty books from the PRC library.

#### **VI. Facebook and Twitter**

Parents are encouraged to “like” the PRC Facebook page found at *The Anne R. Lipnick Special Education Parent Resource Center*. There were 641 Facebook subscribers in February, 673 in March and 676 Facebook subscribers in April. There were 107 subscribers for Twitter, (LearnwiththePRC), in February, 108 in March and 110 Twitter subscribers in April. Beginning the first week of March, 2019, the PRC implemented 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. In March, there were 2717 people receiving mailings through Mail Chimp, 2695 in April. 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 will be 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 resources. In January, there were 860 viewings and 729 in February, 900 in March and 708 in April.

### **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.