



February/March
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Albemarle County
Parent
Resource
Center
225 Lambs Lane,
Charlottesville, VA
22901

Parent Resource Center Newsletter

Special Education Budget Process

Albemarle County Public Schools (ACPS) begins its annual budget planning process each Fall. The budget development process is a collaborative process involving many stakeholders, including Kevin Kirst, Executive Director of Special Education and Student Services, his administrative team, and the Special Education Advisory Committee (SEAC).

The Special Education Department provides input to the Superintendent regarding funding for specific Special Education programs. The Special Education Advisory Committee also provides feedback to the Superintendent and School Board during the budget season, as well as in an annual report that outlines their perspective on the needs of students with disabilities in Albemarle County Public Schools. These reports are posted on the SEAC website ([SEAC Link](#)).



Albemarle County Special Education Administration Priorities

When asked about the priorities for the 22-23 budget, Kirst responded “My goal going into this budget season, first and foremost, is to maintain all Special Education program models and staffing levels at the schools—and then take into account, growth. This planning includes all BASE program models, generalist staffing formulas,

and related services staffing standards. I expect to include positions for growth in the K-12 budget as well as additional staffing for preschool programs.”

What Are Your Priorities for Special Education?

The SEAC is interested in your thoughts about priorities. Consider contacting them directly ([click for SEAC contacts](#)) or via public comment at the next meeting!



You can contact
Michael Armstrong,
Parent Resource
Center facilitator at
(434) 296-5885

Special Education Advisory Committee

Tuesday, February 8,
7:00 PM - 9:00 PM

Tuesday, March 8,
7:00 PM - 9:00 PM

[Online Live
Streaming](#)

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Who is on a Person-Centered Planning Team?

Although there isn't a set makeup for a PCP team, here are some of the people and agencies that you should consider for inclusion:

- Teachers
- Therapists and other providers
- A vocational rehabilitation counselor
- An employer or job coach
- Anyone who knows your child and would like to help with the planning of their future

TRANSITION PLANNING: IT'S NEVER TOO EARLY



Transition planning is the process students and their families use to think about life after high school, to identify their desired outcomes, and to plan their community and school experiences to assure that they acquire the knowledge and skills needed to achieve their goals. The key to a successful transition is careful planning with the student actively involved in the planning process, and it's never too early to start planning for their future. Adulthood seems far away when your child is still in middle school, but those middle and high school years pass quickly and soon your child is an adult.

In this, and in subsequent issues of the Parent Resource Center Newsletter, we will examine the topic of transitioning students with special needs from high school to adulthood. While planning for the future is important for all students, it carries even more significance for students with disabilities, who may face more challenges than their peers without disabilities. It is one of the most important transitions of your young student's life, but with careful consideration and proper planning your child's goals can be honored and achieved.

Questions to Consider During Person-Centered Planning:

Does your child want to go to college or trade school?

Do they want to get a job?

Where do they want to live and with whom?

What do they like to do for fun?

How will they get places?

How will they stay healthy?

What income or resources will they rely on?

What kind of supports will they need to be as independent as possible?

ENVISIONING THEIR FUTURE

It is important to remember that your child's vision of their future may look different than yours. Remain open to their hopes and dreams, as you help to provide guidance and support. The vision for your child's future should be realistic, but not limited by the disability. Thinking creatively will allow you both to find the outcome that best matches their likes with their skills. One approach to accomplishing this is through **Person-Centered Planning (PCP)**.

With Person-Centered Planning you and your child can document the vision that they have of their future and create an action plan that uses a team approach to achieve their goals. The PCP Team talks about your child's history and current life situation, their visions and dreams for the future, what challenges and opportunities exist, what action steps are required, and the services and supports your child needs to achieve the plan.

The Parent Educational Advocacy Training Center (PEATC) in collaboration with the Virginia Department of Education, offers a free parent friendly 5 week self-paced online transition course, called Transition University. I highly recommend this course if you are a parent, or teacher, who will have a student preparing for the transition into adulthood. For more information visit

<https://peatc.org/services/transition-to-adulthood/>

CREATING A PERSON-CENTERED PLAN USEFUL TOOLS FOR GUIDING THE PROCESS



What does a Person-Centered Plan look like? There are many ways to develop a PCP. Here we take a look at three of the more common formats: the One-Pager; the PATH; and the MAP.

The **One-Pager** was developed by Virginia's **I'm Determined Project**. The One-Pager was created as a way to cut through all of the paperwork associated with an IEP and get at the important stuff quickly—all on one

page. The student shares things that they like or like to do; their strengths and attributes; their vision and goals; and what works or doesn't work for them. More on the One-Pager, including a template can be found by following this link:

<https://www.imdetermined.org/resource/one-pager/>

PATH stands for **Planning Alternative Tomorrows with Hope**. It is a creative, graphical way to develop a PCP that helps everyone be involved in the process, especially the student. A PATH looks at what's happening now; what the student needs; what steps need to be taken, what are the student's positive traits; what is their vision and goals; and who can help them achieve that plan. This process is usually led by two people not on the team, one who asks questions and one who draws the PATH.

Using the **MAP** is about finding out the student's background story, their dreams and nightmares, their gifts and talents, and then developing action steps to get to the student's goals for the future. A visual map is created to show the way to get to the student's end goal.

A Person-Centered Plan is a living breathing document. It will change as your child's needs change or as they change their mind about what they see as their future. Flexibility is important and the plan should be updated regularly. No matter the format that the PCP takes, as long as you remember that your child is the most important element, you'll create a good plan.

PLANNING WITH THE END IN MIND

Steven Covey, author of *The 7 Habits of Highly Effective People*, said "Begin with the end in mind."

Beginning with the end in mind is at the heart of any good transition plan. Students with disabilities have the same hopes and dreams about what their lives will look like after high school as their peers.

To help them achieve their goals, you have to begin with the **end in mind**. The legislators who developed the Individuals with Disabilities Education Act (IDEA PL 101-476) included transition components in the legislation with the goal of preparing students with disabilities to access the supports and services they need to become as independent as possible.

The Virginia Department of Education's (VDOE) Transition Services website provides information and resources designed to help with the transition process. To visit the site click on the provided link below.



**VIRGINIA
IS FOR
LEARNERS**

VIRGINIA DEPARTMENT OF EDUCATION

[TRANSITION SERVICES](#)

PRC RECOMMENDS...

Charlottesville Parks and Recreation's Robin & Mani's All Buddy Camp

Date:

June 21–24, 2022

Location:

Johnson Elementary School



Buddy Camp is back! At All Buddy Camp, a “Big Buddy” is paired with a preschool aged student with special needs (Little Buddy) and works cooperatively with our professional program staff. Buddies work one-on-one with each other for the entire week of All Buddy Camp. The camp is a tribute to Robin and Mani Aldridge, who were committed to children with disabilities, art, and fun!

For more information about **Robin and Mani's All Buddy Camp** contact Sarah Blech at (434) 970-3264 or by emailing blechs@charlottesville.gov, or visit www.allbuddycamp.com

The Life After High School Transition and Resource Fair

Provided through the collaboration of the Parent Resource Centers of Albemarle County Public Schools and the Piedmont Regional Education Program

Date:

Saturday, April 30th, 2022

Time:

8:30 am to 1:00 pm

Location:

**Piedmont Virginia Community College
501 College Dr, Charlottesville, VA 22902**



Presentations, exhibits, and information to prepare families and their students with disabilities for life after high school.

Audience:

Students, families, and professionals

Cost:

FREE

TO REGISTER

- ONLINE: <https://www.eventbrite.com/e/life-after-high-school-transition-resource-fair-tickets-255241051857>
- For more information, please contact Stephanie Hicks by e-mail at shicks@k12albemarle.org or by phone at 434-975-9400 x68032.

Lunch will be provided for all for registered participants!



PREVIOUSLY
RECORDED
“PRC PRESENTS”

**“Snap and Read:
Support for Parents
Helping Their
Children”**

Text to Speech Assis-
tive Technology on eve-
ry ACPS Laptop!
(Recorded Jan. 2021)

**“CO-WRITER:
Speech to Text Sup-
port for Parents
Helping Their
Children”**

Supportive assistive
technology to help kids
with the writing
process.
(Recorded Feb. 2021)

Albemarle County Public Schools does not discriminate on the basis of sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information, or any other characteristic protected by law in its programs and activities, and provides equal access to the Boy Scouts of America, the Girl Scouts of the USA, and other designated youth groups.



Albemarle County Public Schools Parent Resource Center

Albemarle County Parent Resource Center is our local effort to link families, schools and communities together to better support children with disabilities in the school setting. The Albemarle County Parent Resource Center has a goal of fostering a positive relationship between parents and schools in an effort to assist parents with questions and planning, as well as through the provision of resources and training.



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PLACE
STAMP
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