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# PGCPS

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## Overview of Family Support

September, 26, 2023

Family Support Center/Department of Special Education

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# The Family Support Center

*We are here to help you!*

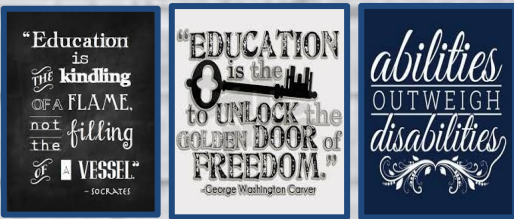
[Mission](#)

[Resources](#)

[Workshops/Calendar](#)

[Consultations](#)

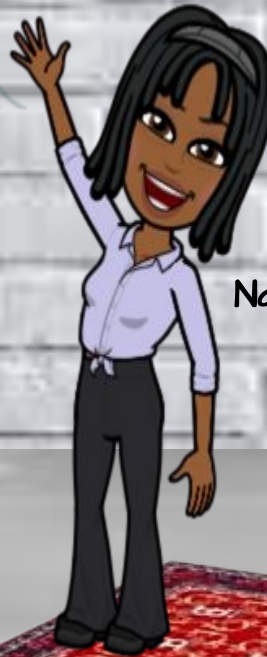
 **SUBSCRIBE**



Angela



Najuma



Yvette



Beth



Marsie



# We are Growing!



**Angela Salmeron Hernandez** has joined our team as the new parent liaison.

**Contact her at:** Angela Salmeron Hernandez

**Email:** [angela2.hernandez@pgcps.org](mailto:angela2.hernandez@pgcps.org)

**Phone:** (301)431-5675

**Najuma Louison** - Social Work Intern (UMBC)

**Contact her at:** PG\_Najuma Louison@pgcps.org

**Phone:** (301) 431-5675

Najuma joins us as a Social work intern for SY 23-24.

We are excited to welcome both ladies to our team!



## We help families:

- learn information about their child's disability.
- increase their awareness of community services.
- resolve concerns that they have related to their child's IEP.
- connect with resources and agencies that they may need to make informed decisions regarding their child's education.
- develop relationships with community partners that have resources to assist the family.





# How We Do it

- Workshops
- Support groups
- Consultations
- Attendance at IEP Meetings
- Community outreach
- Conferences and Resource Fairs
- Newsletter
- Resource and Information  
Dissemination



# Here's How We Did - SY 2023-2024



**Family Contacts: 298**



**Number of  
Conferences/  
Resource Fairs: 3**



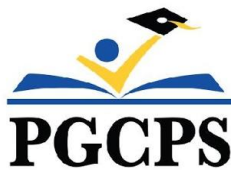
**Number of  
Workshops/Activities: 203**



**IEP Meetings Attended: 53**



**Number of schools  
identified through  
family contacts: 106**



# Maryland Special Education 2022-2023

## Indicator 8 - Parent Survey Results

### Maryland Special Education 2022-2023 Indicator 8 Parent Survey Prince George's County Public Schools

**Responses to Part B Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities:

**Preschool (ages 3-5): 84%** (Confidence Interval: 80% to 89%)

**School-Age (ages 6-21): 61%** (Confidence Interval: 57% to 66%)

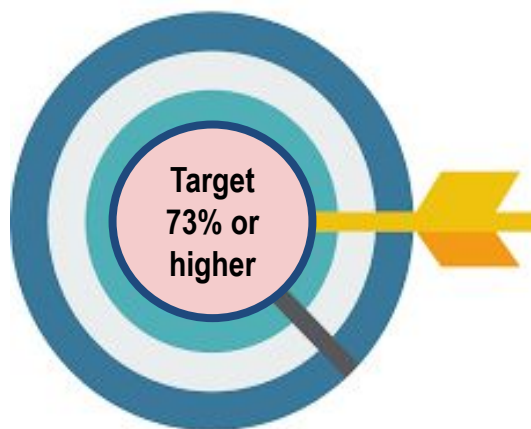
#### Preschool

	2022		2023			
Total Mailed:	907		1,276			
Undeliverables:	5%		3%			
Adjusted Response Rate*:	13%		21%			
	English		Spanish		Total	
	2022	2023	2022	2023	2022	2023
Paper	40	42	14	8	54	50
Online	55	195	3	17	58	212
Total	95	237	17	25	112	262

#### School-Age

	2022		2023			
Total Mailed:	12,762		12,728			
Undeliverables:	2%		3%			
Adjusted Response Rate*:	5%		4%			
	English		Spanish		Total	
	2022	2023	2022	2023	2022	2023
Paper	350	320	49	58	399	378
Online	157	101	9	4	166	105
Total	507	421	58	62	565	483





School-Age Survey Question	% of Respondents Agreeing with this Statement		Criterion Met?*
	2022	2023	
Q1 I am considered an equal partner with teachers and other professionals in planning my child's program.	75%	71%	Not Met
Q2 I have been asked for my opinion about how well special education services are meeting my child's needs.	67%	64%	Not Met
Q3 At the IEP meeting, we discussed how my child would participate in statewide assessments.	66%	64%	Not Met
Q4 My child's school consistently implements all accommodations and modifications documented on my child's IEP.	66%	63%	Not Met
Q5 All of my concerns and recommendations were documented on the IEP.	71%	68%	Not Met
Q6 My child is educated in regular classes (general education) with supports, to the maximum extent appropriate.	67%	64%	Not Met
Q7 I was given information about organizations that offer support for parents of students with disabilities.	62%	56%	Not Met
Q8 I am comfortable asking questions and expressing concerns to school staff.	76%	73%	Met
Q9 I was given all pertinent reports and evaluations related to my child prior to the IEP team meeting.	72%	68%	Not Met
Q10 Written information I receive is written in words I understand.	76%	74%	Met
Q11 I was given information about the curriculum and materials used with my child.	64%	62%	Not Met
Q12 The transition outcomes developed for my child are appropriate to meet his/her needs.	66%	64%	Not Met
Q13 Teachers and administrators seek out parent input.	67%	65%	Not Met
Q14 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.	67%	65%	Not Met
Q15 Teachers and administrators expect parents to participate in decision making.	70%	69%	Not Met
Q16 Teachers and administrators set a climate for acceptance of diversity.	69%	68%	Not Met
Q17 Teachers and administrators answer any questions I have about Procedural Safeguards.	70%	68%	Not Met
Q18 Teachers and administrators value my ideas and input.	69%	68%	Not Met
Q19 Teachers and administrators ensure that students with disabilities have the same opportunities to learn and participate in school programs as students without disabilities (e.g., academics, fundraising events, sports, etc.).	71%	69%	Not Met
Q20 The school and/or school system has a person on staff who is available to answer parents' questions.	71%	68%	Not Met
Q21 The school and/or school system gives me enough information to know whether or not my child is making adequate progress.	67%	65%	Not Met
Q22 The school and/or school system offers me training about special education issues.	54%	51%	Not Met
Q23 The school and/or school system provides information on agencies that can assist my child in the transition from school.	56%	54%	Not Met
Q24 The school and/or school system explains what options I have if I disagree with a decision of the school.	61%	56%	Not Met

\*For the Preschool Survey, a criterion is met if the % of respondents agreeing with a response is 85.50% or more, for the School Aged Survey, a criterion is met if the % of respondents agreeing with a response is 73% or more.

# Upcoming Events

## Fall Mini Conference:

### Learning Disabilities

**Speaker:** na'im madyun,  
School Psychologist  
Thursday, October 19, 2023



### Dyslexia

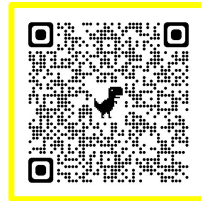
**Speaker:**  
Dr. Joyce Cooper-Kahn  
Clinical Psychologist  
Thursday, November 2, 2023



## Behavior Changes Support Group

Thursday, September 28, 2023

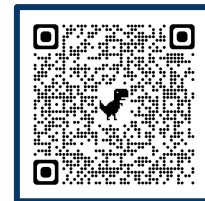
Thursday, October 26, 2023



## IEP Backpack Series

Thursday, November 9, 2023

Thursday, January 11, 2024





## Academic Programs



### Career and Technical Education

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### Creative and Performing Arts

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### Curriculum and Instruction

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### Early Learning

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### Science and Technology Program

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### Special Education

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### Instructional Support

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### Special Education Early Childhood (Birth-5)

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### Special Education K-12 Instruction

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### Instructional Supports and Assessments

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### Special Education Support Programs and Related Services

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### Secondary Transition

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### Family Support Center

The Family Support Center provides resources and supports for families of students with disabilities

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### Special Education Citizens Advisory Committee

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### Dispute Resolution

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# Access Information

## Family Support Center

### About

The Family Support Center provides resources and supports for families of students with disabilities. The mission of the Family Support Center is to provide information about disabilities, increase awareness of community services, assist families in resolving concerns, connect parents with resources needed to make informed educational decisions and strengthen collaborative relationships with community partners.

Family Support Center YouTube

Family Support Center on Twitter



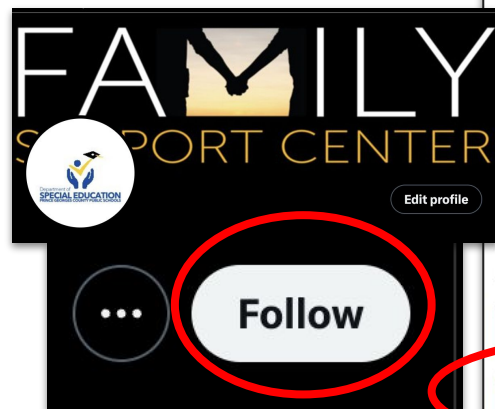
**PGCPS Special Education Family Support**

@jhfclcfamilysupport8892 115 subscribers 76 videos

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**PGCPS**

# Save The Date(s)

**Parent  
Empowerment  
Conference**



**March 16 - April 20,  
2024**



**2nd Annual Autism  
Summit**



**April 20, 2024**

**Maryland Special  
Education Parent  
Survey**



**TBD 2024**



**PGCPS**

# Contact Us

## Staff

- **Beth Hayre**- Instructional Specialist
- **Angela Salmeron Hernandez**- Parent Liaison
- **Marsie Torchon**- Program Coordinator ESY
- **Yvette Young**- Social Worker

## Address

John Carroll Bldg (Room 3)  
1400 Nalley Terrace  
Landover, Maryland 20785

**Phone:** (301) -431-5675



[Listserv](#)  
[Registration](#)

