



A Newsletter for Families of Children with Disabilities

# PARENTS, INC. NEWS

**OUR MISSION:**

PARENTS, INC. is a partnership of Alaska families of children with disabilities which provides support, training, resources, and advocacy

## Spring 2005

This newsletter is published by PARENTS, Inc.

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"How are we Doing?" Survey

### PARENTS, Inc.

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Sponsored by:  
U.S. Department of Education  
Office of Special Education  
and Rehabilitation Services

## Parent Involvement

Report by Sanja Bolling

As a parent or educator I'm sure you have noticed the increasing focus on Parent and Family Involvement in schools by national and state education experts. For those of us who have been around a while, family involvement has always been an essential component for student success. If you're wondering where some of the new emphasis could be coming from, take a look at the following information.

Numerous research studies have produced huge amounts of data regarding the issue of Family Involvement in Educational Settings. The National Center for Family & Community Connections with Schools at the Southwest Educational Development Laboratory (SEDL) in Austin, TX [www.sedl.org/connections](http://www.sedl.org/connections) has prepared "The Readiness: School, Family, & Community Connections" report that synthesizes 48 recent research studies and literature reviews or meta-analyses to answer three questions:

- What is known about differences in children's skills and performance at kindergarten entry and the contextual factors associated with those differences?
- What is known about early childhood or preschool interventions that include family or community components?
- What is known about children's transition to kindergarten, including transition beliefs and practices and patterns of family-school interactions?

This research compiled studies related to children's readiness to enter school, and found that children's earliest experiences in school-typically in the kindergarten classroom-often set the pattern for their later progress. It also states that young children enter kindergarten with a range of cognitive and social skills that appear to make a difference in their achievement during kindergarten. Children who get off to a good start in kindergarten tend to maintain that advantage as they progress through school. While many of the findings aren't new, they support the work of the National Center for Family & Community Connections and other organizations in strengthening home and school connections and educating families and communities about their roles in their children's education.

Other findings of this research indicate:

- 1) Young children's home environment, including both family background factors and interactions between children and other family members, is strongly

associated with their skills and abilities upon entry into kindergarten.

- 2) Early care and education programs that include family components can boost children's educational success, both short-term and long-term.
- 3) Specific strategies for helping parents support their young children's emerging literacy and numeracy skills can produce gains among children from both low- and middle-income families.
- 4) Although families of all backgrounds are often involved in their children's preschool educational or child care programs, their involvement tends to decline when the children enter kindergarten.

The information from these 48 separate research studies would seem to indicate that parents and family involvement is one of most important building blocks for overall academic success for students, both disabled and non-disabled. Why is this important?

The research done by Anne Henderson and Karen Mapp found in "A New Wave of Evidence: Impact of School, Family and Community Connections on Student Achievement" provides us with just a few of the causes and emphasizes the role of community organizing as one of the important pieces for fostering school change.

The many systemic problems in America's schools have now encouraged many groups to get organized and address school reform issues. New groups are emerging out of older organizing groups. There are reasons for organizing around education issues. For instance local, state and national level education initiatives are creating new systems of accountability for schools and school systems that require increased student performance, but don't provide the necessary resources and supports to increase the performance level. In reaction, education reform groups, parents, youth and other community groups are asking for the resources necessary to meet the new standards.

According to Henderson and Mapp's research, some of the additional reasons that shape the national causes of community organizing for school reform include issues such as:

- Privatization of public schools and school vouchers
- Charter school growth and opportunities for community based organizations to be involved in their design
- Educational Equity
- Changing relationship between schools and Community-based organizations and the impact of after-school programming



PARENTS, Inc. Board President Eddie Wood, Senator Ted Stevens, LINKS Project director Katherine Foster-Dalmolin.

## PARENTS, Inc., Board of Directors

President

Eddie Wood

Vice President

Dan La Brosse

Dr. Suzanne Ripley

Bernadette Palma

## New Board Members

Dr. Suzanne Ripley Executive Director of the National Dissemination Center for Children with Disabilities (NICHCY). She has been with NICHCY since 1984 and has an extensive background on disability issues, education, families and children, both professionally and personally. Dr. Ripley has worked as a classroom teacher, with education associations, and with the media. She has two adult sons with multiple disabilities.

Bernadette Palma retired from Delta Airlines in 2001, after 28 1/2 years. Bernadette has worked part time at Fred Meyer for 2 years. She has been involved with children with disabilities; working with special education at the school district as an on call. She has an adult son and an adult daughter with disabilities.

### PARENTS, Inc. Staff

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# Don't Forget, April is Autism Awareness Month

Helping Little Kids Succeed  
-Alaskan Style



Try one tip today:

**Go for  
walks with  
your child!**



For your free copy of the book,  
Helping Little Kids  
Succeed -Alaskan Style,  
contact Diane at Alaska Ice ~  
AEYC-SEA 789-1235.

The Association of Alaskan School Boards (AASB) and the Initiative for Community Engagement (ICE) have formed a partnership with the Alaska Association for the Education of Young Children, Southeast (AEYC-Sea) to introduce a new, relationship-based project oriented on the book Helping Little Kids Succeed Alaskan Style. For more information send email to [dsly@aecy-sea.org](mailto:dsly@aecy-sea.org)

## BE INVOLVED/PROTECT YOUR KIDS

Summer is near, some children will be using the internet as a summer pastime...

To help your children have positive online experiences, it's important to help them stay clear of negative situations. Children who get into danger online are almost always the ones whose parents have not taken an active role in their online experience. The good news is that you as a parent can do a lot to keep your kids safe by making them "cyber-smart." Discuss cyberspace safety to ensure that your children have positive online experiences.

Start with the following Five Simple Internet Rules:

1. Set family rules and directions for using the Internet, then discuss them regularly.
2. Be sure your children don't give their picture, last name, home address, telephone number, or school name to anyone they've met online.
3. Advise your children not to enter private chat rooms or Instant Message with strangers.
4. Make sure your children know they should never agree to meet someone in person that they've met online.
5. Let your children know it is best to report any threatening or bad language they see online or anything that makes them feel afraid or uncomfortable.

# Let the Races Begin, a New Tradition!

By Judy Houle

**The vision:** create a new, exciting, action-packed event for the 70th Anniversary of Fur Rendezvous, also known as the Fur Rondy Festival; the staff at PARENTS, Inc. were committed to the task.

**The goal:** plan an event that included children with disabilities, so special needs children would be able to enjoy Fur Rondy; the festival where winter weary Alaskans get out to celebrate the “beginning of the end” of winter.

Inclusion is a difficult issue for families of children with special needs, as well as for the agencies and organizations that serve these children. PARENTS, Inc. is committed to inclusion, so the staff set out to create an event designed to help our community celebrate difference and foster a spirit of understanding.

Consequently, the 1st Annual Wheelchair “Hot Rods Race” was created, starting a new tradition for the festival. The inaugural race was held Saturday, February 19 in the Sullivan Arena parking lot. The race was a sprint race, 40 yards long. Disabled and non-disabled participated; each team had two members, one team member sat in the wheelchair while



First Place Winners: Justin Humphrey (adult category)  
Cayna Bush (4-7 category) Katelynn Suarso (12-15 category)

the other team member pushed the wheelchair. Whether conditions on race day were slick and icy producing a need to coat the track with fine sand several hours before the race.

Mayor Mark Begich, PARENTS, Inc. Board President Eddie Wood, new Board Member Bernadette Palma, Race Judges Joy Wright, Deb Cote', Sally and Steve Marshall, PARENTS, Inc. staff, fourteen race participants, and numerous observers all endured the bright but cold day to enjoy community awareness fun known as the Wheelchair “Hot Rods Race.”

True, February 19 was a cold day, however, the “Hot Rods Race” warmed many hearts; when a child experiences inclusion it can help that child feel competent and self-assured leading to successful growth and development, which allows the child to feel valued.

Did you miss the Wheelchair “Hot Rods Race” this year? Be sure to join us next year, look for the 2nd Annual Wheelchair “Hot Rods Race” in the 2006 Fur Rendezvous Guide!



Well child exams are for older children and teens too! Doctors recommend that children be seen for regular check-ups at 5, 6, 8, 10, and 12 years old or more often. For continued good health, teens should be seen at least every two years. Regular check-ups can help your child or teen do well in school, reach his or her fullest potential and become a healthy adult. Call the Alaska Medicaid Recipient Helpline if you need help finding a doctor and are eligible for Denali KidCare or Medicaid benefits.

Cont. from page 1 – Parent Involvement

• Local organizing groups and their push on the subject

They have included in their work a national report on community organizing: Mapping the Field of Organizing for School Improvement: A Report on Education Organizing in Baltimore, Chicago, Los Angeles, the Mississippi Delta, New York City, Philadelphia, San Francisco, and Washington, DC. This study includes a shorter companion piece, Organizing for School Reform: How Communities Are Finding Their Voice and Reclaiming Their Public Schools. These two reports are summarized on page 148 of “A New Wave of Evidence”. One part of their work called “Mapping the Field of Organizing for School Improvement” offers community organizing groups ideas for organizing strategies and for evaluating their work. The report provides a profile of 66 groups’ shared characteristics and the common patterns in their struggles and successes. The groups surveyed include adult organizing groups, youth organizing groups and intergenerational groups.

The focus of most national organizing would appear to be to ensure the funding for public schools as more alternative placement opportunities arise. Many parents, educators and students understand that public education will suffer greatly if school reform continues down its current course. Local and community schools may become a distant memory if steps are not taken to develop preventative strategies that include parents, families and community members in improving students’ academic achievement before schools develop problems. Currently Alaska’s state statutes say that:

- Any school not making adequate yearly progress is required to develop and submit to its district a school improvement plan that includes strategies to promote effective parental involvement in the school (Alaska Admin. Code tit. 4 § 06.845);
- Districts required to submit district improvement plans to the state department of education are to develop plans that include strategies to promote effective parental involvement in the school (Alaska Admin. Code tit. 4 § 06.850); and,
- Districts must annually file with the department of education, and make available to the public, a report that establishes district goals and priorities for improving education in the district. The report must include a plan for achieving district goals and priorities and a means of measuring the achievement of district goals and priorities. Districts must make efforts to encourage students, parents, teachers and other members of the community to participate in the preparation of the report. The report must include a description – including quantitative and qualitative measures – of student, community, business and parental involvement in student learning (Alaska Stat. § 14.03.120).

As you can see our statutes address parental involvement only as a reaction to a school failing the Annual Yearly Progress provision of No Child Left Behind (NCLB). The need for a pro-active or preventive approach exists. We will need to keep in mind that no research has developed any one methodology that works in every school or school district. Alaska’s diverse cultural and socio-economic population may require a different method be used in nearly every location if we expect success. PARENTS Inc., through our own research regarding Parent and Family Involvement has determined that parents and educators can and will identify those critical areas that must be included in any successful plan, if given a chance. During the past three years the following needs have been identified:

Cont. to page 4



First Health Services Corp.  
PO Box 240808  
Anchorage, Alaska 99524-0808

Fax: 907-644-9862  
Email: Recipienthelp@FHSC.com  
<http://hss.state.ak.us/dhcs>



**The Four Most Critical Areas to Alaskan Families are**

1. Fair and respectful treatment;
2. Satisfaction with the quality of their children's learning and communications with the school;
3. Schools that respond in a timely manner to their problems and concerns; and,
4. Having full knowledge of their rights and responsibilities.

**The Three Most Critical Areas to Alaskan Educators are**

1. Their school works as a partners with parents;
2. That adequate funding is in place to support established achievement goals; and,
3. Their school works to communicate well with parents.

Teachers also identified three major obstacles to involving families in their schools. They were, engaging parents in homework; encouraging parents to take ownership of their children's behavior and learning; and, communicating with parents from diverse cultures who do not speak English.

Our research would also indicate that parents want more communication and outreach from school, while educators want parents to be more accountable. Families that participated in our research also shared ideas on what they thought schools should do to get parents more involved.

- Give more notice of events and activities, schedule them at times that are convenient to families, and take them into the community.
- Provide more information about children's progress and what they are learning—and notify parents when their children are doing well—not just when they are having problems.
- Make it easier for parents to be involved in middle and high school. Give parents more opportunities to connect with teachers one to one. For example: classroom meetings, more frequent conferences, social events on the team level, and visits to families at home.
- Show a greater level of care and concern by showing interest in children in positive ways instead of only highlighting negative concerns.
- Offer alternatives to PTA meetings, involve children in the programs, and have more fun and games for families. Have more workshops and activities on helping with homework, getting ready for college, funding college, improving math and reading skills and helping children explore career choices.
- Embrace families from different cultures. Offer more multicultural activities, provide translation and parent liaisons to communities with families in need, and improve the diversity of the PTA.

Our teachers agreed that there should be more activities for families, translation services for families who do not speak English, and workshops for parents on how to help their children. Educators also want to see:

- Requirements of more accountability and responsible behavior from families;
- Better communication with families, including finding alternate methods of communicating to phone, letter, or newsletter. Also communicating positive information about students and their performance; and
- More open and innovative techniques in working with families.

PARENTS, Inc., has taken the following steps over the past three years to facilitate the increased involvement of parents and community members in increasing student achievement through school reform.

- Create workshops and develop training for families to connect family involvement to student achievement and to learn how to navigate the school system;
- Plan innovative strategies to reach families;
- Use innovative approaches to engage families from culturally, linguistically, and socio-economically diverse backgrounds in the creation and implementation of their child's Individual Education Plan (IEP);

- Provide professional development for teachers and families to improve communication and leadership skills, develop closer family school partnerships, and use cultural diversity as an asset in working with students and families; and,
- Develop a clear and accessible process for dealing responsively and quickly with families' concerns and problems.

As a result of parent and educator comments received from those who have attended focus groups in the past three years we believe the focus of our next steps should include:

- Use school and community resources to assist with language translation;
- Work more closely with local education agencies to assist in building parent professional partnerships that really work;
- Continue to provide training to parents and professionals who are interested in using innovative methods to achieve student success;
- Encourage adequate funding of education so that education goals can be achieved and student standards met,
- Continue to advocate for our state's legislators to direct all school districts, boards and principals to implement parental involvement policies, have grant or award programs to encourage or recognize schools or districts operating programs involving parents in their child's education: and,
- Encourage, urge, expect or direct employers to enable parents to attend school activities such as parent/teacher conferences.

Here at PARENTS, Inc we continue to ask all Alaskans to participate in building a strong educational system for all our children. One possible method you can use to submit your comments and suggestions is the "How are We Doing" survey included in the newsletter. Simply fill in your comments, fold it in half, seal it with stapler or tape and slip in the mail back to us. The postage is pre- paid and we encourage you to take this opportunity to become involved by sharing your ideas.

Keep in mind that there are several other organizations where parents can give their opinions and comments as they advocate for increased parental and family involvement. Some suggested opportunities you could take are: testifying before the Governor's Council on Disability and Special Education during stakeholder meetings; attending your local school board meetings; participating in opportunities to testify to the state legislature when issues arise; submitting your comments regarding the state's IDEA regulations as they are being prepared; visiting your local state Congressmen or Senators and serving on volunteer boards and commissions concerned with education in our state.



## Educating All Kinds of Minds a conference featuring

# Dr. Mel Levine

### Egan Convention Center, Anchorage Monday, May 2, 2005 8:30–3:30

**Dr. Levine is a nationally renowned pediatrician and Professor of Pediatrics at the University of North Carolina Medical School. His research helps us understand why children struggle in school.**

**For more information about the conference or to register, please call Gateway School and Learning Center at (907) 522-2240 or email [gatewayschool@alaska.com](mailto:gatewayschool@alaska.com)**

**Website: [www.gatewayschoolak.com](http://www.gatewayschoolak.com)**



# Special Needs Children at Tustumena T-200

*by Judy Houle*

The Tustumena 200 started in 1984 as a race for local mushers to acquire the 500 race miles needed to qualify for the Iditarod. In 1994 it became an official qualifying race for the Iditarod; it is one of the last mid-distance races before the Iditarod and it has become a high-profile race. In 1998 Bob Favretto of Kenai Chrysler was added to the list of sponsors, thus, the Ceremonial Start was created by him, designed to give special needs children a chance to experience the thrill of sled dog racing. More recently, agencies from other areas such as Homer, Seward and Anchorage have been invited to designate a child with disabilities to participate; this year PARENTS, Inc. was represented by Jazmin Mueller of Anchorage. She had the good fortune to ride with Jeff King, who came in second place in the T-200, Jessica Hendricks won the race.

Approximately fifteen special needs children participated in the Ceremonial Start of the Tustumena 200 on January 29. The children

were matched with a musher at the pre-race awards banquet at the Soldotna Sports Center the evening before the race. For many of the children, this was their first experience with dogs and dog sleds. Excitement was in the air as these kids were tucked into the sled bags and the “dog handlers” started to “walk” the dog teams to the starting gate. The famous Alaskan mushers transported their jubilant passengers for a short sprint starting at Kenai Chrysler and ending at the Kenai Ball Fields, where vans were waiting with anxious parents who were there taking pictures then transported the kids back to Kenai Chrysler for hot cocoa and cookies. Without a doubt, the Ceremonial Start of the Tustumena 200 was a special day for everyone involved.

To place a child on the waiting list for next years race contact:

[info@kenaichamber.org](mailto:info@kenaichamber.org) or [judy@parentsinc.org](mailto:judy@parentsinc.org)

# Growing Up With Autism

*by Shawnee Hart*

Richard was born on May 4, 1989. When I first laid eyes on this bright eyed little boy he seemed so perfect, he had lots of hair, ten fingers and toes and the brightest blue eyes I'd ever seen. However, as the months passed by, I as a mother started to notice that my son was not developing certain skills as other children do.

He was very full of energy and was always climbing and jumping from high places, he didn't seem to have a sense of danger. He became aggressive toward other children and didn't want anyone besides family to touch him. He couldn't remain in a daycare setting because his immune system wouldn't fight against any infections being brought into the daycare.

I reached out for help in so many directions just to find that everyone had an opinion of what might be “wrong” with my child, but their opinions were not the ones I wanted to hear. At age 4 ½ Richard was diagnosed as having ADHD. We began a treatment program and still as I studied what ADHD was I couldn't agree that this was the issue we were dealing with, yet I still tried to follow the treatment program. Richard began Kindergarten in the fall of 1994 and it wasn't long before everyone noticed that school was not going to be an easy setting for Richard.

Throughout the years Richard received several diagnoses and I studied each one to be sure I understood how to deal with each and every one. But still none of these seemed to be the case. It wasn't until years later that the professionals came to an agreement that Richard actually had a form of Autism called Asperger Syndrome. As I began to study this Asperger Syndrome, it became increasingly clear that this was more in line with what I had been observing all along.

Richard was put on a strict treatment program that included having full-time support in school and one-on-one support that would assist him in getting involved in the community. His one-on-one support person encouraged him to play with other kids and taught him how to ask others if he could play with them.

I remember lying awake at night in tears because my boy wanted so badly to have friends and no one would play with him. He would be lying there crying wanting to know why he had to be different and I would have no answer for him.

Through treatment and the support of my family and co-workers at PARENTS, Inc. Richard has grown and learned how to interact with his peers. Today he is a 9th grader and even though he still likes to be alone he also likes to be involved with his peers. He is involved in Jr. ROTC and just recently attended his first Jr. ROTC military ball.

He looked so sharp and his date looked like a little china doll. I swear my face still hurts from the ear-to-ear grin on my face at the sight of my son growing from a child that couldn't interact successfully with peers to being a young man that was communicating with everyone shaking hands, dancing and being an all around “normal” young man.

**No I don't believe our struggles are over, but boy it sure does feel good to be able to see that progress is slowly yet surely being made and he will someday be able to lead a successful life all on his own.**



# Family Involvement Resources

## Excellent “TIPS FOR PARENTS”

SAY San Diego (Social Advocates for Youth) has an easily accessible, on-line set of tips for parents. Each of the twenty tips is well-formatted and usually prints onto one page. Even though the topics listed below are in English, there is a complete set of tips in Spanish as well. You may access all of the tips by going to their web site: To view, go here: <http://www.saysandiego.org/parentinfo.htm>

## Bibliography of Family Involvement Research Published in 2004

Our latest bibliography of family involvement in education research now covers all of 2004. It includes journal articles, dissertations and theses, books, chapters, reports, research briefs, and papers.

[www.gse.harvard.edu/hfrp/projects/fine/resources/bibliography/family-involvement-2004.html](http://www.gse.harvard.edu/hfrp/projects/fine/resources/bibliography/family-involvement-2004.html)

## Research Digest: *The Welfare-to-Work Transition and Parent Involvement in Education: A Southern Case Study*

Catherine Dunn Shiffman examines whether the transition from welfare to work influences mothers' involvement in their children's education.

[www.gse.harvard.edu/hfrp/projects/fine/resources/digest/welfare.html](http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/welfare.html)

## Member Insight: *Are Schools Doing Enough to Learn About Families?*

Debbie Pushor, Assistant Professor of Curriculum Studies at the University of Saskatchewan, studies teachers' beliefs and practices around parent involvement and encourages teachers to make room for parents' shared ownership of the school and its activities.

[www.gse.harvard.edu/hfrp/projects/fine/memberinsights.html](http://www.gse.harvard.edu/hfrp/projects/fine/memberinsights.html)

## The Evaluation Exchange: *Evaluating Family Involvement Programs*

This issue of The Evaluation Exchange brings together the current knowledge base of programs in family support and family involvement, providing a continuous perspective on family processes with regard to children's learning and development from a child's early years through adolescence. Articles address the challenges of evaluating family programs, such as the need for conceptual clarity, methodological rigor, accountability, and contextual responsiveness. Rounding out the issue are examples of ongoing evaluations of parent leadership and organizing to ensure that schools serve all children at high standards.

[www.gse.harvard.edu/hfrp/eval/issue28](http://www.gse.harvard.edu/hfrp/eval/issue28)

## Becoming a Community School: *A Step-by-Step Guide to Bridging the School-Family Gap*

The Project for School Innovation has developed another practitioner guide based on the successful strategies of one school to support its families through a range of social and educational school-based services. The Robert L. Ford Elementary School in Lynn, Massachusetts, serves a low-income population with 57% English-language learners, yet Ford students are achieving at high levels. The guide provides advice on how to bring families into the school and how to establish and benefit from university and community partnerships. The guide is available for purchase from the publisher at the link below. [www.psinnovation.org/PSI/btrft11.html](http://www.psinnovation.org/PSI/btrft11.html)

## School-Parent-Community Partnerships Resource Book

This resource guide was developed by the Indiana Department of Education as part of its statewide school improvement plan. The guide provides a comprehensive review of nationally accepted standards on parent involvement, considerations for implementing and evaluating parent involvement programs at the local level, and sample tools such as parent, teacher, and administrator surveys, a team work plan, and compacts for teachers, students, and parents.

[www.doe.state.in.us/publications/pdf\\_other/SFCpnarrative.pdf](http://www.doe.state.in.us/publications/pdf_other/SFCpnarrative.pdf) (Acrobat file)

## Helen Keller National Center

The Helen Keller National Center is a national rehabilitation program authorized by the federal government to provide services for youths and adults who are deaf-blind. Our mandate includes maintaining a national registry of persons who are deaf-blind. This registry is separate and distinct from the census information that the state education deaf-blind projects collect on children 0-21 years of age.

Request a copy of the registry form from:

• Your Helen Keller Regional Representative, Dorothy Walt at:  
Helen Keller National Center  
1620 18th Avenue  
Seattle, WA 98122  
206-324-9120V/TTY  
nwhknc@juno.com

• Our website: <http://www.hknc.org>  
The form can be submitted electronically

## National Native American Families Together

### THE NNAFT PC MISSION

National Native American Families Together believes that families need to be involved in the educational process of all children. NNAFT's mission is to increase partnerships between families who have a child with a disability and the professionals serving their children.

COMMUNITY FRIENDS are involved community members who can lend a helping hand when it is most needed.

NNAFT has over 400 Community Friends representing over 100 tribes who provide information on special education to families in their HOW DO COMMUNITY FRIENDS HELP FAMILIES IN THEIR COMMUNITIES?

- A Community Friend provides information to families on the educational rights of children with disabilities
  - A Community Friend connects families with the state and national resources
  - A Community Friend provides information and support at IEP (Individualized Education Program) meeting and other school meetings
- For more information regarding this program please contact: Prairie Flower Reuben, Nez Perce, National Outreach Director. Prairie directs all the follow up to Community Friends and coordinates two conferences, NATIN and EEC. You can also contact PARENTS Inc., at 800-478-7678 for more information about the program.



# April is National Child Abuse Prevention Month



Shawnee Hart, PA® Program Coordinator for PA® of South Central and Interior Alaska is also met with Chairman Young to thank him for his support.



Vantiene Phothong, PARENTS, Inc. PA® Group Facilitator is also shown with Chairman Young.



Bruce Prehn, Parent Leader from PARENTS, Inc. The PA® international affiliate for South Central and Interior Alaska is shown with Chairman Don Young of the U.S. Congress after attending the PA® 2005 Leadership Conference.



*Strengthening Families  
Around the Word*

On February 8, 2005, staff and parent volunteers from PARENTS, Inc. an affiliate for Parents Anonymous® International met with Congressman Don Young to thank him for his support of this important program of parents and family support that upholds the concept of Parent and Shared Leadership. The Congressman was honored on February 7, 2005 during the Parents Anonymous® International Annual Conference. The program strives to build and strengthen families in the fight against child abuse and neglect.

Weekly groups provide parents and children with the opportunity to receive training, exchange ideas or just talk about the various forms of life stresses that can lead to children being denied the quality of care and nurturing they are entitled to. This program started by a parent in California has been adapted in all 50 states and several countries, as a model that believes in acceptance of all people, personal growth and taking responsibility for the family.

For more information please contact PARENTS, Inc. at 4743 E. Northern Lights Blvd. in Anchorage or call 800-478-7678.

## Meetings

### Anchorage Groups

<b>Tuesday 6:30 - 8:00pm</b>	<b>Dads' Group</b> *No Children's Group*
<b>Wednesday 6:30 - 8:00pm</b> <i>Meal Provided</i>	<b>Parents' Group</b> <b>Children's Group</b> (ages Birth - 12)
<b>Thursday 6:30 - 8:30pm</b>	<b>Parents of Teens</b> *No Children's Group*
<b>Friday 6:30 - 8:30pm</b>	<b>Youth Group</b> *Ages 11-18 only*
<b>Saturday 11:30am - 1:00pm</b> <i>Meal Provided</i>	<b>Parents' Group</b> <b>Children's Group</b> (ages Birth - 12)

### Fairbanks Groups

<b>Tuesday 7:00 - 8:30pm</b>	<b>Parents' Group</b> <b>Children's Group</b> (ages Birth - 12)
<b>Thursday 6:30 - 8:30pm</b>	<b>Parents' Group</b> <b>Children's Group</b> (ages Birth - 12)

### Kenai/Soldotna Groups

<b>Thursday 6:00 - 7:30pm</b>	<b>Parents' Group</b> <b>Children's Group</b> (ages Birth - 12)
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# 1st Annual Wheelchair "Hot Rods Race"

## Sponsors

Providence Alaska Medical Center  
Alaska USA Federal Credit Union  
Fox 4 KTBY Anchorage  
Geneva Woods Health Care Services  
Anchorage Fracture & Orthopedic Clinic  
PIP Printing  
Sullivan Arena  
Frontier Medical

## Supporters

Alaska Memories	Alaska First Community Bank & Trust
Imig Audio video Inc.	Twin Dragon Restaurant
Regal foods	Southside Bistro
Gittins Construction	Tastee-Freez
Baxter Excavation	Red Robin
Greg Sanner	Dianne's Restaurant
American Red Cross of Alaska	Wings 'n Things
Waddell & Reed Financial Services	VFW Post 1685
Just Kids Dental Center	

## Alaska Parents of the Year

### 2005 Alaska Parents' Day

Sunday, July 24, 2005 the 11<sup>th</sup> annual Alaska Parents' Day celebration will take place in Anchorage. *Parents' Day* provides an opportunity to recognize and promote parenting as a central vocation for our families and communities. To nominate exceptional parents for the award, go to [www.parentsday.com](http://www.parentsday.com) or call Judy at 1-800-478-7678 for the nomination form. Nominations are due no later than May 31, 2005.



**PARENTS, Inc.**

Families Assisting Families of Children with Disabilities

In Alaska: 1-800-478-7678  
fax: 907-337-7671  
voice: 907-337-7678  
TTY: 907-337-7629  
web-site: [www.parentsinc.org](http://www.parentsinc.org)  
e-mail: [parents@parentsinc.org](mailto:parents@parentsinc.org)

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