City of Salisbury
DISABILITY ADVISORY COMMITTEE
MEETING MINUTES
June 13, 2019

Committee Members Present
Timothy Meagher, *Chairperson*
Gregory Tyler
Michael Dyer
Amy Crouse
Stephen Bullock
Barbara Bell

Committee Members Absent
Dr. Katherine Jones

In Attendance
Laura Baasland, *Department of Water Works Program Specialist*
Virginia Bender
Bill Garrett
Sam Barnes
Kathleen Walker
Erica Farrell

The Disability Advisory Committee met at 3:00pm in Conference Room #306 of the Government Office Building

Call to Order
The Disability Advisory Committee (DAC) Meeting was called to order at 3:03pm by Mr. Meagher.

Introductions and Welcome
The meeting began with brief introductions of all in attendance, and greetings for the guests.

Last Meeting Minutes Review
The minutes from the DAC's last meeting on March 14, 2019 were reviewed. On a motion put forth by Mr. Tyler and seconded by Ms. Crouse, the minutes were approved by unanimous vote in favor.

Guest: Kathleen Walker
Mr. Meagher provided a brief description of the DAC for Ms. Walker's understanding before her presentation began.

Ms. Walker, the Employment and Family Coordinator of the Eastern Shore Regional Office of Developmental Disabilities Administration, gave a presentation on Charting the LifeCourse program and distributed two handouts. (Both handouts are included as attachments.) This framework is to be used across the lifespan as research has shown that programming should begin even before birth and continue through the lifespan. The goal is to have this

supplemental framework implemented early as multiple data points have shown that individuals lead more meaningful lives when this program is implemented early on. Maryland's plans on the Developmental Disability Association (DDA) side include this framework and terminology. The DDA recently participated in the National LifeCourse Conference in Kansas City. Ms. Walker's role as the administration representative is to help facilitate linkage between the University of Kansas and other agencies and administrations. She is the liaison for anyone who is interested in implementing this framework. Her perception is that this framework would benefit the City of Salisbury insofar as outcomes with transitional youth, who are currently being provided early intervention and access. Though the State of Maryland says transition begins at age fourteen, many professionals in the field feel that it truly begins at birth. The DDA would like to do more outreach into the community that may be impacted by this framework.

Ms. Bell clarified that in order to implement this framework, you have to be instructed how to use it. Ms. Walker explained that there is an ambassador's training series, and the worksheets included are fairly explanatory.

Mr. Meagher inquired as to when the LifeCourse framework arrived in Maryland. Ms. Walker stated that this framework began being implemented in Maryland approximately three years ago, and it is still a fairly new process.

Ms. Bell and Ms. Walker briefly discussed waivers, but brought the focus back to the overall program. Ms. Walker explained that the DDA is working to get more buy-in from organizations and groups to understand and adapt to the language so that there is less confusion as they go through transitional planning.

Maryland adapted the Able Account into legislation, which states that people with disabilities have the right to be fully integrated and included in their communities, and should be supported in making that a reality. Ms. Walker compared this to the Employment First initiative. Maryland also adopted into legislation the 14C certificate, which says that persons with disabilities cannot be paid less than minimum wage any longer. According to Ms. Walker, Maryland is undergoing many changes as it pertains to persons with disabilities, but it is a nationwide change as well.

Ms. Walker and Mr. Tyler discussed how to identify gaps and strengths, and Ms. Walker emphasized that strengths based personal planning has shown more positive outcomes per data. Mr. Tyler discussed self-advocacy, and Ms. Walker identified that the DDA has a self-advocacy director who is trained in the LifeCourse framework. This framework is completely adaptable to anyone and was developed by persons with disabilities and their families. It is a person-centered approach. Ms. Walker offered to send more information and paperwork to the Committee via email. Mrs. Baasland agreed to distribute to the Committee the materials Ms. Walker has offered to send.

Ms. Walker's administration holds the funding and provides the resources to organizations implementing projects. This is the administrative piece, so they don't advocate legislature, they simply provide administrative function.

Ms. Crouse clarified that the only persons who can benefit from this program are those with diagnosed developmental disabilities. Ms. Walker confirmed that that is the case, and also explained that her administration does not perform diagnostic testing themselves, but they do provide resources and referrals to help individuals obtain a diagnosis.

Ms. Crouse explained that BISM has had some frustrations working with the DDA regarding an individual who both has a developmental disability and has lost vision. Ms. Walker explained that as a Medicaid based system, they cannot pay other organizations to provide training. Ms.

Crouse has not been able to access funding on behalf of this individual. Mr. Meagher helped explain that teaching essential living skills is an essential function. My Dyer suggested that BISM apply to be a DDA provider, but Ms. Crouse has said they don't have a medical person on staff. Discussion on qualifications to be a DDA provider ensued. Ms. Crouse's suggestion to Ms. Walker was that her program consider persons with developmental disabilities who may have also developed other disabilities as those disabilities change and age. Ms. Crouse, Mr. Dyer, and Ms. Walker agreed to continue this conversation in another forum.

Ms. Walker offered to come back to the Committee to specifically discuss DDA services and waivers.

Guests: Bill Garrett and Sam Barnes

Bill Garrett, the Director of Information Services for the City of Salisbury, referenced his previous meeting with the DAC, where the Committee suggested an application or something similar to use Amazon's intelligent virtual assistant, Alexa, to help provide access to the City's website. Mr. Garrett introduced Sam Barnes, who he described as a skilled programmer, and a student from Salisbury University who is working as an intern with the City of Salisbury's Department of Information Services. Mr. Barnes has been working on Amazon Alexa Skills through an application he has been developing that is currently called "City Helper." This title will have to change to be something less generic, to be something that most likely includes the name "Salisbury." Mr. Barnes explained how to wake up Alexa and open the app, as well as how to close it. Mr. Garrett and Mr. Barnes provided a list of possible questions to ask Alexa (that list is attached to these minutes) and performed a demonstration of how this application works. All Committee members were impressed and provided some general feedback to Mr. Garrett and Mr. Barnes.

The Committee suggested that they add an Alexa Skill about where to find disability services. Mr. Garrett and Mr. Barnes explained the limitations of the software. Mr. Garrett and Mr. Barnes asked the Committee what skills should be included that they may not have thought of, and the committee offered the following suggestions to include information regarding:

- Disability services and accommodations
- Meetings dates and times for the DAC, as well as other Boards and Commissions
- Who City Council members are, when they meet, and where they meet
- What Council Member represents your district
- Transportation services
- Elections, voting and polling places
- ADA compliance and accessibility
- Accessible parking

Mr. Garrett and Mr. Barnes are working on integrating calendar and GPS functionality into the Alexa Skills. Mr. Garrett explained that the core functionality of this device and its skills is to provide access to the City website, not serve as a website reader.

Update on "Mike's" Stop Sign

Mrs. Baasland provided an explanation on how the stop sign issue was resolved, and how to develop a protocol moving forwarding. The stop sign on the corner of E. Main Street and Glen Avenue, across the street from Mr. Dyer's place of work, that was previously in the middle of the sidewalk ramp preventing wheelchair accessibility has been moved. Before and after images of the stop sign were shown (both images are attached to these minutes). In order to get the stop sign moved, Mrs. Baasland worked with the Department of Field Operations, who identified this particular stop sign as a unique case, and moved it promptly once it was brought to their attention. Mrs. Baasland is working with the City to develop a protocol going forward to handle all ADA complaints within the City, whether infrastructure related or not. Mrs. Baasland has suggested a separate web form to the Executives and the Field Operations Department for use

exclusively as an ADA Concern submission form that would route directly to the most appropriate persons.

Update on Committee's Training in ADA Basics
The following persons have taken the ADA Basics training course online and earned the certificate of completion: Mrs. Baasland, Mr. Dyer, Ms. Farrell, Ms. Crouse and Dr. Jones. Ms. Bell discussed work being done in our area to provide training to benefits counselors.

Next Meeting
The Committee proposed that youth engagement be included as a topic of discussion for the next DAC meeting. Mr. Bullock spoke with an educator at WorWic Community College who will reach out to students who may want to engage with the DAC as a youth ambassador, and should have that information by the next meeting. Mr. Meagher would like to find some representation from the deaf community to come and speak to the DAC and what needs they may have. Mike Purkey, the Executive Director of Deaf independent Living Association (DILA), was mentioned as a possible guest speaker. His email address is mike.purkey@dila.org, and his phone number is (410) 742-5052, Mrs. Baasland will reach out to him to ask if he or a representative would like to present at the next meeting.

The next DAC meeting will be held on Thursday, September 12, 2019, at 3pm in room 306 the Government Office Building.

Adjournment
On a motion by Ms. Crouse and seconded by Mr. Bullock and passed by unanimous vote in favor, the DAC meeting was adjourned at 4:30pm.
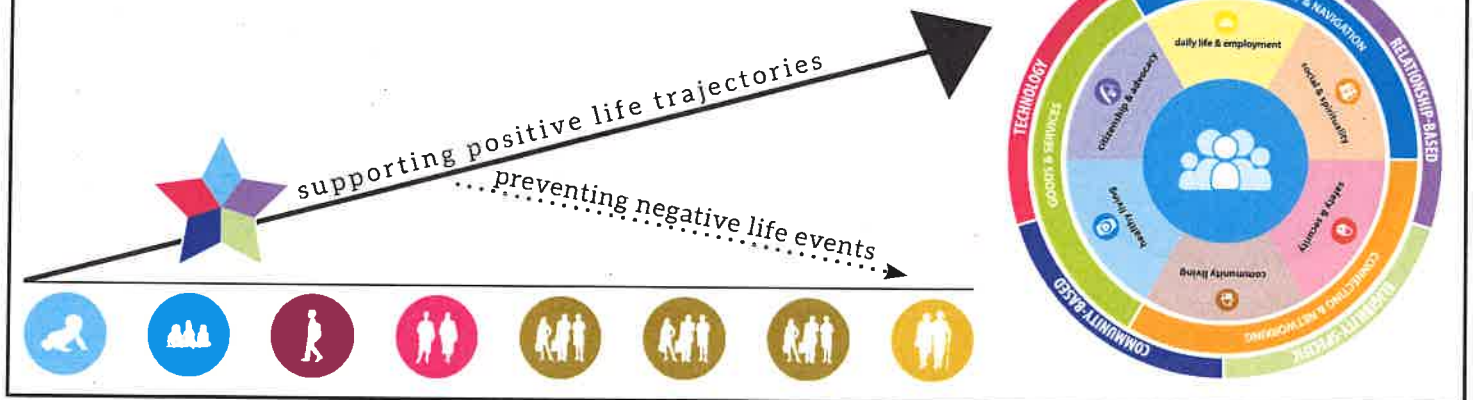
Minutes Recorded By:

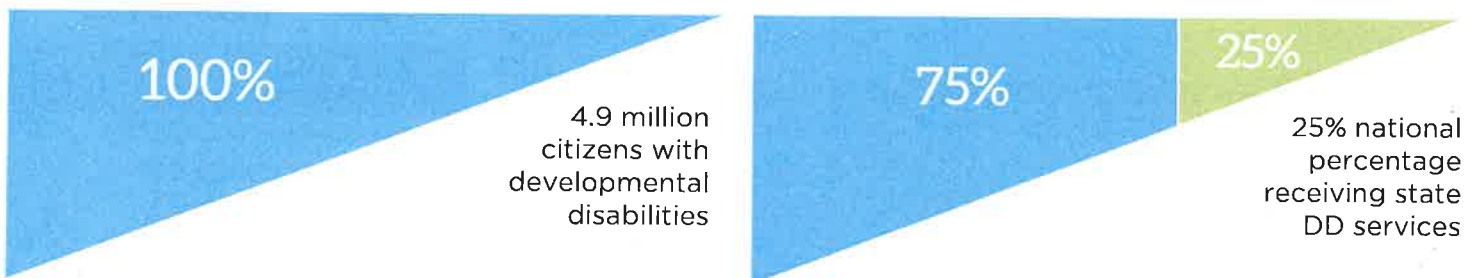Laura Baasland, *Department of Water Works Program Specialist*

Charting the LifeCourse™

Guiding Principles

Core Belief: All people have the right to live, love, work, play and pursue their life aspirations just as others do in their community.

supporting positive life trajectories

... preventing negative life events

Focusing on ALL

100%

4.9 million citizens with developmental disabilities

75%   25%

25% national percentage receiving state DD services

Based on 1.49% prevalence, US Census 2013. Braddock et al, State of the State 2013

Life Stages and Life Domains

Meaningful Day & Employment:
What you do as part of everyday life– school, employment, volunteering, communication, routines, life skills.

Community Living
Where and how you live– housing and living options, community access, transportation, home modifications.

Safety & Security
Staying safe and secure– emergencies, well-being, guardianship options, legal rights and issues.

Healthy Living
Managing and accessing health care and staying well– medical, mental health, behavior, developmental, wellness and nutrition.

Social & Spirituality
Building friendships and relationships, leisure activities, personal networks, faith community.

Citizenship & Advocacy
Building valued roles, making choices, setting goals, assuming responsibility and driving how one's own life is lived.

Prenatal/Infancy
Early years, wondering if meeting developmental milestones

Early Childhood
Preschool age, getting a diagnosis

School Age
Everyday life during school years

Transition
Transitions from school to adult life– Realizing school is almost over!

Adulthood
Living life as an adult

Aging
Getting older and preparing for end of life (parent/family/individual)

Person within the Context of Family & Community
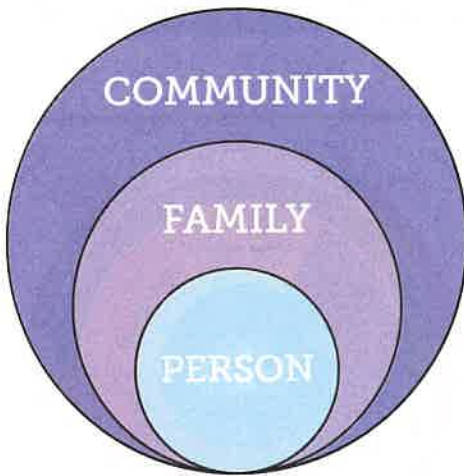
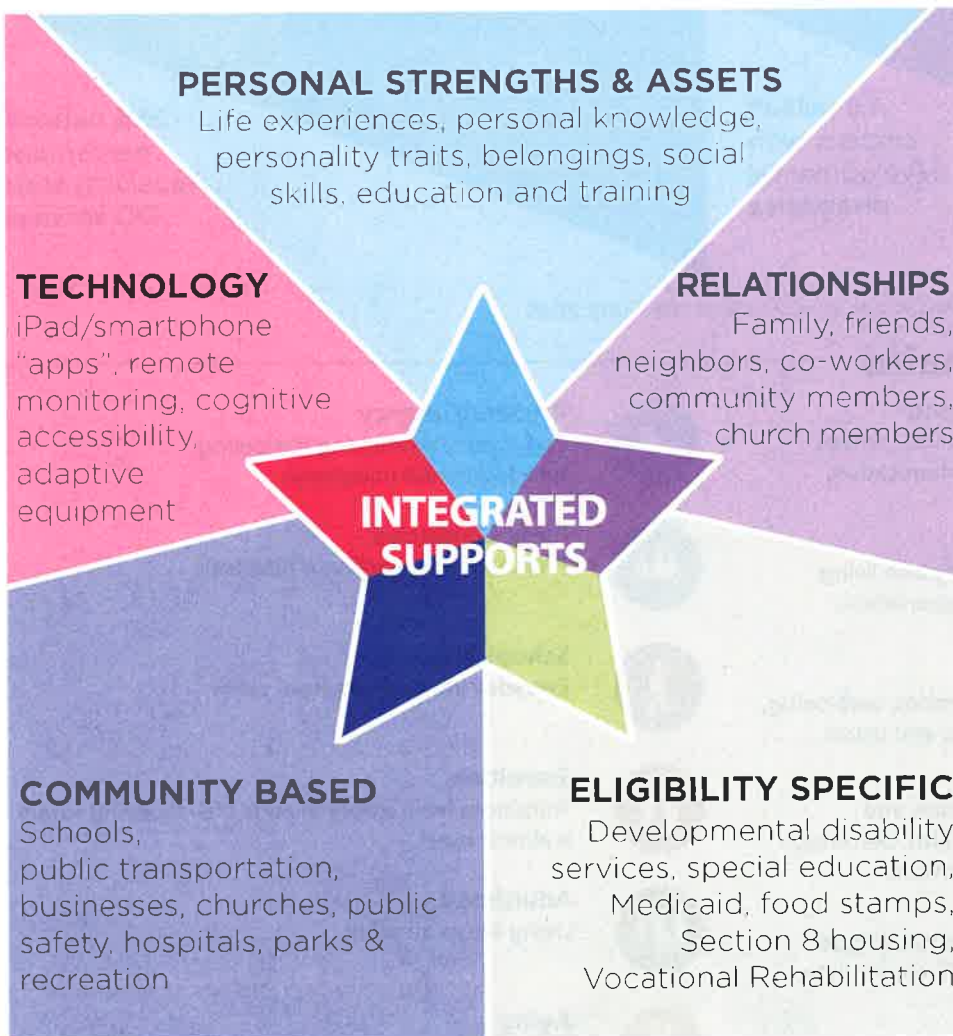People with disabilities are members of their families and communities

With the best of intentions

All people receive integrated services and supports

Integrated Supports for a Good Life

PERSONAL STRENGTHS & ASSETS
Life experiences, personal knowledge, personality traits, belongings, social skills, education and training

TECHNOLOGY
iPad/smartphone "apps", remote monitoring, cognitive accessibility, adaptive equipment

RELATIONSHIPS
Family, friends, neighbors, co-workers, community members, church members

INTEGRATED SUPPORTS

COMMUNITY BASED
Schools, public transportation, businesses, churches, public safety, hospitals, parks & recreation

ELIGIBILITY SPECIFIC
Developmental disability services, special education, Medicaid, food stamps, Section 8 housing, Vocational Rehabilitation

Strategies for Supporting Real Lives

Discovery & Navigation:
Knowledge & Skills

- Information on disability
- Knowledge about best practices and values
- Skills to navigate and access services
- Ability to advocate for services and policy change

Connections & Partnerships:
Mental Health & Self-efficacy

- Parent-to-Parent Support
- Self-Advocacy Organizations
- Family Organizations
- Sib-shops
- Support Groups
- Professional Counseling
- Non-disability community support

Goods and Services:
Instrumental Supports

- Self/Family-Directed services
- Transportation
- Respite/Childcare
- Adaptive equipment
- Home modifications
- Financial assistance
- Cash Subsidies
- Short/Long term planning
- Caregiver supports & training

Access the Charting the LifeCourse™ tools and framework at lifecoursetools.com

CHARTING the LifeCourse

What is the Charting the LifeCourse?

Charting the LifeCourse is a framework that was developed to help individuals and families of all abilities and at any age or stage of life develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live. Individuals and families may focus on their current situation and stage of life but may also find it helpful to look ahead to start thinking about life experiences now that will help move them toward an inclusive, productive life in the future. The framework is designed to help any citizen think about their life, not just individuals known by the service system.

Even though the framework was originally developed for people with disabilities, it is designed universally, and can be used by any family making a life plan, whether they have a member with a disability or not.

Foundation of the LifeCourse Framework

Core Belief: **All people have the right to live, love, work, play and pursue their life aspirations just as others do in their community.**
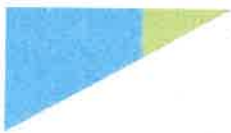
ALL People
ALL people, regardless of age, ability or family role, are considered in our vision, values, policies and practices for supporting individuals and families. All families have choices and access to supports they need, whether they are known to the disability service system or not.

Family System and Cycles
People exist and have give-and-take roles within a family system, which adjust as the individual members change and age. Individuals and families need supports that address all facets of life and adjust as roles and needs of all family members change as they age through the family cycles.

Life Outcomes
Individuals and families focus on life experiences that point the trajectory toward a good quality of life. Based on current support structures that focus on self-determination, community living, social capital and economic sufficiency, the emphasis is on planning for life outcomes, not just services.

Life Domains
People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life, including *daily living, safety and security, community living, healthy lifestyle, social and spirituality, and citizenship and advocacy.*

The LifeCourse Toolkit is a product of the UMKC IHD, UCEDD. More materials at lifecoursetools.com.

May 2016

CHARTING the LifeCourse

Life Stages and Trajectory
Individuals and families can focus on a specific life stage, with an awareness of how prior, current and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences and support to move the life trajectory in a positive direction.

Individual and Family Supports
Supports address all facets of life and adjust as roles and needs of all family members change. Types of support might include *discovery and navigation* (information, education, skill building); *connecting and networking* (peer support); and *goods and services* (daily living and financial supports).

Integrated Delivery of Supports
Individuals and families utilize an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility, community supports that are available to anyone, relationship based supports, technology, and that take into account the assets and strengths of the individual and family.

Policy and Systems
Individuals and families are satisfactorily involved in policy making so that they influence planning, policy, implementation, evaluation and revision of the practices that affect them. Every program, organization, system and policy maker must always think about a person in the context of family.

Connect with the LifeCourse framework and materials at lifecoursetools.com.

Salisbury City Helper Alexa App

Invocation: *City Helper*

Open the App:	**Directly Communicate:**
Alexa, open city helper	Alexa, ask city helper__.

Department phone numbers

what is the phone number for business *department?*

Emergency department numbers

I need the phone number for *police/fire department*

Reservations

How do I reserve a *tent/pavilion/community center?*

Bulk pickup information

Is bulk pickup free?

Recycling information

How can I get a recycling bin?

City parks

Where can I take my kids?

Insurance claims

How do I file a claim?

Parking permit information

How do I register for a parking permit?

Infrastructure concerns

I have an infrastructural concern

Starting a business in Salisbury

How do I start a business?

Free Wi-Fi locations

Where is there free Wi-Fi?

How to pay a bill or parking ticket?

How do I pay a *bill/parking ticket?*

How to look up crime statistics

Where can I find crime statistics?

Department addresses

What is the address for *department?*

Fire department station addresses

where is fire department station 16?

Where parking is located

where is the city parking garage?

Help intent

Help

"Mike's" Stop Sign
Corner of E. Main St. & Glen Ave.

AFTER

BEFORE