

City of Cambridge

Commission for Persons with Disabilities

51 Inman Street · Cambridge, MA · 02139-1732

617-349-4692 voice · 617-492-0235 TTY · 617-349-4766 fax



Philibert Kongtcheu
Chair

Gary Dmytryk
Secretary

Loring Brinckerhoff
Avril de Pagter
Mary Devlin
Jerry Friedman
Stelios Gragoudas
Valerie Hammond
Nicole Horton-Stimpson
Jackie Jones
Daniel Stubbs

Rachel Tanenhaus
Executive Director/
ADA Coordinator

Kate Thurman
Project Coordinator

**The next meeting of the Cambridge Commission for Persons with Disabilities
will be held online via Zoom on Thursday, September 9, 2021 at 5:30 PM**

PLEASE MAKE EVERY EFFORT TO JOIN BY 5:30 PM

AGENDA

Please keep your microphone muted when you are not speaking

- | | | |
|---|---------|--------------------|
| 1. Introductions | 2 min. | |
| <i>If needed, alternates named</i> | | |
| 2. Announcements | 2 min. | CCPD staff / Board |
| 3. Approval of July Minutes | 2 min. | CCPD Board |
| <i>See page 4 of this agenda packet for July minutes</i> | | |
| 4. Self Determination & Youth | 40 min. | Stel Gragoudas |
| <i>See page 6 of agenda pack for presentation</i> | | |
| 5. Executive Director's Report | 20 min. | Rachel Tanenhaus |
| <i>Summary of fiscal year 2021 CCPD Work & Projects</i> | | |
| <i>See page 24 for ED's Report</i> | | |
| 6. Chair's Report | 10 min. | Phil Kongtcheu |
| 7. Public Works Update | 5 min. | Jerry Friedman |
| 8. Old Business | 3 min. | CCPD staff / Board |
| 9. New Business | 3 min. | CCPD staff / Board |
| 10. Public Input | 3 min. | general public |
| <i>See pages 2&3 of this agenda packet for instructions on providing public comment</i> | | |

CART/closed captioning will be provided for this meeting.

Captions can be turned on within the Zoom platform. Additionally, you may stream CART in a separate URL at <http://bit.ly/CCPDCART>
(captions will not appear until the meeting has started)

The City of Cambridge Commission for Persons with Disabilities, does not discriminate, including on the basis of disability. The Commission for Persons with Disabilities will provide auxiliary aids and services, written materials in alternative formats, and reasonable modifications in policies and procedures to persons with disabilities upon request.

The next CCPD meeting will be held online on Thursday, October 14

Members of the public: See instructions on following pages on how to watch the CCPD meeting and provide public comment via Zoom

Instructions on How to Join the September 9, 2021 CCPD Meeting as a Member of the Public

Join Online:

Registration is required in order to view the meeting or to participate in public comment. Register online at

https://cambridgema.zoom.us/webinar/register/WN_BmH1HmGqR_qby7MOh8WP5Q

After registering, you will receive a confirmation email containing information about joining the webinar. For more information regarding Zoom technology visit:

<https://www.cambridgema.gov/Departments/citycouncil/zoomonlinemeetinginstructions>

Join by Phone:

If you do not have access to the internet, you may also call into the meeting using a phone by dialing any of the following numbers and entering the Webinar ID (registration is not required). For higher quality, dial a number based on your current location:

+1 301 715 8592

+1 312 626 6799

+1 929 436 2866

+1 253 215 8782

+1 346 248 7799

+1 669 900 6833

When prompted, enter the webinar ID: **836 3055 4001**

NOTE: your microphone will be automatically muted until you are called on to speak during the public comment period of the meeting. See instructions on the following page for how to “raise your hand” in order to indicate that you would like to provide public comment.

Instructions for Providing Public Comment During CCPD Meetings via Zoom

Anyone wishing to address the Cambridge Commission for Persons with Disabilities (CCPD) during the Public Comment section of the agenda may indicate that by "raising their hand" virtually within the Zoom platform. The host (CCPD staff) will call on members of the public to speak in the order in which their hands were raised. Please note that while you may raise your hand at any point during the meeting, you will not be called on to speak until the Public Comment period of the meeting.

To raise your hand:

- On a Mac or PC:
 - Click “raise hand” in the webinar control panel
 - Alternatively, you may use the keyboard shortcut to raise and lower your hand:
 - Windows: press “Alt+Y”
 - Mac: press “Option+Y”
 - When you are called on by the host to speak, you will be prompted to unmute your microphone (you must unmute yourself, as the host does not have the ability to unmute individuals).
 - After you have spoken or once your 3 minutes are up, your microphone will be muted by the host
- If you are calling in by phone:
 - Press *9 to raise and lower your hand
 - When you are called on to speak during the public comment period, you will need to press *6 to unmute yourself (press it again to mute yourself)
 - Note: your phone number will be visible to only the host of the meeting (CCPD staff). Because your name will not be displayed, we will call on you when it’s your turn to comment by using the last four (4) numbers of your phone number to identify you. For example, “The person calling in from the number ending in ####, you may now provide public comment.”
 - After you have spoken or once your 3 minutes are up, your microphone will be muted by the host

Once they have the floor, members of the public are asked to identify themselves, and each speaker is limited to not more than three (3) minutes. Although the public comments should, whenever possible, address one or more items on the agenda for that particular meeting, if time permits, the Chair may allow a speaker to comment on matters that may not directly address an item on the agenda, but do concern the Commission.

Thank you for your patience as we work together to make virtual meetings accessible for everyone!

Draft

Cambridge Commission for Persons with Disabilities

Minutes for Thursday, July 8, 2021

Online via Zoom

Meeting was called to order at 5:30 pm

Present:

Members: Loring Brinckerhoff, Avril de Pagter, Mary Devlin, Gary Dmytryk, Valerie Hammond, Nicole Horton-Stimpson, Jackie Jones, Phil Kongtcheu, and Dan Stubbs

Absent: Stelios Gragoudas

Staff: Rachel Tanenhaus and Kate Thurman

Minutes:

A motion to approve the June meeting minutes was seconded and passed unanimously.

Department of Human Service Programs (DHSP) Update:

- Nicole Horton-Stimpson reported on projects she has been working on during the pandemic. Key takeaways:
 - Find It Cambridge (<https://www.finditcambridge.org/>) is a great resource for finding programming in the City
 - DHSP has services and programs for adults, families, children, and seniors. Nicole's work focuses on out-of-school time programs for children in kindergarten through 8th grade. This includes the youth centers, childcare and King Open Extended Day Program, as well as Community Schools.
 - Typically, youth centers serve up to 100 kids, but that has been reduced to a maximum of 60 during the pandemic to allow for social distancing. However, due to a shortage of staff and having a very hard time hiring more, the youth centers are each serving around 45 kids.
 - The King Open Extended Day Program serves only students who are in school at King Open.
 - Nicole manages DHSP's Inclusion Initiative, which has 2 fulltime staff members. They provide coaching around working with children with disabilities for staff work in all the after school and summer programming. Parents of disabled kids have the option of signing a release to give Nicole the ability to review their child's IEP and share the information on disability accommodations in it with program staff. She can also hire additional staff when necessary.
 - During the pandemic, Nicole's work shifted a bit. She worked on the Mayor's Disaster Relief Fund Program as a case manager working with 85 Cambridge families. The program ran for three rounds and provided residents with funds to cover rent and utilities.
 - After the Mayor's Disaster Relief Fund Program wrapped up, Nicole was focused on virtual programming for kids in after school programs, providing for example, reading support. In this Family Support Initiative, Nicole partnered with the schools to provide virtual classroom support.
 - Nicole reported that between 18-20% of children enrolled in DHSP programs during the 2019/2020 school year had disabilities. In the 2020-2021 school year, the percentage rose to 23.1%.
 - Free in-person, outdoor programming was offered for children in junior kindergarten through 8th grade beginning in the fall of 2020. The programming was informally structured and was very successful, as kids enjoyed being able to socialize again with one another.
 - This summer is the first year that full-time programming is being offered for children. The hope is for 80% of the programming to be outdoors.

- Community school camps are up and running and have a new collaboration with the Cambridge School Dept., whereby selected students are enrolled in school programs until midday, when DHSP staff transition them to recreational programming from noon to 5 PM.
- Nicole is now working on fall programming and notes that hiring extra staff has been very difficult, as the pandemic has created a staffing shortage.

Public Works Update:

- Jerry Friedman reported that in June DPW had their first meeting of the working group they put together for large infrastructure projects in the Port neighborhood. A lot of utility work is needed in the Port, and the City is capping that off with redesigning streets and sidewalks, with an emphasis on accessibility. The Port is one of the older neighborhoods in Cambridge, with narrow streets and sidewalks. DPW will also be planting a lot of new trees. There will be some trade-offs, like losing some parking on narrow streets in order to construct ADA compliant sidewalks. DPW is working hard to help residents understand the need for such trade-offs. The working group is comprised of about 15 people; larger public meetings will also take place.
- City staff gave a public presentation on the River St project in May to unveil a few designs; DPW got some really good questions and helpful feedback
- Jerry reminded folks that the best way to report sidewalk issues (such as missing brick) is via the app See Click Fix, also called Commonwealth Connect. The app allows users to track the process and resolution of complaints .

Chair's Report:

- Phil reported on fundraising, the Small Business Association grant, and the idea of CCPD becoming a community navigator program hub. He noted meeting with Rachel, Kate, Gary, and Ellen Semonoff to discuss applying for this grant, and that Ellen felt like it was not possible to move forward with it on such a tight timeline. Ellen noted that it takes a tremendous amount of time and work to apply for such grants, and that we do not have the infrastructure in place to do the work the grant would require. Phil suggested that CCPD pursue the project through other funding sources.
- Board members questioned whether or not the project is in the scope of the CCPD Advisory Board.
- Board members discussed what they hoped to work on at the retreat:
 - Coming together as a group
 - Discussing the scope of the CCPD Advisory Board
 - Defining the CCPD Advisory Board's mission
 - Developing a vision statement
 - Suggesting revisions to the current bylaws
 - Coming to a consensus about the direction of the CCPD Advisory Board

Meeting adjourned at 7:16 PM.

Respectfully submitted,
Kate Thurman



Self Determination and Youth Leadership

STELIOS GRAGOUDAS ED.D

Disability Rights Movement

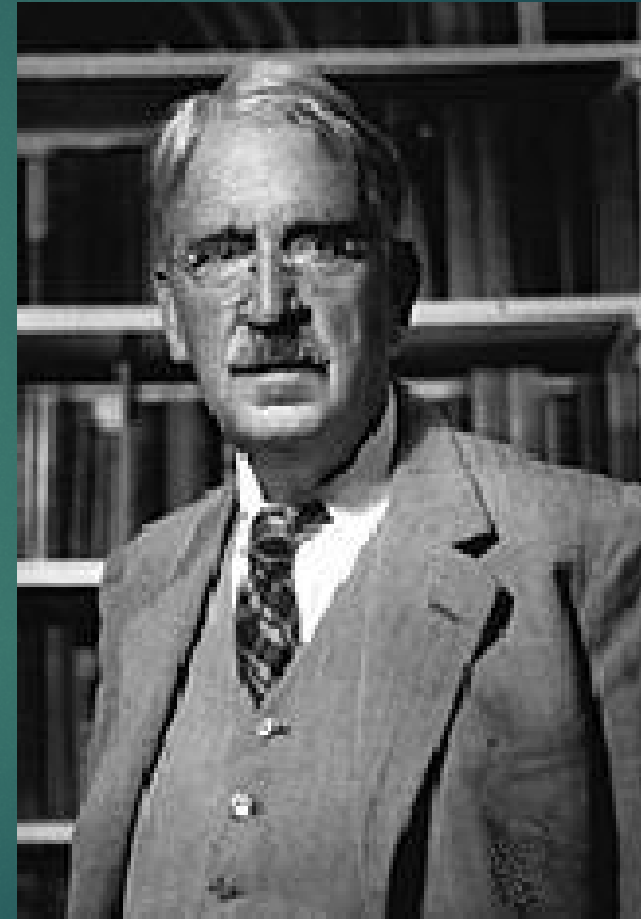
- ▶ Out of institutions
- ▶ Opportunity to engage into society
- ▶ Civil Rights
- ▶ Access to healthcare
- ▶ Manage their own Supports
- ▶ Independent Living



Self- Determination in education

- The 20th century philosopher, John Dewey said,
 - “Self-determination gives students a voice regarding what they learn, how they learn, what they think and what they dream. Self-determined students are empowered to make a difference in their world.”

<http://www.selfdeterminationak.org/index.html>



Self-determination

- Since the mid -1980's, the Office of Special Education Programs has made a substantial investment in the development of methods, materials, and strategies to promote self-determination and to achieve students' active involvement in their own transition planning.



What is self-determination?

- Wehmeyer (1992) defined self-determined behavior as “the attitudes and abilities necessary to act as the primary causal agent in one's life and to make choices and decisions regarding one's quality of life, free from undue external influences or interference”



Misperceptions of Self-Determination

- ▶ Wehmeyer (2003) writes that there are three common misperceptions about self-determination and the education of students with disabilities



Misperceptions of Self-Determination

- ▶ Self-determination implies the independence performance of behaviors



Misperceptions of Self-Determination

- ▶ Self-determination is solely about making choices



Self- Determination Is Not Something You Do...

- ▶ Self-determination is not something you do. It's not about a way to plan or direct services.
- ▶ Instead, it is about enabling people to make things happen in their own lives.



Causal agent

A causal agent is someone who...

- Acts with authority to make or cause things to happen
- Acts with the intention of accomplishing a specific goal and
- Acts to cause or create change



Areas that Impact Self-Determination

Goal Setting

- Deciding on a specific goal
- Setting a time to reach the goal
- Setting a specific time to reach the goal
- Determining the benefits of reaching the goal

Problem-solving

- Defining the problem
- Determining options
- Evaluating and selecting an option
- Developing a plan of action
- Evaluating the process

Self-observation:

- Examine surroundings and performance

Self- evaluation:

- Evaluate performance

Self-reinforcement:

- Self-administration of consequences

Self-knowledge:

- Knowing one's abilities and taking them into account

Choice-making

- Defining the issue
- Determining options
- Evaluating options
- Selecting an option

Self-advocacy

- Speaking up for what an individual believes in

Youth Development

- Knowledge of civil rights
- Public speaking
- Effective communication

Decision-making

- Stating the decision
- Listing choices that are available
- Identifying the consequences
- Selecting best choice

Internal Locus of Control

The concept that the individual believes that he or she is in control of what happens in their lives, without any influence from external factors.

Adapted from: Wehmeyer, M., L., & Field, S. (2007) *Self-determination: Instructional and Assessment Strategies*. Thousand Oaks, CA: Corwin Press.



Fostering Youth Participation In (IEP) Planning Meetings



- ▶ In order to foster youth participation in planning meetings:
 - ▶ Youth need to be instructed on, and have opportunities for, active participation.
 - ▶ Youth must learn to use self-determination skills.
 - ▶ Administrators must support their participation.



Preparing Youth To Participate In (IEP Meeting) Transition Planning



- ▶ For students to fully participate in their transition planning, they need to be able to exercise skills, such as
 - ▶ Self-determination
 - ▶ Self Advocacy
 - ▶ Communication
 - ▶ Non-Verbal Communication
 - ▶ Negotiation and Compromise
 - ▶ Exercising Rights and Responsibilities



Preparing Youth To Participate In (IEP Meeting) Transition Planning



- To fully participate students must be aware of:
 - Their preferences, interests and goals for the future.
 - Their strengths and how they match their interests and goals.
 - The type of assistance they will need to reach their goals.



YOUTH LEADERSHIP

YOUTH LEADERSHIP



- ▶ Larson (2000) suggested that today's youth are not leaders in their own lives. Instead of participating in activities that will promote their leadership behavior, they seem to be bored and unexcited about their lives and their future.

YOUTH LEADERSHIP for students with disabilities

- ▶ Promoting leadership ability for students with disabilities involves more than developing self-determination skills.
- ▶ It also includes developing a sense of power that they can use not only to empower themselves, but other people with disabilities as well, referred to as the disability community (Johnson, 1999).



Youth Leadership Forum

- ▶ During this five-day event, youth with disabilities are invited to participate in various discussions and activities that highlight the value of people with disabilities to take a leadership role in their own lives as well as in the disability community.
- ▶ The forum develops a sense of pride about having a disability.
- ▶ Delegates are familiarized with the disability rights movement and the federal laws that came out of that movement to protect the civil rights of people with disabilities



Overview of CCPD Activities – FY21

CCPD Initiatives

- CCPD Board
- Improving communications access throughout the city
 - Captioning City Council meetings
 - Training staff on accessible and inclusive community outreach and communications
 - Working with communications staff on making documents accessible
 - Providing technical assistance on use of CART, interpreters, etc.
 - Assist with Language Justice initiative
- Retrofitting playgrounds
- Taxi discount coupons
- Temporary parking placards
- 6 pm exemption program
- Information and referral
- Technical assistance (city programs and services)
- Technical assistance (Cambridge businesses and organizations)
- Technical assistance (MAAB variance applications)

City Projects

- Universal Design Playground
- Participatory Budgeting
- Main Library renovations, including The Hive
- Cambridge Equity and Inclusion Initiative
- Cambridge Health Improvement Plan
- Cambridge Disaster Housing Workshop
- Storefront Improvement Program
- Retail Interior Accessibility Program
- River Street/Carl Barron Plaza reconstruction
- Liberation Libraries
- New Mobility Blueprint

Working Group Participation

City-Based:

- 1st and 2nd Street Reconstruction
- Vision Zero
- Special Events
- LGBTQ+ Community Center Planning
- Outdoor Space
- Transportation Coordination

- Micromobility Coordination
- Cambridge-MBTA Coordination
- Local Emergency Planning Committee
- Police Department Community Stakeholders
- Design Coordination
- UD Playground Art
- Language Justice
- Design Challenges
- Branding & Communications staff
- Bike parking review

External:

- Health and Disability Partnership
- Coalition of Mayors' Offices on Persons with Disabilities
- Commissions on Disability Alliance
- MIT Museum Inclusive Design

MAAB Variance Testimony

Supporting:

- Roosevelt Towers
- Cambridge City Hall
- Truman Apartments

Opposing:

- 325 Binney Street
- 18-26 Chauncy Street

Site Visits

- Public housing
- Restaurants
- Retail shops
- Medical/dental offices
- City polling places
- City construction projects, including The Hive at the Main Library

Trainings and Presentations

- Traffic, Parking, and Transportation Department (Parking Control Officers)
- New England School of Law
- Tufts University Dental School
- MA Continuing Legal Education
- Friends Meeting at Cambridge
- Landlord-Tenant Law event
- Community Development Department