



connection

The Commonwealth's Developmental Disabilities Council

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Plan Early for Smoother Transition

By Samantha Hollins and Marianne Moore, Division of Special Education and Student Services, Virginia Department of Education (VDOE)

What is Transition?

The 2004 *Individuals with Disabilities Education Improvement Act* (IDEA, PL 101-476) defines secondary transition as a coordinated set of results-oriented activities focused on improving the student's academic achievement and functional performance to facilitate the movement from school to postsecondary activities.



"Transition" in the education setting refers to students and their families thinking about life after high school, identifying desired outcomes, and planning community and school experiences to assure that their goals are achieved.

Why is Transition Important?

Transition sets the education course for middle and secondary students with disabilities that facilitates movement from school to postsecondary education, vocational training, employment, continuing and adult education, adult services, independent living, and community participation.

The idea of transition is simple, but actually carrying out the process can be daunting. The goal of preparing students with disabilities to access the supports and services they need so that they can become as independent as possible requires early and good planning by the student and his or her Individualized Education Program (IEP) team.



Of key importance is learning about various diploma options, each of which will have an impact on the student's future. Graduation requirements and diploma options need to be discussed as early as possible so that the student stays on the right path. The requirements for each diploma option are described in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (see www.doe.virginia.gov/special_ed/index.shtml).

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From the Chair

by Christy Crowther

Did you ever wonder why the Virginia Board is proud of its policy initiatives?

Although policy improvements today help Virginians with disabilities, they also improve the lives of the people in the next generation (or two).



To understand just how far people with disabilities have progressed, take a moment to reflect on our history. It begins with segregation and isolation, two terms not often used in polite society. People with disabilities were viewed as a population broken, in need of fixing, best served by medical professionals, and incapable of directing our own lives. Over time, people began to question the "treatments." Aided by social change and the passage of landmark legislation such as the Civil Rights act, IDEA, the Rehab act, the DD Act, and the ADA, people with disabilities began to create a vision for the future—a vision that emphasized "can" and "will" instead of "can't" or "won't."

The mobilization and advocacy of individuals with disabilities, involved families, and important systems developments such as Medicaid Waivers and self direction dramatically impacted the complex system of services and supports. Healthcare reform, the Department of Justice settlement with Virginia, and unknowns in the future will continue to change the way people with disabilities live.

Over the last 10 years, the Virginia Board has successfully developed a policy-driven agenda in collaboration with individuals with disabilities, advocates, and policymakers. With the expectations set forth in its "Benchmarks" and the research and analysis from its service system assessments, the Board's agenda has been to educate communities and influence policy statewide. Our Five Year State plan, our advocacy activities, and our grant investments are now linked with a clear policy agenda.

We also continue to train and educate new leaders through programs like Partners in Policymaking and the Youth Leadership Forum and through our investment in self advocates. These are the leaders who will create the future and use the tools we have helped assemble to advocate for better policies and systems. They will certainly face hardships and challenges. Yet no vision for the future is ever achieved without being cognizant of, and trying to understand, the past.

Change has not come fast or easily; the pace is often frustrating. But the work continues. Each year we welcome new Board members with diverse backgrounds, working for a common goal and contributing their background and expertise.

By looking at the history of people with disabilities, we, as members, friends, and supporters of the Board, can work together to continue carving out a better future. ■

Plan Early for Smoother Transition Continued from page 1

What is the Transition Planning Process?

The transition planning process supports the student and their family in determining the post-secondary goals in the areas of education, training, employment and, as appropriate, independent living. These goals form the student's post-school vision.

Planning for transition begins as early as 14 and is based upon age appropriate assessments that outline the student's individual needs, strengths, preferences, and interests. Assessments may be formal or informal, academic or situational, or based on interviews, observations, and inventories.

Transition objectives and services, which are written into the IEP, should include the activities needed to assist the student in reaching postsecondary goals and the courses of study to support these goals. Based on the student's individual needs, transition activities may include instruction, vocational evaluation, related services (like speech, counseling, or physical therapy), community experience, employment and work on other adult living objectives. Agencies and individuals other than the school (case managers, benefits planners, and vocational rehabilitation agencies) also serve as resources and supports to this process.

The Virginia Department of Education website offers more detailed information on transition for students and their parents as well as links to transition resources (http://1.usa.gov/doe_IEP). ■

Components of Student's Performance Summary

Academic Achievement	What the youth knows such as literacy, numeracy, consumer, personal finance, and learning skills; reasoning, communication, processing, including the accommodations, supports and modifications required, etc.
Functional Performance	Behavior across different environments such as how the youth interacts with peers at school, in the community, at work; also self-care, mobility, self-determination, safety, executive functioning skills, including the accommodations and supports required, etc.
Supports	Accommodations, modifications, assistive technology or other supports that students might need to be successful in postsecondary environments.
Next Steps	Recommendations for attaining postsecondary goals such as attend college orientation, meet with Department of Rehabilitative Services, meet with Disability Services Counselor at community college, keep a file of current disability documentation, complete employment applications, etc.

Adapted from the Virginia Department of Education Fast Facts: Secondary Transition: Why is it important to plan early. (April 2010)

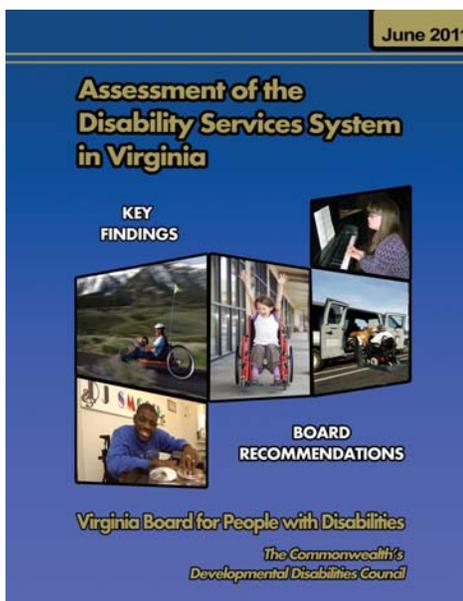
Did You Know?

...that in December 2009, there were 58,505 students with disabilities in Virginia's official age range for transition services (ages 14-22)? Those nearest to existing school exit (ages 18-22) numbered 10, 219.

The 2011 Assessment of the Disability Services System in Virginia



Available in PDF, MP3, and
paperback formats



Get yours by visiting
www.vaboard.org/assessment.htm
or by calling 1-800-846-4464

Barriers Remain in Service System

By Heidi Lawyer

The *2011 Assessment of the Disability Services System in Virginia* examines how, or whether, services have changed since the Virginia Board for People with Disabilities (VBPD) last assessed the system in 2008. VBPD found that positive steps have been taken but many barriers remain. The full Assessment, including *Key Findings and Board Recommendations* is online at <http://bit.ly/2011assess> or <http://www.vaboard.org/reports.htm>.

This document, along with the 2012-2016 State Plan, will guide upcoming policy and program work.

Specific Board recommendations for people with developmental disabilities and other disabilities include improving areas such as:

- ▶ Delivery of inclusive, accessible core services and supports across the lifespan in fully integrated community settings.
- ▶ Access to quality, affordable and accessible community-based health and dental care (including issues such as insurance coverage, provider availability, and reimbursement rates).
- ▶ Redesign of home-and community-based waivers to include a universal non-disability specific waiver; analysis of actual service utilization; improved service planning, and wait list redesign.
- ▶ Cost benefit analyses and identification of long-term cost avoidance through provision of community-based health care and long-term care services and supports.
- ▶ Improved educational services including issues related to least restrictive environment, academic performance and graduation rates, enforcement mechanisms, evidence-based practices, teacher preparation programs, and transition services for students exiting high school.
- ▶ Employment services, including waiting lists, rates, the effectiveness of current employment services, training and technical assistance needs, regulatory and policy barriers, and implementation of an Employment First policy in Virginia.
- ▶ Identification and tracking of individuals who are served in non-state-operated institutions by age and disability.
- ▶ Expansion of affordable, accessible housing options through implementation of existing policy recommendations, cross Secretariat collaboration, targeted application of state funds to leverage private capital, fair housing enforcement, and establishment of a housing trust fund.
- ▶ Increased availability and reliability of transportation through coordinated planning models, local funding and incentives, provider training, trend analysis, Medicaid brokerage transportation improvements, capital investments for accessibility, and standardized data collection.
- ▶ Improved data collection and analysis to ensure accountability and oversight of services and supports in all service areas. ■

Increased Awareness, Eliminating Dual System, Self-Advocacy are Top Goals

By Heidi Lawyer

The Virginia Board for People with Disabilities (VBPD) has submitted its Five Year State Plan to the Federal Administration on Developmental Disabilities (ADD). This plan became effective on October 1, 2011. Along with the Board's recommendations contained in the 2011 Assessment of the Disabilities Services System in Virginia, this plan will guide the Board's policy, investment and other activities. The 2012-2016 State Plan is available on the Board's website (www.vaboard.org) but is considered "draft" until final approval is received from ADD.

The three broad goals under which the Board will conduct its work are listed below; specifics are on the web.

Goal 1: Cultivate increased awareness and understanding that full inclusion of individuals with developmental and other disabilities in education, employment, health and civic and community activities is a civil right and an investment in Virginia's future.

Objectives under Goal 1 relate to supporting initiatives and policies that (1) improve public awareness of the right to inclusion and, (2) enhance education and outreach relating to successful community living, engagement in community and civic activities, and the safety concerns of individuals with developmental and other disabilities (as related to emotional and physical abuse and domestic violence).

Goal 2: To eliminate the dual system of services (institution and community), and work in partnership with public and private entities to increase state financial supports and policies that are directed to expanding community infrastructure, services and supports.

Objectives under Goal 2 relate to supporting initiatives and policies that (1) improve family, behavioral and/or personal supports; (2) address gaps in community services, supports and oversight; (3) facilitate transition of individuals from institutions to community settings; (4) explore personal

asset development; (4) foster self-direction, choice, independence, and inclusion; (5) address transition challenges of youth with disabilities; (5) advance an Employment First policy in Virginia and expand opportunities for fully integrated, competitive employment; (6) promote effective, accessible and patient centered health and dental care; and (7) support coordinated planning and accessible, affordable housing, and transportation options.

Goal 3: Cultivate statewide leadership and self-advocacy activities by individuals with developmental and other disabilities and family members.

Objectives under Goal 3 address the Board's advocacy and leadership training initiatives and include (1) continuation of its Partners in Policymaking program and the Youth Leadership Forum; (2) support for a statewide self-advocacy organization led by individuals with developmental disabilities; and (3) development of strategies to assist Board program graduates with ongoing local advocacy efforts. ■

Supporting Systems Change: FFY 2013 Requests for Proposals (RFP)

In December 2011, the Board will release its Federal Fiscal Year 2013 RFPs for its Competitive Grant Program. RFPs are specifically designed to achieve the Board's goals and objectives set forth in its 2012-16 State Plan. The program entails a two step application process that includes the applicant submitting a letter of interest (due mid-January 2012) and, if selected by the grant review team, submitting a grant proposal (due end of March 2012). RFP booklets will be available at the Board's website at www.vaboard.org.

Test Your Knowledge: October is Disability History and Awareness Month in Virginia



Stephen Hopkins

1776 Stephen Hopkins, a man with cerebral palsy, is one of the signers of the Declaration of Independence; he said, “my hands may tremble, but my heart does not.”

1861-1865 The American Civil War results in 30,000 amputations in the Union Army alone, bringing awareness of physical disabilities to many Americans.

1872 Alexander Graham Bell opens a speech school for deaf teachers in Boston. He invents the telephone while trying to develop a mechanical way to make speech visible.

1907 Indiana becomes the first state to enact a eugenic sterilization law—for “confirmed idiots, imbeciles and rapists”—in state institutions. The law is enacted in 24 other states.

1918 As a result of the large number of WWI veterans with disabilities, Congress passes the first major rehabilitation program for soldiers. In 1920, a bill funding job counseling and vocational training for people with disabilities in the general public is passed.

1927 The U.S. Supreme Court rules in *Buck v. Bell* that the compulsory sterilization of “mental defectives” such as Carrie S. Buck, a young Virginia woman, is constitutional under “careful” state safeguards. To date, this ruling has never been overturned.

1939 At the onset of World War II Adolph Hilter orders widespread “mercy killing” of the sick and disabled. Code-named Aktion T4, the Nazi euthanasia program is instituted to eliminate “life unworthy of life.” Between 75,000 and 250,000 people with intellectual or physical disabilities are systematically killed from 1939-1941.



Unidentified Union soldier with amputated arm

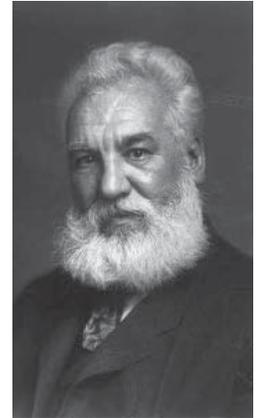
1961 The American Standards Association, later known as the American National Standards Institute (ANSI), publishes *Making Buildings Accessible to and Usable by the Physically Handicapped*. Forty-nine states adapt accessibility legislation by 1973.

1962 Ed Roberts, a young man with polio, enrolls at the University of California, Berkeley. After his admission is rejected, he fights to get the decision overturned. Roberts becomes the father of the Independent Living Movement and helps establish the first Center for Independent Living (CIL).

1973 Section 504 of the Rehabilitation Act of 1973 makes it illegal for federal agencies, public universities, and other public institutions receiving any federal funds to discriminate on the basis of disability.

1974 The last “Ugly Law” is repealed in Chicago, Illinois. These laws allowed police to arrest and jail people with “apparent” disabilities for no reason other than being disfigured or demonstrating some type of disability.

1975 The Education for All Handicapped Children Act of 1975—now called the Individuals with Disabilities Education Act (IDEA)—is signed into law. It guarantees a free, appropriate, public education for all children with disabilities in the least restrictive environment.



Alexander Graham Bell



President Truman visiting Walter Reed General Hospital

1980 The Civil Rights of Institutionalized Persons Act (CRIPA) gives the Department of Justice power to sue state or local institutions that violate the rights of people held against their will, including those residing for care or treatment of mental illness.

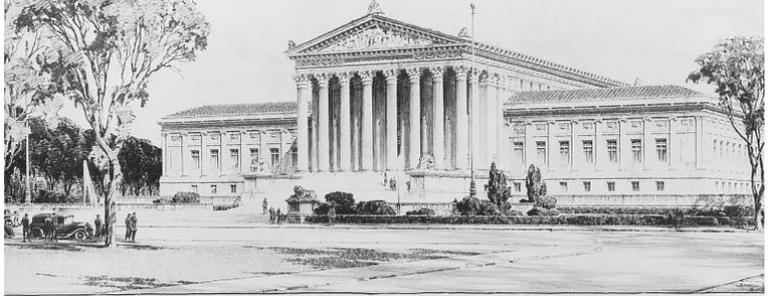
1988 The Fair Housing Amendments Act of 1988 expands on the Civil Rights Act of 1968 to require that a certain number of accessible housing units be created in all new multi-family housing. The act covers both public and private homes and not only those in receipt of federal funding.

1990 The Americans with Disabilities Act (ADA) is signed into law by President George H. W. Bush alongside its “founding father,” Justin Dart. The ADA is considered the most important civil rights law since Section 504 and has cross-disability support.

1999 The U.S. Supreme Court rules in the case of *Olmstead v. L.C.* that unnecessary institutionalization of people with disabilities constitutes discrimination and violates the ADA, that individuals have a right to receive benefits in the “most integrated setting appropriate to their needs,” and that failure to find community-based placements for qualifying people with disabilities is illegal discrimination.

2004 The U.S. Supreme Court hears *Tennessee v. Lane*, in which that state is sued for failing to ensure that courthouses are accessible. One plaintiff is arrested when he refuses to crawl or be carried up stairs. Rejecting the state’s argument, the Supreme Court decides in favor of people with disabilities, ruling that Tennessee can be sued for damages under Title II of the ADA.

2006 The first bill requiring that public school students be taught about the disability rights movement is passed in West Virginia, due largely to the efforts of 20 students with disabilities.



The U.S. Supreme Court



Virginia General Assembly

2009 Graduates of Virginia’s Youth Leadership Forum (YLF) testify before the Virginia Disability Commission on the importance of teaching disability history and awareness in public schools. Their efforts result in the passage of Senate Joint Resolution 321 establishing the month of October as Disability History and Awareness Month in the Commonwealth.

2011 The U. S. Department of Justice finds Virginia in violation of the ADA regarding its services for persons with intellectual/developmental disabilities. DOJ concluded that Virginia does not serve training center residents in the most integrated setting and that it violates the ADA by maintaining a waiting list for community based services that exceeds 3,000 people. DOJ found that the discharge process at Central Virginia (CVTC) and other training centers is inadequate, and

that other conditions at CVTC are typical of all five of the state’s training centers. DOJ found that Virginia needs far more Medicaid “waiver” funding to help people live at home or in other community settings instead of in institutions. The state also needs to accelerate the rate at which it moves people out of training centers, which the Department of Justice called “unacceptably slow.” ■

Some of the timeline information above is excerpted/and or reproduced courtesy of the Institute for Educational Leadership, Inc., c/o The National Consortium on Leadership and Disability for Youth (NCLD-Youth) www.nclid-youth.info. Photos from the collections of The Library of Congress and Wikipedia. No known restrictions on publication.



Youth Leadership Forum adds 23 Student Advocates



By Kara White

On July 18, twenty-three student Delegates from across Virginia arrived on Virginia Commonwealth University's campus in Richmond to dream for themselves, plan for their futures, and gain from the knowledge, resources, and experiences the YLF had to offer.

Students settled into dorms and the week began with a bus ride to the Richmond Convention Center (via Greater Richmond Transit Company's public system). The YLF was filled with engaging speakers including LeDerick Horne, who opened and closed his discussion on "What is Leadership?" with his spoken word poetry. Local media guru Scott Dickens emphasized the importance of maintaining a good reputation in social media by stating "Don't say anything on Facebook you wouldn't say to someone in person." After the networking luncheon, Dr. Victor Pineda, nationally known disability advocate, encouraged all to "travel the world with a purpose."

Governor Bob McDonnell posed for a group photo on Capitol Day and talked with YLF delegates about the importance of participating in community and civic activities. Student delegates learned about teambuilding through activities with Challenge Discovery, got a crash course in filmmaking when they created their own team videos, and danced the night away to the latest hits and crossover classics spun by the DJ.

At the end of the week, in front of parents and other invited guests, YLF student delegates became Alumni and returned to their homes and communities empowered to lead themselves and others.



YLF Delegates had a busy week networking, doing small group work, touring

Photo credits: Erin Hickey, Rachel Loria, and



Youth Leadership Forum Delegates Testify at Capitol Day

[Editor's note: As part of the annual YLF, each student delegate presents mock testimony to a volunteer panel, simulating real-life advocacy at the state capitol. This student's testimony was transcribed by Kara White, YLF Program Assistant, and has been edited only for length.]

Good morning, my name is Mathew St. Clair and I am a rising senior at Phoebus High School in Hampton, VA. My state Delegate is Jeion Ward and my state Senator is Mamie Locke.



I'm here today to speak about a very important and personal issue to me, the treatment of people with special needs by society. As a young child and even now, I've witnessed that our treatment is one of two extremes. Either we are treated completely fairly and accepted, or we are put in the shadows and sometimes even shunned. For instance, in school all the kids either treated me two different ways because of my arthrosis. Either they were able to look past my exterior and see that deep down I was the same as them, or they got so caught up on my condition that they shied away from me and sometimes even acted as if I wasn't even there...I've also noticed that in schools, they tend to put the Special Ed classes all the way in the back of the school or on a nearly unwalked hall almost as if to make it seem like those students don't exist.



I believe that if we were to show society, that for the most part we share common goals and ideas with them, they would be more open to getting to know the disabled...during the statewide month of people with disabilities, we should do a weekly show—almost like a documentary—on certain children and adults with disabilities that are making a big difference in their communities as well as in Virginia. My belief is that through broadcasting these shows throughout the state, as well as continuing to teach our history in schools, that we will show society that we share many common goals and ideals with them. This will also empower our people so that they will come to understand one simple motto that I live by on a daily basis: "Do not let the limitations of your body hinder the goals of your mind."



So in conclusion, my issue with the treatment of people with disabilities by society and my dream is that through the previously mentioned methods, we will fully unite the state of Virginia as one, and soon after, our nation. Thank you.



g the state capitol, and meeting Governor McDonnell.
d Elizabeth Peppala

Technology Solutions Assist People with Disabilities

By Barbara Dodd

Assistive technology can be as simple as an adaptive grasp on a pen or pencil, as common as a switch that opens a door, or as complex as a computer that translates text to speech. Assistive technology is a device or service that helps people with disabilities learn, communicate, and develop the skills they need for independence.

Some assistive technology is classified as low-tech, such as reachers or grabbers; other solutions involve the latest technology. Many resources are available for assistive technology (AT). YouTube has videos, Google has weblinks, and information abounds as technology of all types continues to evolve.

A short video (<http://bit.ly/AsstTec>) on understanding assistive technology can help those new to the term understand the broad spectrum of devices and get an overview of AT tools.

Several videos are available from the Simon Technology Center (stc@pacer.org) in Minnesota. For example, the one on tablet computers and available apps (<http://bit.ly/rc55z3> or at http://www.youtube.com/watch?v=aAx49Wo_AbU&NR=1) was published just a few weeks ago, and shows users how iPads are being used for students of all ages.

Another video from California (<http://bit.ly/pS7bTB>), shows technology in action for students and adults with physical and intellectual disabilities.

When searching the Internet for information on assistive technology, try short phrases and also longer ones, such as "assistive technology special education" or adding words like "cerebral palsy" or "independence" to the core search term.

In Virginia, learn more at www.vats.org, www.swvats.soe.vt.edu, www.varelay.org, or download a Powerpoint presentation about assistive technology from the Department of Medical Assistance Services at <http://bit.ly/pfRGMi>.

More Advocates in Training through Partners in Policymaking

by Teri Barker-Morgan



The Virginia Board for People with Disabilities (VBPD) welcomes the 2011-2012 Partners in Policymaking (PIP) class participants:

Sarah Aslop (Bowling Green)
Brittany Chadwick (Richmond)
Christine Chewning (VA Beach)
David Dunn (Richmond)
Betty Fritz (Abingdon)
Aaron Goldmann (Henrico)
David Hoggan (Vienna)
Angela Kahler (VA Beach)
Katja Kox-Fishe (Yorktown)
Lisa Lockhart (Manakin Sabot)
Jennifer Lockwood (Stafford)
Hollie Monroe (Hampton)
Katherine Montgomery (Chantilly)
Blair Morgan McVeigh (Norfolk)

Linda Nargi (Ashburn)
Caroline Rake (Winchester)
Michelle Ray (Ashburn)
Elizabeth Salter (Hampton)
DeCarlos Savage (Chesterfield)
Genie-Mae Schrumm (Culpeper)
Matthew Shapiro (Glen Allen)
Vanessa Siedlecki (Chesapeake)
Jo-Elizabeth Strong (VA Beach)
Kimberly Thomas (Newport News)
Brett Wills (Staunton)
Katherine Williams (Keswick)
Heather Wynn (Chesterfield)

These outstanding individuals with disabilities (or parents of children with disabilities) were chosen by a selection committee of PIP alumni through a competitive application process. Their journey to becoming more effective advocates and partners with legislators and other policymakers in improving Virginia's disability services system began on September 16 and 17 with the first of eight monthly PIP training sessions at the Embassy Suites Hotel and Conference Center in Richmond. We congratulate the incoming 2011-2012 class on their selection and look forward to their learning and development as true Partners in Policymaking. ■



Kimberly Thomas, Brittney Chadwick, and Michelle Ray get to know each other at their first PIP session. Photo taken by Rachel Loria.

Other Meetings of Interest

10/20/2011

9:00 am

Insights Pre-Conference Workshop:
Diagnosis and Treatment of
Developmental Disabilities in Racially,
Culturally, and Linguistically Diverse
Communities

Contact: Cecily.rodriguez@dbhds.
virginia.gov

10/22/2011

10:00 am

Protection and Advocacy for
Individuals with Mental Illness (PAIMI)
Advisory Council Meeting

Contact: 800-552-3962

10/24/2011

3:30 pm

VCU Disability Awareness Week:
Assistive technology with VCU T/TAC
Contact: matthewshapiro91@yahoo.com

10/26/2011

12:00 pm

VCU Disability Awareness Week: Panel
Discussion
Contact: matthewshapiro91@yahoo.com

10/26/2011

1:00 pm

Virginia Brain Injury Council Meeting
Contact: 804-662-7000
(Kristie L. Chamberlain)

10/27/2011

9:00 am

VCU Disability Awareness Week:
Abuse and Neglect of Individuals with
Disabilities Discussion facilitated by
Donna Gilles from Partnership for
People with Disabilities
Contact: matthewshapiro91@yahoo.com

10/27/2011

11:00 am

VCU Disability Awareness Week:
Facilitating an Inclusive Culture
Discussion facilitated by Dr. Amy
Armstrong from VCU Rehabilitation
Counseling
Contact: matthewshapiro91@yahoo.com

11/02/2011

TBD

Virginia Department for the Deaf
and Hard of Hearing Advisory Board
Meeting

Contact: 804-662-9502

11/14/2011

10:30 am

State Rehabilitation Council/Retreat
Contact: 804-662-7010

11/15/2011

9:00 am

State Rehabilitation Council
Contact: 804-662-7010

12/8/2011

10:00 am

Virginia Assistive Technology Advisory
Council (DRS)
Contact: 804-662-9994

12/8/2011

11:00 am

Community Integration Advisory
Commission Meeting
Contact: 804-662-7078

12/13/2011

10:00 am

Board of Medical Assistance Services
Contact: 804-786-8096

Meetings of the Virginia Board for People with Disabilities

Meetings of the Virginia Board for
People with Disabilities are open to
the public. Please contact Sandra
Smalls (804-786-9368 or Sandra.
Smalls@vbpd.virginia.gov) if you
wish to present public comment
during the Full Board Meeting.

Location

Wyndham Richmond Airport
4700 South Laburnum Avenue
Richmond, VA 23231
(804) 226-4300

Dates and Times

12/07/2011

8:30 am Committee Meetings
11:00 am Full Board Meeting

03/07/2012

8:30 am Committee Meetings
11:00 am Full Board Meeting

06/06/2012

8:30 am Committee Meetings
11:00 am Full Board Meeting

09/12/2012

8:30 am Committee Meetings
11:00 am Full Board Meeting

12/05/2012

8:30 am Committee Meetings
11:00 am Full Board Meeting



Virginia Board for
People with Disabilities

Hampton Roads Recognizes Disability History Awareness Month

On October 19, 2011, 100 middle and high school students with disabilities from Norfolk Public Schools will participate in Disability Mentoring Day. Students will learn from participating community professionals and collaborate with one another.

Middle school students with varying abilities will work with a team from the Workforce Development Center located in Suffolk, Virginia. High school students will be divided between two locations, the Department of the Navy in Portsmouth, Virginia and Wells Fargo in Norfolk, Virginia.

Staff Information

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Erin Hickey
Sr. Administrative Coordinator, Council Connection Layout

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Community Outreach and Program Manager

Rachel Loria
Sponsored Programs Assistant

Linda Redmond
Research, Policy and Program Manager

Sandra Smalls
Executive Assistant

Lynne Talley
Grants Manager

Kara White
Sponsored Programs Assistant

Welcome

The Board would like to welcome Rachel Loria as the PIP Program (PIP) Assistant. Rachel first became involved with VBPD as a Youth Leadership Forum (YLF) volunteer staff in 2008. She also participated on the YLF Planning Committee providing great ideas and recommendations for updating and modernizing the program.

Rachel will assist with all aspects of PIP planning, logistics and program participant support. Rachel is currently in graduate school at Virginia Commonwealth University studying special education.

Email: Rachel.Loria@vbpd.virginia.gov
Phone: 804-786-3456



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