

December 13, 2012

To: Sen. Luther Olsen, Chair
Rep. Paul Farrow, Vice Chair
Special Committee on Improving Educational Opportunities in High School

From: Lisa Pugh, Disability Rights Wisconsin
Beth Swedeen, Wisconsin Board for People with Developmental Disabilities

cc: Rachel Letzing, Legislative Council Staff
Jessica Karls-Ruplinger, Legislative Council Staff
Committee Members

Re: Proposed Legislative Options and Draft Letters for Committee Consideration

Thank you for the opportunity provided to Beth Swedeen, Executive Director of the Wisconsin Board for People with Developmental Disabilities, to address your committee on November 19 and share information specific to students with disabilities. We are glad to see that many of the action items you will discuss on December 17 include reference to these students.

We thank you in advance for your consideration of the below information as you proceed in your discussion of legislative and other options to ensure that all high school students have the skills necessary to meet the workforce needs of employers in this state.

DRAFT LEGISLATION TO BE REVIEWED BY THE COMMITTEE

[WLC: 0054/1](#), **relating to academic and career plans.** Based upon the reasons outlined by Beth Swedeen in her November testimony, we hope you will choose to specifically reference including students with IEPs. We strongly support your request for a budget appropriation to properly implement this important initiative. We also request a reference in proposed statutory language to continuing obligations for schools under federal IDEA. Specifically, we suggest adding after line 10 on page 2:

In addition, School Boards required to adhere to 115.787 (2) (g) (1) (2) for students with individualized education plans and this provision cannot replace the following requirements: [115.787\(2\)\(g\)1.1](#). Beginning not later than in the first individualized education program that will be in effect when the child is 14, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals for the child based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.

[WLC: 0059/1](#), **relating to the youth options program and making an appropriation.** We request additional language related to the report:

The school board should also include in the report the number of students with disabilities enrolled in the program as well as the number denied due to disciplinary record from participating in youth options.

DRAFT LETTERS TO BE REVIEWED BY THE COMMITTEE

[Draft Letter No. 2](#), relating to the ACT Suite and WorkKeys; and [Draft Letter No. 3](#), relating to **including science in the PLAN test**. School districts must be adequately funded to provide appropriate accommodations for students with disabilities.

[Draft Letter No. 5](#), relating to an audit of work-based learning programs; and [Draft Letter No. 6](#), relating to an audit of Youth Options, dual enrollment, and transcript credit programs . Thank you for your references to students with disabilities.

[Draft Letter No. 7](#), relating to outreach regarding programs available to high school students. We suggest adding a specific reference in the second paragraph, 2nd to last line:

“...create more opportunities for high school students, including students with disabilities.” and then again on page two 2nd paragraph, 2nd line, “...programs available to high school students, including students with disabilities for...”

[Draft Letter No. 8](#), relating to outreach to businesses regarding opportunities involving high school students. We suggest adding a specific reference in page 1, 2nd paragraph 2nd to last line:

“...for high school students, including students with disabilities.” And again on page 2, 2nd paragraph, line three: “...mentor high school students, including students with disabilities...”

[Draft Letter No. 11](#), relating to educator preparation programs. Thank you for this important reference to preparation in transition to the workforce for students with disabilities.

[Draft Letter No. 12](#), relating to a Special Committee to review educator preparation programs. We request an important addition to the study of educator preparation programs to include transition for students with disabilities, as well as the preparation of regular education teachers in the area of disability and special education transition requirements.

[Draft Letter No. 13](#), relating to a Special Committee to review the 20 education standards. We do not support elimination of the standards.

[Draft Letter No. 14](#), relating to the Career and Technical Education Incentive Grant Program. Add page 1, 3rd paragraph:

“...students, including students with disabilities...”

[Draft Letter No. 15](#), relating to mobile technical education labs. Add page 2, 1st paragraph last line:

“...students, including students with disabilities...”

[Draft Letter No. 16](#), relating to online courses. Add 2nd page, 1st line:

“...online courses, ensure accessibility through universal design for all students...” and then add in line 2 “...students, including students with disabilities.”

[Draft Letter No. 17](#), relating to technical education. Add page 1, 3rd paragraph, line 3:

“...high school students, including students with disabilities.”

Draft Letter No. 18, relating to a taskforce to coordinate information and resources. Add page 1, 2nd paragraph, last line:

“...high school students, including students with disabilities.” And 3rd paragraph, last line: “...high school students, including students with disabilities.”

Draft Letter No. 19, relating to an online resource to facilitate communication and coordination.

Such a resource must specifically reference the rapidly expanding opportunities for students with intellectual disabilities to attend postsecondary institutions in Wisconsin. Add page 1, 2nd paragraph, last line:

“...high school students, including students with disabilities.” And 3rd paragraph, last line: “...high school students, including students with disabilities.”

Thank you again for considering our input and for your work on this important issue. If you have any questions, please contact us directly.

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