

News Release

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FOR IMMEDIATE RELEASE

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Hearings on administrative rules related to children with disabilities

MADISON — The Wisconsin Department of Public Instruction will conduct public hearings on April 3 and 6 on two administrative rules related to children with disabilities.

Both hearings will be held from 3 to 5 p.m. at the agency's Madison headquarters in the GEF 3 building, Room P41, 125 South Webster Street. The public is invited to present testimony on the emergency and proposed permanent rules. The hearing site is fully accessible to people with disabilities.

April 3 – Children with Significant Developmental Delays

The emergency and proposed permanent rules allow school districts to identify children with significant developmental delays up to age 9. The proposed rules specify that children ages 3 through 9 who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional, or adaptive development have significant developmental delays. Previously, only children ages 3 through 6 could be identified with significant developmental delays. This change provides school district personnel a longer timeframe to evaluate whether a child has a specific disability, thus addressing difficulties with accurate assessment and labeling certain children beyond age 6 who are still in need of educational interventions.

Those who cannot attend the April 3 public hearing may provide written comments, which will be given the same consideration as testimony. Send comments on the emergency and proposed permanent rules via e-mail or U.S. mail to the addresses below no later than April 10.

April 6 – Intellectual Disability Terminology and Concepts

Wisconsin's administrative rules in Chapter PI 11 use the term cognitive disability, which is inconsistent with the current means of determining whether someone has an intellectual disability. The emergency and proposed permanent rules adjust the terminology from cognitive disability to intellectual disability, expand the definition of what constitutes an intellectual disability, and specify that more than one intelligence test may be used to assess children to provide comprehensive results. The rule changes will result in the definition and determination of an

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intellectual disability aligning with federal law and with the American Association on Intellectual and Development Disabilities' classification manual, "Intellectual Disability: Definition, Classification, and Systems of Supports," 11th edition (2010). Additionally, the rule will reflect current terminology used in the Wisconsin Model Early Learning Standards.

Those who cannot attend the April 6 public hearing may provide written comments, which will be given the same consideration as testimony. Send comments on the emergency and proposed permanent rules via e-mail or U.S. mail to the addresses below no later than April 13.

Copies of both administrative rules are available at http://pb.dpi.wi.gov/pb_rulespg. Request copies of these materials and submit comments in lieu of testimony at a public hearing by e-mail to Carl.Bryan@dpi.wi.gov or by U.S. mail to Carl Bryan, budget and policy analyst and administrative rules coordinator, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

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NOTE: This news release is available electronically at http://dpi.wi.gov/sites/default/files/news-release/dpinr2015_29.pdf.