



**CONSORTIUM FOR CITIZENS  
WITH DISABILITIES**

February 2, 2015

The Honorable Lamar Alexander  
Chairman  
Health, Education, Labor and Pensions  
Committee  
428 Senate Dirksen Senate Office Building  
Washington, DC 20510

The Honorable Patty Murray  
Ranking Member  
Health, Education, Labor and Pensions  
Committee  
428 Senate Dirksen Senate Office Building  
Washington, DC 20510

Dear Chairman Alexander and Ranking Member Murray:

On behalf of the Consortium for Citizens with Disabilities (CCD) Technology and Telecommunications Task Force, we would like to thank you for the opportunity to offer the following recommendations as you work on the reauthorization of the *Elementary and Secondary Education Act (ESEA)*. The Consortium for Citizens with Disabilities is a coalition of more than 100 national disability organizations working together to advocate for national public policy that ensures the self-determination, independence, empowerment, integration, and inclusion of children and adults with disabilities in all aspects of society. The Telecommunications and Technology Task Force focuses on ensuring national policy on matters of telecommunications and technology, including assistive technology, helps move society toward our ultimate goal of full inclusion of all people with a disability.

**The CCD Technology and Telecommunications Task Force requests the specific changes (see attached) to the legislative language in the draft proposal set forth by Chairman Alexander's, "The Every Child Ready for College or Career Act of 2015."**

These requested changes will ensure that all assessments are accessible for every student, regardless of their disability. Federal law already mandates equal access, but sadly in the move to digital assessments full accessibility of the assessment has not been required. It is time in this reauthorization of ESEA that it be clear that all students should be able to access assessments offered under any circumstance.

It is also critical for teachers to be knowledgeable in the use of universally designed curricula, accessible instructional materials and assistive technology and for these to be available in schools. Therefore, additional language is suggested to ensure that those we entrust to educate our students are provided and have knowledge of the expertise necessary and have access to the materials and technology they need.

Thank you for your consideration of these views. If you have any questions, please feel free to contact one of the CCD Technology and Telecommunications Task Force Co-Chairs: Mark Richert, [4justice@concentric.net](mailto:4justice@concentric.net); Audrey Busch, [audrey.busch@ataporg.org](mailto:audrey.busch@ataporg.org); Sara Rosta, [sara.rosta@PPSV.com](mailto:sara.rosta@PPSV.com); Michael Brogioli, [mbroglioli@resna.org](mailto:mbroglioli@resna.org); or Eric Buehlmann, [eric.buehlmann@ndrn.org](mailto:eric.buehlmann@ndrn.org)

Sincerely,

Mark Richert, American Foundation for the Blind  
Audrey Busch, Association for Assistive Technology Act Programs  
Sara Rosta, Perkins  
Michael Brogioli, Rehabilitation Engineering and Assistive Technology Society of North America  
Eric Buehlmann, National Disability Rights Network



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**The Every Child Ready for College or Career Act of 2015  
Legislative Language Recommendations**

Page 17, line 14 and page 25, line 11:

“(ii) be used for purposes for which such assessments are valid and reliable, be of adequate technical quality for each purpose required under this Act, and be consistent with relevant, nationally recognized professional and technical standards **including accessibility for students with disabilities**;

Page 18, line 3 and Page 26, line 18:

(II) the reasonable adaptations and accommodations, **including full accessibility and ability to use assistive technology** for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such children relative to the challenging State academic standards;

Page 100, line 1:

(B) Developing, improving assessments **and ensuring full accessibility** for students with disabilities, including the development of assessments for all students using the principles of universal design **and conforming to nationally recognized accessibility standards** aligned to alternate challenging State academic standards for students with the most significant cognitive disabilities.

On page 144, line 17 and 145:

(F) developing programs and activities that increase the ability of **school systems** ~~teachers~~ to **appropriately educate** ~~effectively teach~~ **all** students, **including students** with disabilities **and those** ~~including students~~ with significant cognitive disabilities, which may include the use of response to intervention, **universally designed curricula, accessible instructional materials and assistive technology** and positive behavioral intervention and supports, and students who are English learners, so that such students with disabilities and students who are English learners can meet the challenging State academic standards described in section 1111(b) (1);

(G) providing students with increased access to up-to-date school library materials, a well-equipped, technologically advanced school library media center, **fully accessible media and instructional materials for students with disabilities**, and well-trained, professionally certified school library media specialists;