



Board Meeting Packet

November 17-18, 2021
Virtual Board Meeting



Board Meeting

Virtual Meeting· November 17th-18th, 2021

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November 2021

Dear BPDD Board Members,

I hope that you are all adjusting to the change in seasons as we go into our last board meeting of the year! I wanted to start off by saying that November is Family Caregiver month and to remind everyone to thank a caregiver they know and take some time for self-care this month. While the month is chosen as a time to bring attention to caregivers, I know that these important individuals are crucial to all of us living together in community year-round.

The second virtual Self-Determination Conference was yet again a huge success. Thank you to everyone who made the conference possible and for those of you that were able to attend. An especially big thanks to Fil Clissa for all of the work she put in, to make the conference feel as close to being together as possible while delivering great information!



Even though we have finished our new 5-year state-plan our board meeting will still be a busy one next week. We will have Member Caucus and Diversity Committee meeting on Wednesday afternoon. Thursday we will start with Governmental Affairs, followed by the yearly required public records training. Before we get to our business meeting, we will be having a discussion on grassroots advocacy and how that looks for our new state-plan. Disability Rights Wisconsin has asked us to review their PADD plan which is similar to our state-plan. Please read it in the board packet and be ready to give feedback during the business meeting. As we go into 2022, Executive Committee will be assessing the safety of having in-person meetings and what that will look like but we are committed to keeping a virtual option available for every meeting going forward.

Please be safe and stay healthy!







Greg Meyer

BOARD AGENDA NOVEMBER 17-18, 2021

WEDNESDAY, NOVEMBER 17, 2021

Time	Symbol	Topic	Facilitator/Presenter
3:00-3:30 PM		Member Caucus	All
3:30-4:30 PM		Diversity Committee	Staff: Molly Cooney

THURSDAY, NOVEMBER 18, 2021

Time	Symbol	Topic	Facilitator/Presenter
7:45-8:30 AM		Welcome and Technical Assistance (meeting starts at 8:30am)	All
8:30-9:30 AM		Governmental Affairs	Staff: Tami Jackson
9:30-10:00 AM		Public Records Training	Staff: Jeremy Gundlach
10:00-10:15 AM		Public Comment	
10:15-10:30 AM		Break – FILL OUT, SIGN, AND RETURN TRAVEL VOUCHERS to BPDD STAFF	All
10:30-11:45 AM		Board Discussion on Grassroots Advocacy	All



= Meal



=Meeting



=Presentation



=Vote



=Walking Activity



=Break

Business Meeting

11:45-11:50 AM
11:50-11:55 AM
11:55-12:00 PM
12:00-12:05 PM
12:05-12:10 PM
12:10-12:15 PM
12:15-12:35 PM
12:35-12:40 PM
12:40-12:45PM



- Vote to accept September 2021 Minutes
- Chair Report
- Executive Director Report
- Financial Report
- Executive Committee
- Diversity Committee
- Nominating & Membership Committee
- Partner Agency updates
- Additional Questions
- Adjourn

All

All

- Greg Meyer
- Beth Swedeen
- Beth Swedeen
- Greg Meyer
- Andy Thain
- Ashley Mathy
- DRW, DPI, DHS,
DWD, Waisman



= Meal



=Meeting



=Presentation



=Vote



=Walking Activity



=Break

BOARD MEETING MINUTES

Present:	Chair: Greg Meyer Vice Chair: George Zaske, Sydney Badeau, Barbara Beckert, Gail Bovy, Kevin Coughlin, Pam Delap, Meredith Dressel, Desi Kluth, Ashley Mathy, Stephenie Mlodzik, Daniel Parker, Hector Portillo, Nathan Ruffolo, Andy Thain, Tricia Thompson, Kelly Weyer, Amy Whitehead, Chris Wood
Absent:	Kedibonye Carpenter, King Hall, Patrick Friedrich, Cheryl Funmaker, Houa Yang,
Staff Present:	Fil Clissa, Molly Cooney, Natasha Fahey-Flynn, Jeremy Gundlach, Sally Flaschberger, Tami Jackson, Kaitlin McNamara, Jennifer Neugart, Beth Swedeen

Chair Greg Meyer called the meeting to order at 11:19 AM.

1. Chair Report:

- Greg thanked all the board members for their hard work during the pandemic and hoped that all members had a good and safe summer.

2. Executive Director Report:

- ED Beth Swedeen gave an update about BPDD's state-plan which was submitted this last week. We are working on a plain language version so we can promote the plan on our website, social media and listserv. The Self-Determination Conference is coming up and we have over 600 people registered for the virtual and free conference. Beth also gave an update on our COVID-19 outreach grants and the great work that is being done around the state to get people educated and vaccinated.

3. Financial Report:

- ED Beth Swedeen gave an update on BPDD's financials. We are starting to spend federal fiscal year 21 money (which is last year's pot of money). Our new grants and projects will be starting soon which have more money allocated to grants with the new state plan.

4. Executive Committee Report:

- Chair Greg Meyer discussed the last exec committee meeting. We are looking to do public records training in the November meeting. The new committee roster has been finalized and have mostly stayed the same. This was decided to keep continuity in the committee work.

5. Nominating & Membership Committee Report:

- Chair Ashley Mathy talked about the September 22nd committee meeting. There is a new director of appointments at the Governor's office. We have several board member reappointments coming soon. We also are looking to see 2 new board members appointed soon in the family member/parent role. We will be looking for a self-advocate board member and a provider board member.

6. Diversity Committee Report:

- Chair Andy Thain gave an update from the September 22nd committee meeting. The committee discussed SPARKS grants applications and a need for outreach about partners in policymaking applicants. They also

discussed creating an equity statement for the board as another way to make sure we are keeping equity at the front of everything that we do.

7. Action Items:

Motion to accept the July 21, 2021 board minutes made by George Zaske and seconded by Andy Thain. The motion passed unanimously.

8. Agency Updates:

DRW- September Updates

- COVID and School Safety Sheet
- DRW Press Release
- DVC Updates

DHS- September Updates

- HCBS COVID-19 Update

Waisman- September Updates

- Baylor Conference Flier

DWD- N/A

DPI – September Updates

Motion to adjourn by George Zaske at 12:29 PM; seconded by Chris Wood.
Unanimously passed.

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-  BPDD Board Meeting
-  BPDD Executive Committee Meeting
-  National Election Day

-  Self-Determination Conference / Disability Advocacy Day / Employment Conference
-  Partners in Policymaking
-  State Holiday

Updated: 11/10/21 jg

Exec meeting dates should be scheduled 6 weeks before board mtg dates

Board Meeting Dates & Locations:

January 19 & 20, 2022	Virtual Meeting via Zoom
March 17, 2022	Virtual Meeting via Zoom
May 18 & 19, 2022	Virtual Meeting via Zoom
July 20 & 21, 2022	Virtual Meeting via Zoom
September 21 & 22, 2022	Virtual Meeting via Zoom
November 16 & 17, 2022	Virtual Meeting via Zoom

Executive Committee Meeting Dates

February 14 th , 2022	3:00-4:00 PM
April 4 th , 2022	3:00-4:00 PM
June 13 th , 2022	3:00-4:00 PM
August 8 th , 2022	3:00-4:00 PM
October 10 th , 2022	3:00-4:00 PM
December 12 th , 2022	3:00-4:00 PM

Other BPDD Dates:

March 16th, 2022	Disability Advocacy Day
TBD	Self-Determination Conference

Committee Assignments 2020 - 2021

Diversity committee:

- 1. Andy Thain – Chair**
- 2. Hector Portillo – Vice Chair**
3. George Zaske
4. Kedibonye Carpenter
5. Barbara Beckert
6. Daniel Parker
7. Meredith Dressel
8. Desirae Kluth
9. Houa Yang
10. Cheryl Funmaker
11. Shannon Mattox
12. Amy Whitehead
13. Pam DeLap

Nominating and Membership Committee:

- 1. Ashley Mathy - Chair**
2. Patrick Friedrich
3. Tricia Thompson
4. Nathan Ruffolo
5. Stephanie Mlodzik
6. Kevin Coughlin
7. Pamela DeLap
8. Greg Meyer
9. Chris Wood
10. Kelly Weyer
11. Sydney Badeau
12. Gail Bovy

Executive Committee:

- 1. Greg Meyer - Chair**
- 2. George Zaske – Vice Chair**
3. Andy Thain
4. Nathan Ruffolo
5. Ashley Mathy

EXECUTIVE COMMITTEE MEETING MINUTES - DRAFT

BPDD Office and Teleconference

Present: **Vice Chair:** George Zaske; Andy Thain, Nathan Ruffolo, Ashley Mathy
Staff Liaison: Beth Swedeen

Absent: Greg Meyer

Staff Present: Beth Swedeen, Jeremy Gundlach

Meeting called to order at 3:03 pm.

1. Set November Board Mtg Agenda: Meeting will be Virtual

3:00-3:30 PM	Member Caucus
3:30-4:30 PM	Diversity Committee
4:30-5:00 PM	Nominating and Membership

7:45-8:30 AM	Welcome and Technical Support
8:30-9:30 AM	Governmental Affairs
9:30-10:00 AM	Public Records Training
10:00-10:15 AM	Break
10:15-11:30 AM	Board Discussion on Grassroots Advocacy
11:30-12:30 PM	Business Meeting

2. Public Records Training:

- DOA Attorneys will send over the updated presentation for our use during the November Board Meeting.

3. BPDD equity statement Discussion:

- The Diversity Committee is going to be working on this to bring to a future board meeting.

4. Board Meeting Dates and 2022 Calendar:

- Jeremy will check on 2022 Disability Advocacy Dates and then make any changes to the calendar if necessary.

5. Other Agenda Items:

-

Motion to adjourn at 3:30 PM. Unanimously passed.

NOMINATING COMMITTEE MEETING

MINUTES

Committee Present:	Chair: Ashley Mathy Members: Greg Meyer, Kelly Weyer, Chris Wood, Stephenie Mlodzik
Committee Absent:	Patrick Friedrich, Nathan Ruffolo, Kevin Coughlin, Tricia Thompson, Sydney Badeau
Staff Present:	Jenny Neugart

Meeting called to order at 4:33 pm.

- Updates on open board positions.
 - New appointments director is Marko Uzeirovic
 - Reappointments coming for: Tricia, Houa and Hector
 - Open positions are: 2 parents, 1 provider
 - Shannon Mattox resigned because she moved out of state.
 - King Hall is planning to resign. Need to start looking for a person with a disability.
 - 2 parents have applied: Tara Brezezinski and Meme Mihalovic could fill Elsa and Shannon's position. Both of them should be appointed in the next few weeks.
- Review recommendations for future board members.
 - Chelsey Myhre Foster applied but has changed jobs so she no longer fits the provider role and her daughter does not have a developmental disability. Her application is on hold for now.
 - Christie Carter – Jenny has made contact but has not heard back yet.
 - Pamela Hencke is on hold for now. She is interested but we are trying to find parents who have younger kids.
 - Anna Stevens: No update, Nathan was not present
- Recommendations for future board members.
 - Jenny will ask Tricia about Dakota and Gaynelle Hawpetoss.
 - Ashley will ask Marquis Garner, Marshfield Siegler and Chas Moritz.

- Jenny will talk to Tanisha Alverado (who reached out to us when our board was full), Stephanie Birmingham from the ILC.
 - Beth is reaching out to Melissa Stoltz.
 - Ideas to keep in mind for later are: Nick Krisko and Jordan Anderson.
 - Chris Wood informed the committee that Flora Csontos was no longer the Appointments Director. The new person is Kevin. Jenny will make contact and check in on applications.
- Adjourned at 4:55 pm

November 17, 2021





3:30-4:30 pm

<https://us06web.zoom.us/j/98068599668>
(phone number listed below)

Diversity Committee Agenda

Members **Chair:** Andy Thain **Vice Chair:** Hector Portillo; George Zaske, Kedibonye Carpenter, Barbara Beckert, Daniel Parker, Meredith Dressel, Desirae Kluth, Houa Yang, Cheryl Funmaker, Shannon Mattox, Amy Whitehead, Pam DeLap, Alicia Reinhard

Staff Liaison: Molly Cooney

Symbol	Topic	Presenter	Time
	1. Call Meeting to order	Chair	3:30
	2. Discuss and develop a draft equity statement: review examples from other DD Councils and identify a couple of examples to take to the larger board and Executive Committee	All	3:30-4:20
	3. Identify next steps	All	4:20-4:30
	4. Meeting closes	Chair	4:30

Join Zoom Meeting

<https://us06web.zoom.us/j/98068599668>

Meeting ID: 980 6859 9668

One tap mobile: 1(312) 626-6799



=Meeting



=Presentation



=Vote

Committee Present:	Chair: Andy Thain, Vice Chair: Hector Portillo; Greg Meyer, Barbara Beckert, Pam DeLap, Amy Whitehead, Sydney Badeau, George Zaske
Committee Absent:	Cheryl Funmaker, Daniel Parker, Alicia Reinhard, Kedi Carpenter; Meredith Dressel; Desi Kluth, Houa Yang, Shannon Mattox
Staff Present:	Beth Swedeen; Natasha Fahey-Flynn; Jenny Neugart; Molly Cooney
Guests:	

Meeting called to order at 4:00 PM

1. Topic 1: Update from Jenny on Sparks grants and Partners in Policymaking

- Sparks: Received 20 applications!
 - Scoring is done; scorers are meeting tomorrow to discuss and make final decisions
 - We'll do press releases for the awardees
 - Jenny will make available the list of awardees
- Partners in Policymaking
 - Have 5 applications so far; really need help to get more
 - Sydney suggested asking people in the Facebook group Wisconsin Disability Connections would want to apply.
 - Christa at BFL Connections in West Bend; Pam has been talking a lot to them about starting a People First group
 - Waisman contacts: Amy will share with Beth Moss – she'll have contacts; AAC family group at CASC at Waisman; Autism Treatment; director of preschool; Tim Markle; Julie Schears re: second year LEND trainees; past Lend family members and past self-advocates
 - Jenny suggests asking individual people if they'd like to apply.
 - Past YLF graduates
 - College programs – Edgewood College, UW Whitewater, Nicolet, etc.

2. Topic 2: Discussion - Develop an equity statement for BPDD?

- Good idea to have one; review mission to see if it is already conveyed in the mission
- Do we want to make a more robust mission statement, or do we want to make our efforts around equity front and center?
 - Do we want to have a brief statement or something more detailed? Might be too complex to simplify into one sentence.
 - We could revise the mission statement. If the committee feels strongly about this and we'd take it to the Executive Committee
- What slant do we want it to come from?
- No mention of access to services in our mission statement

- Need to be careful not to spend too much time developing a new mission statement – not necessarily a meaningful use of time if it takes too much time
- Samples to review would be great; Molly will bring some examples
 - <https://healthydurham.org/cms/wp-content/uploads/2018/10/Racial-Equity-mission-statement-1.pdf>
 - <https://uwex.wisconsin.edu/about-us/equity-diversity-and-inclusion/>

3. Topic 3: Discussion - Reconsider name of committee? Revisit objectives?

- George feels like the name of the name still fits; the concept of diversity is ever expanding; others agree not to change

4. Next steps

- Molly will find examples to bring of equity statements to the next meeting; specifically examples from other DD councils
- It was pointed out that we need more members of the committee who are people of color

Meeting adjourned at 4:24 PM

BPDD Budget Update



Programming

Category	Federal Fiscal Year 2020			Federal Fiscal Year 2021		
	Budget	Spent	Remaining	Budget	Spent	Remaining
Personnel	482,099.41	503,562.06	(21,462.65)	499,866.00	206,986.93	292,879.07
Grants, Contracts, Partnerships*	702,168.19	592,580.81	109,587.38	668,549.00	70,166.83	598,382.17
Programming Subtotal	1,184,267.60	1,096,142.87	88,124.73	1,168,415.00	277,153.76	891,261.24
Must be >=70%	88.6%	82.3%		89.5%	67.7%	



Board Operations

Category	Budget	Spent	Remaining	Budget	Spent	Remaining
Personnel	103,778.42	82,315.77	21,462.65	86,359.00	35,817.61	50,541.39
Grants, Contracts, Partnerships*	47,935.98	153,595.86	(105,659.88)	50,718.00	96,608.82	(45,890.82)
Board Operations Subtotal	151,714.40	235,911.63	(84,197.23)	137,077.00	132,426.43	4,650.57
Must be <=30%	11.4%	17.7%		10.5%	32.3%	



TOTAL

1,335,982.00	1,332,054.50	3,927.50	1,305,492.00	409,580.19	895,911.81
		0.3%			68.6%

Summary		Summary	
Project Period:	10/01/2019 - 09/30/2021	Project Period:	10/01/2020 - 09/30/2022
Project Status:	Open	Project Status:	Open
Total Award:	1,335,982.00	Total Award:	1,305,492.00
Spent	1,332,054.50	Spent	409,580.19
Remaining	3,927.50	Remaining	895,911.81



The Wisconsin Board for People with Developmental Disabilities (BPDD) mission is to help people with developmental disabilities become independent, productive, and included in all facets of community life.

2021 Wisconsin Public Records Law

1. 2021 Public Records Training

1.1 Wisconsin Public Records Law 2021 Basics for State Employees



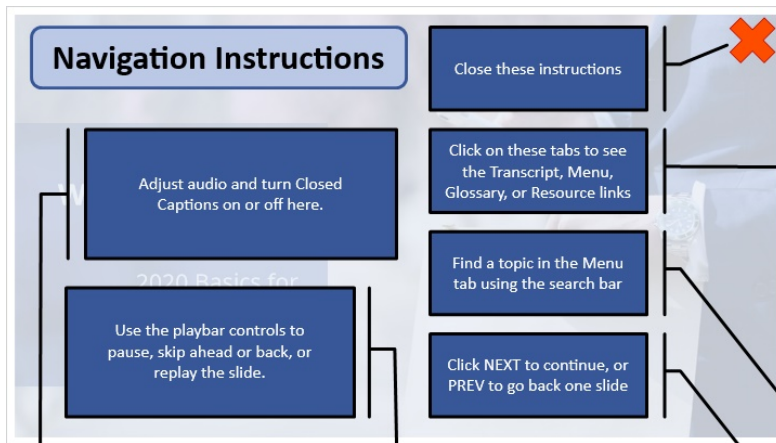
Notes:

For instructions on how to navigate through this course, click on the button at the top.

In this course, you will learn how to comply with Wisconsin's Public Records Law and your public records responsibilities.

Click the Next button to go to the next slide.

Instructions (Slide Layer)



1.2 Public Records (Sunshine) Laws



Notes:

Public records laws are also called sunshine laws. That's because the laws exist so the people of this state are not "in the dark" about the workings of the government that represents them.

According to settled law: "The clearly stated, general presumption of our law is that all public records shall be open to the public. . . ." This presumption reflects the basic principle that the people must be informed about the workings of their government and that openness in government is essential to maintain the strength of our democratic society."

The public records law requires that every record is presumed to be available to the public. Access can be denied only in exceptional cases.

1.3 Objectives

Objectives

Your Public Records Responsibilities

As a state employee, you have certain responsibilities. Understanding public records is one of those responsibilities.

Select each numbered item if you would like to review the objectives of this course.

Notes:

All employees shall have the following five public records responsibilities:

1. Recognize when you have a public record.
2. Understand what is not a public record.
3. Understand how to properly retain public records.
4. Recognize a public records request and handle that request appropriately.
5. Know where to go for help.

In the next slides, let's take a closer look at each of the five responsibilities.

Objective 1 (Slide Layer)

Objectives

Recognize when you have a public record




Select each numbered item if you would like to review the objectives of this course.




Objective 2 (Slide Layer)

Objectives

Understand what is NOT a public record



Select each numbered item if you would like to review the objectives of this course.




Objective 3 (Slide Layer)

Objectives

Understand how to properly retain public records



Select each numbered item if you would like to review the objectives of this course.



Objective 4 (Slide Layer)

Objectives

Recognize a public records request and handle the request appropriately




Select each numbered item if you would like to review the objectives of this course.




Objective 5 (Slide Layer)

Objectives

Know where to go for help



Select each numbered item if you would like to review the objectives of this course.



1.4 When You Have a Public Record



Notes:

Public Records Responsibility # 1: Recognize when you have a public record

1.5 Recognize When You Have a Public Record

01

Recognize When You Have a Public Record

Why is this important?
Public Records are property of the state



The law requires us to keep public records and make them available to the public



Notes:

Employees need to know what a public record is because public records are property of the state and the law requires us to keep public records and make them available to the public.

1.6 What Is a Public Record?

01

What Is a Public Record?



Public Records



Anything paper or electronic with information about government business, with a few exceptions.



01

What Is a Public Record?



Public Records



Paper Examples
Printed meeting minutes, agendas, reports, spreadsheets, posters, etc.



01

What Is a Public Record?



Public Records



Electronic Examples
Skype messages, IMs, emails, videos, Excel spreadsheets, etc.



Notes:


In general, a public record is anything, paper or electronic, that contains information about

government business, with only a few exceptions. It is important to remember public records can be paper or electronic.

Examples of electronic public records include the following:

emails, videos, audio files, database content, Instant Messages and texts.

1.7 Record Location







Record Location

The location of the record does not matter! Emails, texts, or files about government business on your personal device are public records. You must keep them and turn them over upon request.

Select each image to learn more.

01



Notes:

The location of the record does not matter! Emails, text messages, or files about government business on your personal device are public records. You must keep them and turn them over upon request.

1.8 Tips When Using Personal Devices



Notes:

Since the location of a record is irrelevant, it is especially important to keep track of what is and is not a record when using personal devices. Remember, if the e-mail, text, instant message, chat, post, or file is about government business, then it is a record; even if it is created or maintained on a personal device, saved on a home computer, or saved in the cloud.

Keep the following considerations in mind when using a personal device for state business:

- First, a personal device may be a computer, mobile phone, tablet, Kindle, iPad, smartwatch, or other connected device such as a cloud back-up, flash-drive, or external hard drive.
- Second, any e-mail used to conduct government business is a record, even if it is sent or received by an employee's personal e-mail account.
- Third, you must ensure any public records are properly retained if you transition to a new device.
- And lastly, materials on your personal device that are purely personal property with no relation to state business are **not** public records.

Desktop Layer (Slide Layer)

Tips When Using Personal Devices 01

Select each device if you would like to review tips for personal devices.

Remember, if the e-mail, text, instant message, chat, post, or file is about government business, then it is a record.

The slide features a sidebar on the left with three categories: HOME (represented by a house icon), WORK (represented by a government building icon), and CLOUD (represented by a cloud and document icon). In the center, there are six icons representing various personal devices: a desktop monitor, a smartphone, a tablet, a smartwatch, a USB drive, and an external hard drive.

Smartphone Layer (Slide Layer)

Tips When Using Personal Devices 01

Select each device if you would like to review tips for personal devices.

Even if it is created or maintained on a personal device, saved on a home computer, or saved in the cloud.

This slide is identical in layout to the Desktop Layer slide, featuring the same sidebar, device icons, and title. The text in the callout box is specific to smartphone usage.

Tablet Layer (Slide Layer)

Tips When Using Personal Devices 01

Select each device if you would like to review tips for personal devices.

A personal device may be a computer, mobile phone, tablet, Kindle, iPad, smartwatch, or other connected device such as cloud back-up, flash-drive, or external hard drive.

This slide is identical in layout to the previous two, featuring the same sidebar, device icons, and title. The text in the callout box is specific to tablet usage.

Smartwatch Layer (Slide Layer)



This slide, titled "Tips When Using Personal Devices", features a sidebar with icons for HOME (desk and chair), WORK (capitol dome), and CLOUD (cloud with document). The main area contains the instruction "Select each device if you would like to review tips for personal devices." and displays icons for a desktop monitor, smartphone, tablet, smartwatch, USB drive, and external hard drive. A text box on the right states: "Any email used to conduct government business is a record, even if it is sent or received by an employee's personal email account."

USB Layer (Slide Layer)



This slide, titled "Tips When Using Personal Devices", features a sidebar with icons for HOME (desk and chair), WORK (capitol dome), and CLOUD (cloud with document). The main area contains the instruction "Select each device if you would like to review tips for personal devices." and displays icons for a desktop monitor, smartphone, tablet, smartwatch, USB drive, and external hard drive. A text box on the right states: "You must ensure any public records are properly retained if you transition to a new device."

Hard Drive Layer (Slide Layer)



This slide, titled "Tips When Using Personal Devices", features a sidebar with icons for HOME (desk and chair), WORK (capitol dome), and CLOUD (cloud with document). The main area contains the instruction "Select each device if you would like to review tips for personal devices." and displays icons for a desktop monitor, smartphone, tablet, smartwatch, USB drive, and external hard drive. A text box on the right states: "Materials on your personal device that are purely personal property with no relation to state business are not public records."

1.9 Understand What Is Not a Public Record



Notes:

The law contains several exceptions to the definition of a record. This leads to Public Records Responsibility #2: Understand what is NOT a public record.

We will now review some of the more common exceptions.

1.10 What's NOT A Public Record



Notes:

The first exception is duplicates. If you have a copy of a document that exists somewhere else in your agency, and you use the copy only for convenience or reference, the copy is not a record and you do not need to keep it.

The second exception is purely personal property that has no relation or connection to your job. This includes things such as family photos or framed diplomas that are not related to state business.

A third exception is notices or invitations that you did not solicit. Items such as spam emails, junk mail, and most listserv messages are not items that you need to retain.

A fourth exception is reference materials. This includes items such as phone books, dictionaries, and vendor catalogs.

Select each arc of this circle to learn more.

Duplicates (Slide Layer)



What's NOT A Public Record

There are many documents that you may run across in the workplace that are not public records.

The original must be somewhere in your agency. If not, the duplicate is a record and you must keep it.



Personal (Slide Layer)



What's NOT A Public Record

There are many documents that you may run across in the workplace that are not public records.

Materials that are purely personal property and have no relation to state business



Unsolicited (Slide Layer)



What's NOT A Public Record

There are many documents that you may run across in the workplace that are not public records.

Notices or invitations that were not solicited, such as spam, junk mail, and most listservs



Reference (Slide Layer)



What's NOT A Public Record

02

There are many documents that you may run across in the workplace that are not public records.

Reference materials such as phone books, dictionaries, and vendor catalogs



1.11 What Else Is NOT A Public Record?



What Else Is NOT A Public Record?

02

Draft documents and notes

01 Notes – Personal notes are not records if you use them only to refresh your memory and do not share with others.





What Else Is NOT A Public Record?

02

Draft documents and notes

02 Drafts or working papers without substantive comments, rough notes, or calculations.





What Else Is NOT A Public Record?

02

Draft documents and notes

03 Check with your legal counsel if you are unsure.



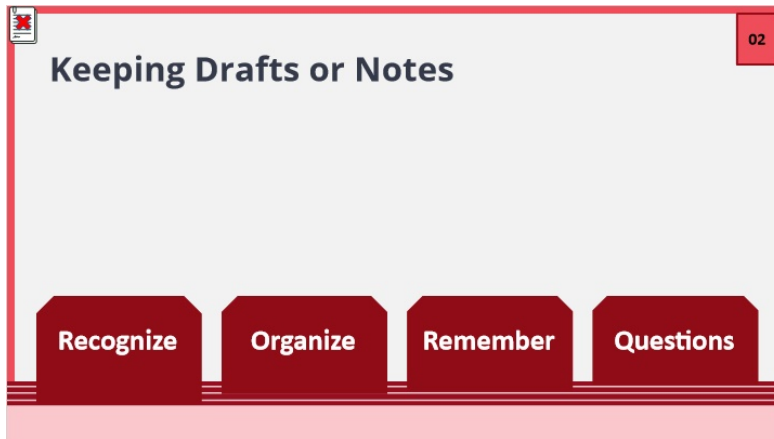
Notes: 2.28/4.06

The final exception we will discuss is for drafts and notes. The definition of public record

does not include personal notes that you use only to refresh your own memory and do not share with others.

The definition of public record also does not include drafts or working papers without substantive comments, rough notes, or calculations. However, you must retain some drafts. Check with your legal counsel if you are unsure.

1.12 Tips For Keeping Drafts or Notes



Notes:

Select each of the tabs below to learn some tips for keeping drafts or notes.

Recognize

Think about which documents are personal notes, drafts, and other non-record reference materials.

Organize

It may be helpful to clearly label these, or even keep them in separate folders or envelopes solely for your own reference. Giving this some thought is important if you choose to mingle your personal notes and drafts with documents that are public records.

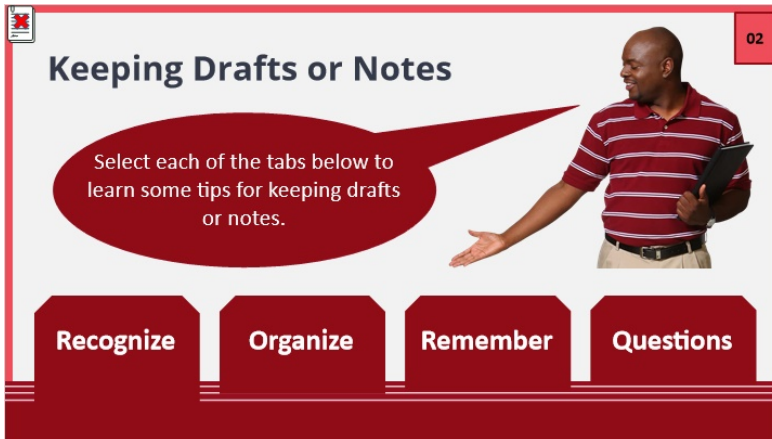
Remember

Remember, any notes or drafts that you make available for others to reference or share with others in order to communicate information may become public records. Even a sticky note may become part of the record that it is attached to, if its purpose is to communicate important information to someone else.

Questions

If you have questions about particular situations, ask your records officer or legal counsel for assistance.

Intro (Slide Layer)



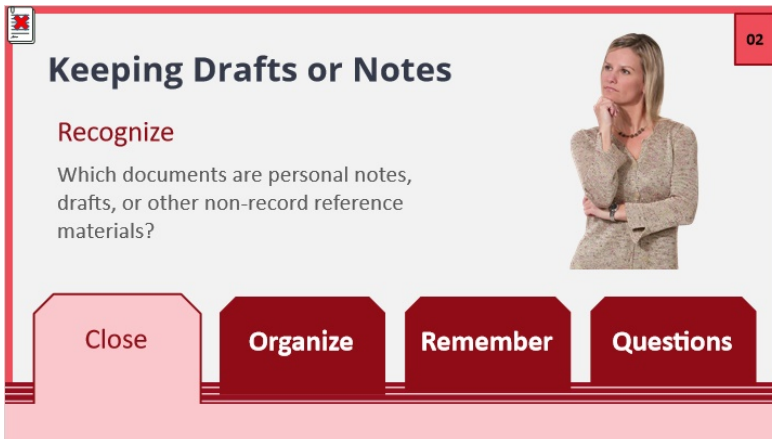
02

Keeping Drafts or Notes

Select each of the tabs below to learn some tips for keeping drafts or notes.

Recognize **Organize** **Remember** **Questions**

Layer 1 (Slide Layer)



02

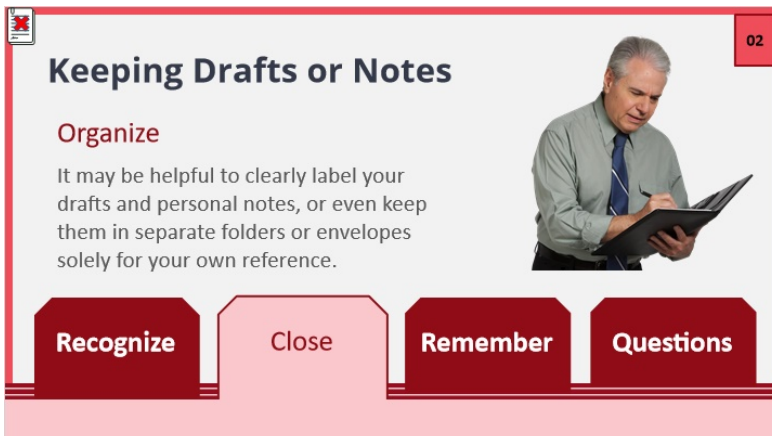
Keeping Drafts or Notes

Recognize

Which documents are personal notes, drafts, or other non-record reference materials?

Close **Organize** **Remember** **Questions**

Layer 2 (Slide Layer)



02



Keeping Drafts or Notes

Organize

It may be helpful to clearly label your drafts and personal notes, or even keep them in separate folders or envelopes solely for your own reference.

Recognize **Close** **Remember** **Questions**

Layer 3 (Slide Layer)

02

Keeping Drafts or Notes

Remember

Any notes or drafts that you make available for others to reference or share with others in order to communicate information may become public records.



Recognize

Organize

Close

Questions

Layer 4 (Slide Layer)

02

Keeping Drafts or Notes

Questions

If you have questions about particular situations, ask your records officer or legal counsel for assistance.

Recognize

Organize

Remember

Close

1.13 Understand how To Retain Public Records



Notes:

Public Records Responsibility #3: Understand how to properly retain public records.

1.14 How To Retain A Public Record

A close-up of a calendar grid with dates and days of the week visible.

How To Retain A Public Record

Record Retention Schedule

Follow your agency's Record Retention Schedule before destroying a record.

A close-up of a hand holding a pen, writing on a document.

How To Retain A Public Record

Check With Your Records Officer

- Determine how long to keep a record
- Learn where to send a record at expiration

A close-up of a box filled with shredded paper, representing record destruction.

How To Retain A Public Record

Before You Destroy A Record

Make sure there are no pending requests, audits, or lawsuits that require you to hold onto it. Destruction can be deleting a digital file, or shredding or disposing of a physical record.

Notes:

When you have a public record, know how to retain it. If you have a public record, you must keep the record as long as required by your agency's retention schedule.

It is important to check with your agency's records officer or records coordinator to find out how long you are required to keep your records and where to send them when that time runs out.

Finally, before you get rid of a record, make sure there are no pending records requests, audits, or lawsuits that require you to hold on to the record.

1.15 Retaining Records Electronically



Notes:

If you choose to retain some records exclusively in electronic format, be aware that additional rules may apply.

State administrative code requires such records to be kept in formats that are:

- accessible,
- accurate,
- authentic,
- reliable,
- legible, and
- readable throughout the record life cycle.

See Chapter Adm 12 of the Administrative Code for additional requirements. Generally, using major technology systems that are pre-approved by your agency should meet these requirements.

However, if you transition from one system or device to another, it is your responsibility to ensure that your old records are retained properly.

Check with your records official or legal counsel before proceeding with any project to convert records from one format to another-including scanning paper documents into electronic format for retention in that format only.

Tab 1 (Slide Layer)

Additional Rules

Retaining Records Electronically

03

If you choose to retain some records exclusively in electronic format, be aware that additional rules may apply.

Click on each tab to learn about what to do when retaining records electronically.

Format

Transitioning

Check First

Tab 2 (Slide Layer)

Additional Rules

Format

Retaining Records Electronically

03

State administrative code requires such records to be kept in formats that are accessible, accurate, authentic, reliable, legible, and readable throughout the record life cycle. See [Chapter Adm 12 of the Administrative Code](#) for additional requirements.



Transitioning

Check First

Tab 3 (Slide Layer)

Additional Rules

Format

Transitioning

Retaining Records Electronically


03

However, if you transition from one system or device to another, it is your responsibility to ensure that your old records are retained properly.



Check First

Tab 4 (Slide Layer)



Retaining Records Electronically

03


Additional Rules

Format


Transitioning




Check First

Check with your records official or legal counsel before proceeding with any project to convert records from one format to another—including scanning paper documents into electronic format for retention in that format only.



1.16 Key Points

 **Key Points** 03

-  Don't delete emails or other records unless you know you don't need to keep them.
-  Organize hard copy documents so you know where to find them if the public requests them.
-  Know the records retention schedule for the documents you use.


Notes:

There are several important points for all employees to remember.




Don't delete emails or any other records unless you know that you don't need to keep them. Organize hard copy documents that you know where to find them if a member of the public requests them.

Know how long you are required to keep your records and what to do with them when that time is up.

1.17 Key Points (continued)

 **Key Points** *(continued)*

03

-  Organize your emails so you can find one if someone requests it. If you run out of storage, call the Help Desk for assistance.
-  Texts on your personal phone are public records if they pertain to government business.
-  Emails in your personal email account are public records if they pertain to government business.

Notes:

If you run out of storage in your mailbox, ask your agency's help desk for assistance with .pst files or similar solutions.

Text messages on your personal cell phone are public records if they pertain to government business.

Emails in your personal email are public records if they pertain to government business.

1.18 Recognize Requests



Notes:

Public Records Responsibility #4: Recognize a public records request and the importance of handling public records requests appropriately.

1.19 Handling A Public Records Request



Notes:

Let's begin by explaining what a public records request is. A public records request is any request for government records. It does not require magic words or precise format, and it may be submitted by email, by letter, by phone, in person, or by any other method. The request may be written or verbal. It does not need to identify the requester or the purpose of the request.

1.20 Is it a Public Records Request?

 **Is it a Public Record Request?** 04



Someone just called me and asked for all emails to or from Jane Smith in August 2016 regarding the ABC construction project.

 **Is it a Public Record Request?** 04




Is that a public records request?

 **Is it a Public Record Request?** 04



Yes, that's a specific request for a government record.

 **Is it a Public Record Request?** 04



I got a different call later in the day asking why the state initiated the ABC construction project and when it's expected to be complete.

 **Is it a Public Record Request?** 04



Is that a public records request?

 **Is it a Public Record Request?** 04



No, that's not a public records request since they didn't specifically ask for a record.

Notes:

This slide contains a common scenario between two coworkers. Not all requests you receive from the public are public records requests.

You must learn the difference between a general request and a public records request and act accordingly.

QUESTION: Someone just called me and asked for all emails to or from Jane Smith in August of 2016 regarding the ABC construction project. Is that a public records request?

ANSWER: Yes, that is a specific request for a government record.

QUESTION: I got a different call later in the day asking why the state initiated the ABC construction project and when it's expected to be complete. Is that a public records request?

ANSWER: No, that's not a public records request since they didn't specifically ask for a record.

1.21 Records Custodian Responsibilities



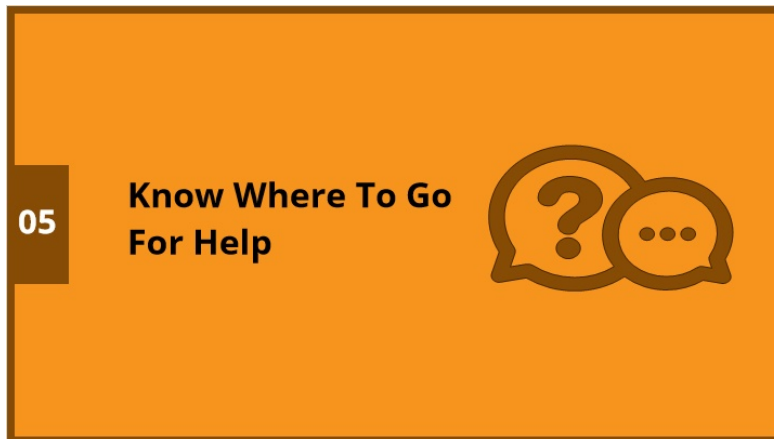
Notes:

It is the responsibility of the records custodians to:

1. Locate all records in the agency that are responsive to the request
2. Review and remove information that is confidential under the law, and
3. Tell the requester what you are withholding.
4. Provide the requester with regular updates on the status of the request.

Respond as soon as practicable and without delay!

1.22 Know Where To Go For Help



Notes:

Your fifth and final public records responsibility is: Know where to go for help.

1.23 Finding Help



Notes:

You have a variety of resources available if you have questions or would like to learn more about the public records law. These resources include your agency's records custodian, your agency's records officer and coordinators, your agency's legal counsel, and your agency's public records notices. Many agencies also have policies or manuals available to employees to further explain public records responsibilities.

Finally, the Wisconsin Department of Justice regularly publishes a public records compliance guide. You can find this guide by visiting the DOJ website or by selecting the link on this slide.

A (Slide Layer)



B (Slide Layer)



C (Slide Layer)





D (Slide Layer)



Finding Help

Agency Policies or Manuals





You're not in this alone!

05

E (Slide Layer)



Finding Help

Wisconsin DOJ's Public Records Law Guide



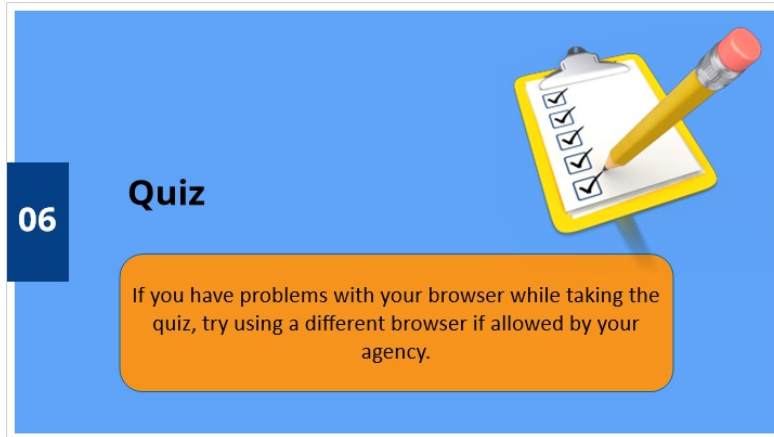


You're not in this alone!

05

2. Quiz

2.1 Quiz



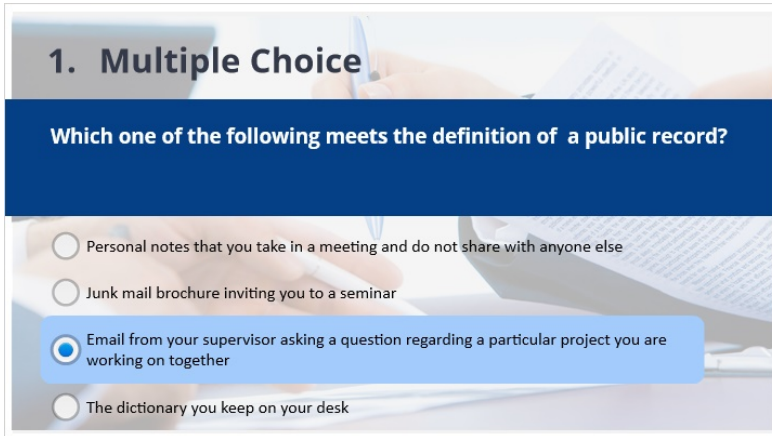
Notes:

Now it's time for a short quiz. You must answer 3 of 5 questions correctly to pass. There is no audio for the quiz questions. You must pass the quiz to receive credit for taking the course.

If you have problems with your browser while taking the quiz, try using a different browser if allowed by your agency.

2.2 Question 1

(Multiple Choice, 10 points, 1 attempt permitted)



1. Multiple Choice

Which one of the following meets the definition of a public record?

- ☐ Personal notes that you take in a meeting and do not share with anyone else
- ☐ Junk mail brochure inviting you to a seminar
- ☒ Email from your supervisor asking a question regarding a particular project you are working on together
- ☐ The dictionary you keep on your desk

Which one of the following meets the definition of a public record?

Correct	Choice
	Personal notes that you take in a meeting and do not share with anyone else
	Junk mail brochure inviting you to a seminar
X	Email from your supervisor asking a question regarding a particular project you are working on together
	The dictionary you keep on your desk

Feedback when correct:

That's right! Only the email regarding work is a public record.

Feedback when incorrect:

You did not select the correct response. Personal notes, solicitations, and reference materials are not public records.

Notes:

2.3 Question 2

(Multiple Choice, 10 points, 1 attempt permitted)

2. Multiple Choice



If you have a public record, how long do you need to keep it?

- ☐ Until you run out of room in your office
- ☒ As long as required by the retention schedule
- ☐ Forever
- ☐ Six years

If you have a public record, how long do you need to keep it?

Correct	Choice
	Until you run out of room in your office
X	As long as required by the retention schedule
	Forever
	Six years

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Each public record has a retention schedule and you must follow it.

2.4 Question 3

(Pick One, 10 points, 1 attempt permitted)

3. Multiple Choice

How soon does your agency have to respond to a public records request?

- ☐ A Within five days
- ☐ B Immediately
- ☐ C Once a staff member can get to it after completing all of her or his other responsibilities
- ☒ D As soon as practicable and without delay
- ☐ E All of the above

How soon does your agency have to respond to a public records request?

Correct	Choice
	Choice A
	Choice B
	Choice C
X	Choice D
	Choice E

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. You must respond to public records requests as soon as practicable.

2.5 Question 4

(Multiple Choice, 10 points, 1 attempt permitted)

4. Yes or No



Must a person who wishes to submit a public records request put the request in writing?

☐ Yes

☒ No

Must a person who wishes to submit a public records request put the request in writing?

Correct	Choice
	Yes
X	No

Feedback when correct:

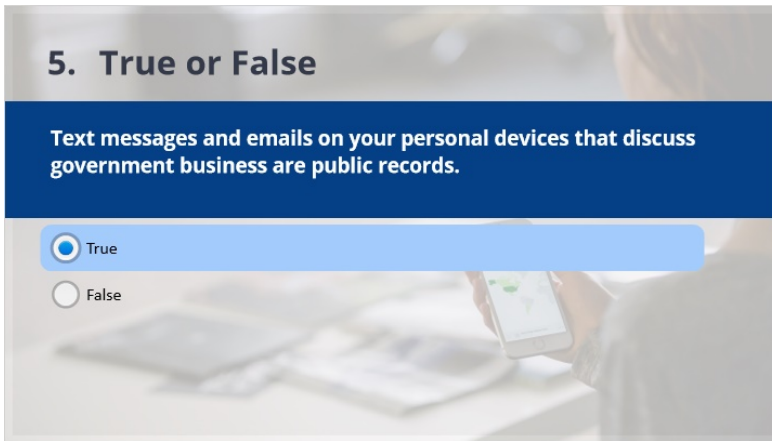
That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Public records requests can be verbal or in writing.

2.6 Question 5

(Multiple Choice, 10 points, 1 attempt permitted)



5. True or False

Text messages and emails on your personal devices that discuss government business are public records.

☒ True

☐ False

True or false: text messages and emails on your personal devices that discuss government business are public records?

Correct	Choice
X	True
	False

Feedback when correct:

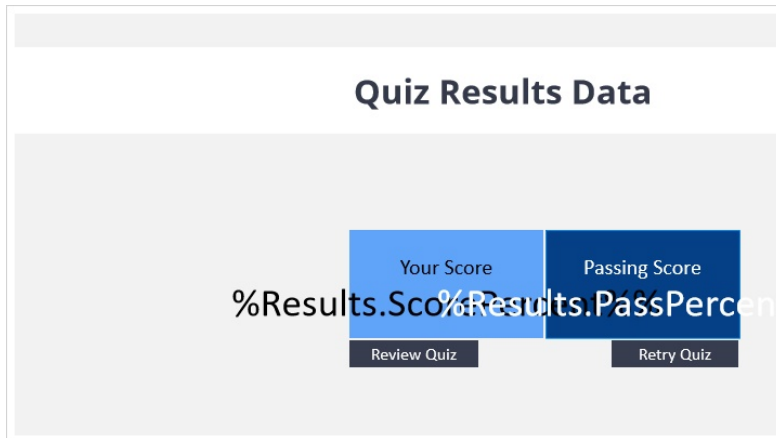
That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Texts or emails on personal devices regarding government business are public records.

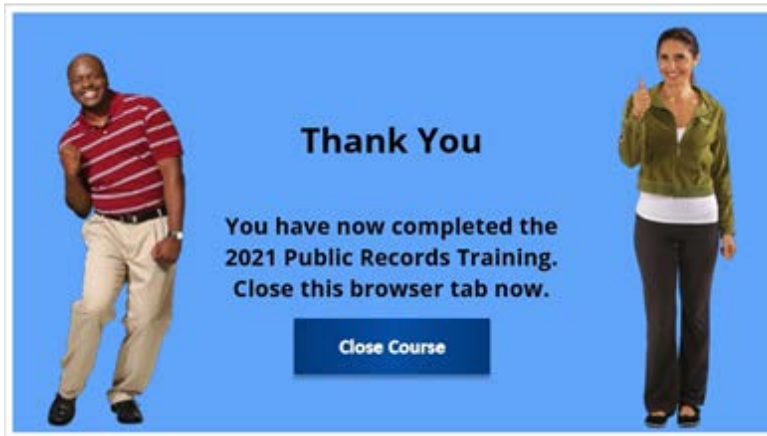
2.7 Quiz Results Data

(Results Slide, 0 points, 1 attempt permitted)



Notes:

2.8 Thank You



Notes:

Thanks for completing the Public Records Training. You may close this browser tab now.



Proposed Statement of Goals and Priorities-PADD 2022

Introduction to Proposed Goals and Priorities

DRW invites you to comment on our plan to use the Federal funding we receive for our “Protection and Advocacy for people with Developmental Disabilities” (PADD) grant. The Goals and Priorities contained in this plan identify areas upon which we expect to devote our Federal PADD funding. To ensure consideration, comments should be received by November 30, 2021.

Please note that this plan does not constitute the entirety of all advocacy DRW engages in on behalf of people with intellectual or developmental disabilities (I/DD). In addition to this funding, DRW receives significant additional funding from other sources that we also use on behalf of people with I/DD. For example, our Family Care and IRIS Ombudsman Program (FCIOP) serves all people under the age of 60 who have disputes with Family Care or IRIS. Over forty percent of the clients we serve through FCIOP are people with I/DD. Likewise, the SSI Managed Care External Advocacy project serves all SSI recipients, including those with I/DD who are not in Family Care and IRIS, who receive their health coverage through a Medicaid HMO.

Our Federal PADD resources have been steadily declining for the past several years. As a result, it is difficult for us to expand beyond the work we have traditionally done, which for the most part, relates to addressing abuse, neglect and rights violations in institutional, academic and community based residential settings. We also maintain an active engagement with the publicly funded long term support service systems that provide community supports for people with IDD.

Because the COVID-19 pandemic has not ended, we are maintaining that goal in this plan. Hopefully we will be able to remove it next year.

You may comment on this plan by mail, email, or any other means by which you communicate.

To comment by regular U.S. Mail direct comments to:

Disability Rights Wisconsin
ATTN: Mitch Hagopian
1502 West Broadway, Suite 201
Madison, WI 53713

To comment by email contact Mitch Hagopian at: mitchh@drwi.org Please put “PADD Comment” in the subject line.

To comment by any other means please call (or have someone call on your behalf) Mitch Hagopian at 267-0214 to arrange any accommodation that may be necessary to allow you to comment.

To ensure consideration, comments should be received by November 30, 2021.

PADD Plan FY 2022

Goal 1: Decrease the risk of abuse and neglect of people with disabilities in institutions and the community.

Priority 1: Monitor all deaths of people with disabilities in state centers and state mental health facilities, and children and adults in the community service system whose deaths we become aware of, for evidence of abuse or neglect as a factor in death and investigate when abuse or neglect appears to be a factor.

Priority 2: Respond, through self-advocacy assistance, investigation, MCO notification and limited individual case advocacy, to instances of serious abuse and neglect of people with disabilities in cases where the protective service system, regulatory entities, or law enforcement have not responded adequately.

Goal 2: Ensure that people have access to high quality, community-based support services and a long term support system that promotes self-direction and care in the least restrictive, most integrated setting.

Priority 1: Engage in systems advocacy related to Wisconsin Medicaid programs including adult Home and Community Based Services Waivers (Family Care, IRIS) and mental health treatment system (CCS, CSP, targeted case management, etc.). Represent selected Family Care or IRIS applicants and recipients in court appeals of negative fair hearing decisions that are likely to have a systemic impact. **Priority 2:** Improve outcomes, through systems advocacy, technical assistance and limited individual case advocacy, for children with disabilities seeking access to Children’s Long Term Support services and durable medical equipment through the Medicaid program.

Priority 3: Ensure, through systems advocacy, technical assistance and limited individual case advocacy, that children with IDD and “challenging” behaviors receive all necessary services (from CLTS waiver, Children’s COP, Wraparound, CCS, Children Come First, etc.) in order to live safely in the community. Work to fill gaps in the service system relating to this unique subset of youth with disabilities.

Priority 4: Increase awareness and access to community-based services and supports for African-American, Spanish speaking, and other underserved children with disabilities and their families in Milwaukee County.

Goal 3: Reduce discrimination against people with IDD in employment, promote accessibility in facilities and programming, and ensure that employment for people with IDD occurs in the most integrated setting possible.

Priority 1: Educate people with IDD on their rights under the ADA and WFEA to expect reasonable accommodation of their disabilities in employment. Engage in limited representation of people with IDD who have experienced significant employment discrimination because of their disability.

Priority 2: Work to increase opportunities for competitive integrated employment through systems advocacy.

Priority 3: Respond and provide technical assistance to complaints of inaccessibility to people with IDD in transportation, housing and public accommodations.

Goal 4: Improve the special education system's response to children with IDD by reducing the incidence of segregated educational experiences, increasing availability of adequate mental health services and ensuring meaningful, most integrated transition experiences for all students with IDD.

Priority 1: Decrease the provision of education to students with IDD in segregated settings (including at Choice schools) and classrooms through individual case advocacy, technical assistance, training and monitoring.

Priority 2: Increase availability of adequate mental health services and supports to students with IDD in order to reduce expulsion, suspension and law enforcement intervention through individual case advocacy, technical assistance, training and monitoring.

Priority 3: Ensure that transition planning requirements for children 14 and over are implemented and community vocational and other age appropriate, integrated, independent living experiences are part of the available curriculum in all districts through individual case advocacy, technical assistance, systemic advocacy, training and monitoring.

Goal 5: Increase likelihood that people with disabilities receive services and supports in the least restrictive, most integrated setting and with the least imposition of their liberty as possible.

Priority 1: Serve on facility closing teams to ensure that people moving from institutions and community based residential facilities are going to less restrictive, more integrated community settings and provide individual advocacy to any resident of a facility that is closing who requests assistance with individual community relocation planning.

Priority 2: Continue leadership role in training on Wisconsin's supported decision-making agreements law. Advocate for training requirements for guardians and greater accountability of corporate guardians. Provide technical assistance and limited individual case advocacy in cases of egregious guardian overreach.

Priority 3: Disseminate self-advocacy materials for people with disabilities to access the client rights grievance system. Represent clients in cases of egregious rights violations.

Goal 6: Protect the rights of people with disabilities in the context of the COVID-19 Pandemic.

Priority 1: Recognizing that total isolation creates health problems of its own, encourage state agencies (DHS and DCF) to strike a reasonable balance between individual rights and patient and communal safety in development of guidance policies relating to visitation, access to outside activities and receipt of in-home services.

Priority 2: Educate and provide technical assistance or limited representation to people with IDD who experience barriers in long term support services, education, employment, housing, or places of public accommodation arising from Covid-19 prevention measures or lack of prevention measures.

Goal 1 | Amount for Grants: \$80,000



More people with Intellectual and Developmental Disabilities (I/DD) and their families will participate in inclusive activities that they choose.

By September 2026, people with intellectual and developmental disabilities and their families, including those with diverse identities, are aware of and able to access, use, and improve programs to increase inclusion, self-determination, productivity, integration, and independence in community life as evidenced by:

Objective 1.1



More people with I/DD will have the supports they need to live the life they want.

By September 30, 2026, because of BPDD action, 1,000 people with intellectual and developmental disabilities and families will say they **know about** and **can access** the supports they need **to live the lives they want**.

Objective 1.2



More families of color with young children with disabilities will use the programs they need.

By September 30, 2026, because of BPDD action, **100 families of young children of color** will use with the **public services, public programs and community supports** they need.

Objective 1.3



Work with legislators and policy makers to improve the lives of people with disabilities in Wisconsin.

By September 30, 2026, the Board will **act as a policy adviser** to the legislature, Governor and other policymakers on policies that impact all aspects of community life, decision-making, and full inclusion, resulting in **25 improved policies and practices** that increases community participation, decision making and full inclusion.

Why we chose this goal:

People with I/DD and their families must:

- a) know about the services and supports available to them throughout their life,
- b) be able to understand what the services offer,
- c) be able to apply for the services,
- d) be able to use the services to build a meaningful life, and
- e) be able to provide feedback and voice concern on the quality of services and ways to improve.

Definitions:

Plain Language: Plain language is easy to read, understand, and use.

Self-advocates: a person with a disability who speaks up for their rights and what they or others with disabilities needs

Stakeholder: a person or group of people that have an interest or a concern about something

Suggested activities:

- Promote the use of **plain language** by agencies and organizations so that people with disabilities, families and others understand the information and can use it
- Work with **self-advocates** and family members to educate others about the value of **plain language** materials
- Have people with disabilities look at of publications and websites to make changes
- Fund activities to **reduce information gaps**
- **Empower people** with disabilities and families, including people/families of color, to **easily use service systems**
- **Let policymakers know how policies will affect** community life, decision-making and full inclusion for **people** with disability
- Provide information and e-mail alerts on key policy and legislation that affect people with disabilities.

Goal 2 | Amount for Grants: \$310,000



Children and adults with intellectual and developmental disabilities will be seen as valued members of their communities.

Children and adults with intellectual and developmental disabilities, including those with diverse identities, experience equity, access, and opportunity to foster authentic relationships and be seen as valued contributors to their communities as evidenced by:

Objective 2.1



Children and adults with I/DD will have more social connections and feel less lonely.

By September 30, 2026, because of BPDD action, 650 children and adults with intellectual and developmental disabilities will say they have **increased social connection and reduced isolation**.

Objective 2.2



Children and adults with I/DD will make choices about their everyday lives.

By September 30, 2026, because of BPDD action and through collaboration with the Developmental Disabilities Network, 775 children and adults with intellectual and developmental disabilities will **make choices** about their everyday lives.

Objective 2.3



Increase the number of self-advocates with I/DD involved in advocacy.

September 30th, 2026, because of BPDD action, 900 self-advocates will take part in effective **advocacy**.

Objective 2.4



Support more people with I/DD and families to be leaders.

By September 30th, 2026, because of BPDD action, 1,000 self-advocates will **participate in leadership training** and **practice their leadership skills** across all aspects of community life.

Why we chose this goal:

Children and adults with I/DD want real and meaningful relationships with people beyond family members, caregivers, and paid staff. These relationships are often made when participating in everyday life of a community: playing with friends, going to school, exercising at the gym, going to religious services, being a member of a club, volunteering, and working. They also want to make choices and decisions about their own lives, and they want to have a voice about the decisions that get made about their community, state, and country. However, there are many barriers to this level of full, inclusive participation in community life.

People with disabilities unfairly face barriers that do not value and recognize the contributions possible by people with I/DD. These barriers result in limited opportunities. They also result in limited decision and choice-making, putting people with disabilities at greater risk for abuse and neglect.

Many people w/ IDD are under guardianship. Guardians often make multiple decisions every day (what clothes the person with a disability can wear, what food they can eat, etc.) that go beyond the intended role of a guardian, which is to ensure the health and safety of a [ward](#). More training is needed on the range of decision-making supports available and the role of guardians.

Wisconsin, like most other states, has a patchy reporting system for abuse and neglect, making it unclear when it happens, how often, and how to report. Likewise, people report being unsure where to file a report. Children and adults with disabilities need access to trainings on their rights and how to stay safe.

Expectations held by children and adults with disabilities, their families, and the federal government about services are shifting away from a focus on caretaking and towards building skills and connections in the community. When services are used to connect children and adults with disabilities to others and to opportunities, they gain skills, independence, and real relationships. This creates higher community expectations for people living with disabilities.

Definitions:

Discretion: having the freedom to make a decision about something.

Developmental Disabilities Network: three agencies that every state is required to have: Protection and Advocacy organization, University Center on Excellence in Developmental Disabilities, and Developmental Disabilities Council. In Wisconsin, these agencies are Disability Rights Wisconsin, Waisman Center, and Wisconsin Board for People with Developmental Disabilities.

Prospective: expecting to be something in the future

Self-direction: guiding or managing your own life or work or supports

Systems change: addresses unfairness and problems in our systems.

A ward: a person who has a guardian

Suggested activities:

- Provide grants for activities that support people with disabilities to build connections in their communities
- Provide education and training to people with disabilities on their rights and ways to stay safe and connected
- Provide education to service providers and businesses about supporting people with disabilities in the workplace
- Provide education and training on available decision-making options
- Promote agencies to work together and strengthen coalitions
- Support People First Wisconsin, a statewide Self-Advocacy organization, to strengthen their chapters and to provide members opportunities to engage in advocacy activities
- Provide grants to support people, especially children and young adults, to make choices and decisions about their lives
- Support voting activities
- Support opportunities for people with disabilities to connect with legislators to educate and advocate on issues important to them
- Provide advocacy and leadership training and mentoring to self-advocates, including youth and families
- Engage in systems change activities that promote the inclusion of people with I/DD in all areas of community life
- Host statewide network/training events, such as the Self-Determination Conference
- Promote collaboration among the Developmental Disabilities Network partners—Disability Rights Wisconsin and Waisman Center.