

## Chapter PI 11

RULES IMPLEMENTING SUBCHAPTER IV OF  
CHAPTER 115, WIS. STATS.

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**PI 11.01 Definitions.** (1) **LEGISLATIVE INTENT.** The legislature recognized that many children and youth, 3 to 21 years of age, have not experienced appropriate educational opportunities because comprehensive services were not available through all public schools which were commensurate with their EEN. Subchapter IV, chapter 115, Wis. Stats. was enacted to ensure the identification of such needs and the development of services for children to appropriately serve these needs.

(2) **BASIC TENETS.** (a) All children and youth in the public and private sectors, who are in need of special education services, shall be identified. The legislature has specified that the identification process shall include screening, referral and M-team procedures.

(b) Section 115.76 (3), Wis. Stats. defines children and youth with EEN as: "Child with exceptional educational needs" means any child who has a mental, physical, emotional or learning disability which, if the full potential of the child is to be attained, requires educational services to the child to supplement or replace regular education. Children with the following conditions, in addition to children with such other conditions as the state superintendent determines, may require educational services to supplement or replace regular education:

- (a) Physical, crippling or orthopedic disability.
- (b) Mental retardation or other developmental disabilities.
- (c) Hearing impairment.
- (d) Visual disability.
- (e) Speech or language disability.
- (f) Emotional disturbance.
- (g) Learning disability.

(h) Pregnancy, including up to 2 months after the birth of the child or other termination of the pregnancy.

(i) Any combination of conditions named by the state superintendent or enumerated in pars. (a) to (h)."

(c) Children and youth with no EEN who require alternative educational programming shall not be included within the parameters of section 115.76 (3), Wis. Stats. EEN excludes conditions described as special educational needs (SEN) resulting primarily from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large.

(d) The department shall utilize the U.S. office of education incidence rate of 10-12% of the district population as having EEN since this rate is comparable to experience with incidence findings in Wisconsin. The division shall continue to utilize this estimate for program and fiscal planning and for monitoring attainment of legislative goals. Exceptions to this overall incidence limitation and to incidence rates for individual program areas shall require local district provision of M-team evidence which clearly demonstrates incidence rates which exceed state and national norms. This may be accomplished by department staff conducting an on-site review. This evidence shall be submitted and approved by the division prior to program expansion in excess of state norms.

(e) The broad process of referrals, obtaining parental approvals, the M-team action and board placement recommendations shall be included in the district's plan (section 115.85 (3), Wis. Stats.). This plan and procedures for its implementation shall include timelines for mass screening, parental approvals, referral, the M-team process and board recommendations on placement.

(f) Definitions of terms utilized in the rules.

1. Administrator means school district administrator.

2. Behavioral records means those pupil records defined in section 118.125 (1) (b), Wis. Stats. including psychological tests, personality evaluations, records of conversations, any written statement concerning a child's behavior, achievement or ability tests, physical health records and any other pupil records which are not progress records.

3. Board means school board.

4. Boarding home means homes operated by an LEA operating special education programs or services, or both, and used 5 days a week to care for non-resident children being served in that program or service.

5. Days means calendar days unless otherwise specified.

6. CESA means cooperative educational service agency.

7. CHCEB means county handicapped children's education board.

8. Child advocate means any person representing the parent during the M-team process and at a board hearing.

9. Child study team and pupil services team means a team, other than the M-team, of professional support personnel in the district.

8. Any duties considered appropriate for the program support teacher shall be negotiated with and approved by the division.

9. Provide services to children with EEN who are returned full or part-time to regular classes.

**History:** Cr. Register, December, 1975, No. 240, eff. 1-1-76; am. (4) (c), Register, November, 1976, No. 261, eff. 12-1-76.

**PI 11.16 School psychological services.** (1) **CONTRACTING.** School districts may utilize the services of certified school psychologists through a variety of administrative arrangements.

(a) School district employment

(b) Contract with a cooperative educational service agency (CESA)

(c) Purchase of service through contract with another school district

(d) Cooperative agreement by 2 or more school districts under section 66.30 Wis. Stats.

(e) Assignment to the district by a county handicapped children's education board (CHCEB)

(f) Contract with a county handicapped children's education board (CHCEB)

(2) **ANNUAL PLAN OF SCHOOL PSYCHOLOGICAL SERVICES.** Annually, on or before February 1, preceding the beginning of the fiscal year (July 1 - June 30) during which the plan is to take effect, each school district, combination of districts under a section 66.30 Wis. Stats. agreement, CESA, or CHCEB shall submit to the department (division for instructional services) an annual plan of school psychological services for the district. However, only those portions of the plan which represent changes or modifications of previously approved annual plans of the district need be submitted annually.

(a) The annual plan shall contain a narrative portion which describes all school psychological services (senior and junior level, paraprofessionals, psychologists in training) provided by the employing agency.

(b) The annual plan of school psychological services shall include form PI-IS-13, school psychologist's plan and report, completed by each school psychological services staff member and form PI-IS-11, the financial plan and claim form. If staff members or their assignments are unknown by the February 1 filing date, the form PI-IS-13 may be submitted when the staff member and the assignment are known, but not later than September 15 of the fiscal year. Accounting is by the fiscal year; estimated approved costs to be paid from July 1 to the following June 30 shall be reported on form PI-IS-11. CESA, CHCEB, and section 66.30 Wis. Stats. employed school psychologists serving more than one district, shall complete a separate form PI-IS-13 for each district served. CESA's, pursuant to section 116.08 (4), shall submit for approval all contracts involving school psychological services staff as soon as the contracts are available and before funds are paid out under them.

(c) The annual plan of school psychological services shall be reviewed and approved by the department (division for instructional services) and returned to the employing agency preceding the beginning of the fiscal year.

(3) YEAR-END REPORT. By July 15, following the fiscal year, each district, combination of districts under a section 66.30 Wis. Stats. agreement, CESA, or CHCEB, employing school psychological services personnel shall submit a year-end report, including the claim for reimbursement of approved costs. Claims postmarked after August 15 shall not be honored, unless exceptions are approved by the state superintendent. Form PI-IS-11 shall be signed by the district (CESA, CHCEB) administrator after having verified the accuracy of the statements on both forms. A form PI-IS-13 shall be submitted for each approved school psychological services staff member for each district attesting to the individual staff member's services provided to or on behalf of exceptional and non-exceptional children. In addition, an evaluation of the services by the agency's designated administrator in terms of progress toward the goals established for these staff members shall be included in the year-end report. Such year-end reports are subject to audit by the state department of public instruction.

(4) REIMBURSEMENT OF APPROVED COSTS FOR SCHOOL PSYCHOLOGICAL SERVICES. (a) The reimbursement of school psychological services personnel under this chapter is contingent upon meeting the department's approval of:

1. Annual plan of school psychological services, including forms PI-IS-11 and PI-IS-13 and section 66.30 agreements (see PI 11.16 (2)).

2. Approved costs (see PI 11.16 (5)).

3. Approved personnel (see PI 11.16 (6)).

4. Approved services (see PI 11.16 (7) (9)).

5. Year-end report (see PI 11.16 (3)).

6. Submission of other reports, including evidence of compliance with other rules and regulations pursuant to federal and state statutes, as required by the department (division for instructional services).

(b) The rate of state aid reimbursement for each senior level school psychologist under this program shall be in conformity with applicable legislative and budgetary mandates contained in section 115.88 (1) (b), Wis. Stats. The amount of state aids under this program is computed on the basis of the year-end report.

(c) If the employing agency applies for funding for school psychologists under any other federal or state funding program, it should also file a plan under this program. Combined federal and state funds may not exceed the approved costs for these services. All sources of funding for these services shall be noted in the annual plan and year-end report.

(d) Part-time senior level school psychologists are eligible for reimbursement under this program if they are under contract to the district, CESA, or CHCEB on at least a one-half time basis during the

period of their contract, unless exceptions are submitted for consideration and approval by the state superintendent.

(e) One full-time school psychologist or equivalent may be funded under this program for each 1,500 pupils served by the school district, except where a demonstrated need exists and where approval has been granted in advance by the department. Smaller districts may be funded on a pro rata basis. County handicapped children's education boards, cooperative educational service agencies, and combinations of local school districts meeting the pupil population requirements of this paragraph are eligible to participate. School psychologists may provide services to or on behalf of children with actual or potential exceptional educational needs and other children from pre-school to age 21.

(5) **APPROVED COSTS.** All approved costs shall be included on form PI-IS-11 in the annual plan (estimated costs) and in the year-end claim (actual costs) for reimbursement, against which the appropriate reimbursement rate shall be applied. Approved costs consist of the senior level school psychologist's salary and board approved fringe benefits, which may include insurance, retirement, and social security costs.

(6) **APPROVED PERSONNEL.** Approved school psychological services personnel, full or part-time, may consist of the following:

(a) Certified senior level school psychologists. The reimbursed school psychologist shall hold a current Wisconsin certificate as a senior level school psychologist. The school psychologist I (position code 57) certificate confers eligibility for reimbursement for 2 years only. Only those certified senior level school psychologists who serve as school psychologists, directors or supervisors of pupil services or school psychological services shall be eligible for state aids under subchapter IV of chapter 115, unless exceptions are approved in advance by the department.

(b) Certified junior level school psychologists. The junior level school psychologist shall hold a current certificate as a provisional school psychologist (position code 56), or as a school psychometrist (position code 60). Certification as a junior level school psychologist confers no eligibility for reimbursement under this state program, although such personnel may be funded in part or full by various federal and other state funding programs.

(c) Paraprofessionals. Paraprofessionals may be employed to assist school psychologists. Unless approved for funding as a handicapped aide, such paraprofessionals are not eligible for state funding under this program.

(7) **APPROVED SERVICES.** Approved services by school psychological services personnel are those approved by the state superintendent.

(8) **EVALUATION.** Evaluation of and inservice for school psychologists shall be provided by the employing agency.

(9) **ROLE OF THE SCHOOL PSYCHOLOGIST.** The function of the school psychologist shall be to provide within legal and recognized professional standards an organizational and service framework within which efficient and appropriate school psychological services are provided to children, parents, and school staff.

(a) *General responsibilities.* The school psychologist shall be responsible and accountable for school psychological services delivered to the administration of all programs served; shall be responsible for development, implementation, professional supervision, and articulation of psychological services to the programs of the agency, and shall report to the designated agency administrator regarding the organization and effectiveness of the services. School psychologists providing services for children with suspected or verified EEN's may be included in the count of personnel to determine eligibility of a director of special education for reimbursement, whether or not such staff are placed administratively under that director.

(b) *Specific responsibilities.* A state funded school psychologist shall be responsible and accountable for the development, implementation, and evaluation of the following:

1. A comprehensive continuum of coordinated psychological services for children who are experiencing extraordinary educational problems, including those with suspected or identified EEN and others whose needs can best be met through special provisions within regular education, through parent consultation, and the utilization of community based resources.

2. School psychological services as a part of a comprehensive M-team assessment and program planning procedure for children with suspected EEN, when indicated, or for alternative planning when it is determined that the child does not have an EEN.

3. Non-biased intellectual, personality, and adaptive assessment of children utilizing individually administered informal and standardized assessment techniques.

4. Psychological intervention and consultation for children, parents, and staff with regard to the educational, social, emotional, and behavioral needs of children.

5. Specialized resources to meet the identified needs of children.

6. Inservice education and staff development activities with respect to identification, non-discriminatory evaluation, programming, screening, and other procedures relevant to children with and without EEN.

7. Liaison with appropriate community agencies with regard to children whose special needs require such community agency assistance.

8. Other service and program obligations consistent with state and federal laws, rules, and regulations.

9. Evaluation and research with regard to the effectiveness of services.

10. All psychological services, plans and report forms as required by the department and federal programs.

(10). PROGRAM ADMINISTRATION. Further questions regarding this program as well as annual plans and reports shall be directed to: Supervisor-School Psychological Services, Department of Public Instruction.

History: Cr. Register, September, 1977, No. 261, eff. 10-1-77.  
Register, September, 1977, No. 261

**PI 11.17 School social work services.** (1) **CONTRACTING.** School districts may utilize the services of certified school social workers through a variety of administrative arrangements. See PI 11.16(1).

(2) **ANNUAL PLAN OF SCHOOL SOCIAL WORK SERVICES.** Annually, on or before February 1, preceding the beginning of the fiscal year (July 1 - June 30) during which the plan is to take effect, each school district, combination of districts under section 66.30 Wis. Stats. agreement, CESA, or CHCEB shall submit to the department (division for instructional services) an annual plan of school social work services for the district. However, only those portions of the plan which represent changes or modifications of previously approved annual plans of the district need be submitted annually.

(a) The annual plan shall contain a narrative portion which describes all school social work services provided by the employing agency.

(b) The annual plan of school social work services shall include form PI-IS-12, school social worker's plan and report, completed by each school social work services staff member and form PI-IS-61, the financial plan and claim form. If staff members or their assignments are unknown by the February 1 filing date, the form PI-IS-12 may be submitted when the staff member and the assignment are known, but not later than September 15 of the fiscal year. Accounting is by the fiscal year; estimated approved costs to be paid from July 1 to the following June 30 shall be reported on form PI-IS-61. CESA, CHCEB, and s. 66.30 Wis. Stats. employed school social workers serving more than one district, shall complete a separate form PI-IS-12 for each district served. CESA's, pursuant to section 116.08 (4), shall submit for approval all contracts involving school social work services staff as soon as the contracts are available and before funds are paid out under them.

(c) The annual plan of school social work services shall be reviewed and approved by the department (division for instructional services) and returned to the employing agency preceding the beginning of the fiscal year.

(3) **YEAR-END REPORT.** By July 15, following the fiscal year, each district, combination of districts under a section 66.30 Wis. Stats. agreement, CESA, or CHCEB, employing school social work services personnel shall submit a year-end report, including the claim for reimbursement of approved costs. Claims postmarked after August 15 shall not be honored, unless exceptions are approved by the state superintendent. Form PI-IS-61 shall be signed by the district (CESA, CHCEB) administrator after having verified the accuracy of the statements on both forms. A form PI-IS-12 shall be submitted for each approved school social work services staff member for each district served attesting to the individual staff member's services provided to or on behalf of exceptional and non-exceptional children. In addition, an evaluation of the services by the agency's designated administrator in terms of progress toward the goals established for these staff members shall be included in the year-end report. Such year-end reports are subject to audit by the state department of public instruction.

(4) REIMBURSEMENT OF APPROVED COSTS FOR SCHOOL SOCIAL WORK SERVICES. (a) The reimbursement of school social work services personnel under this chapter is contingent under the department's approval of:

1. Annual plan of school social work services, including forms PI-IS-61 and PI-IS-12 and section 66.30 agreements (see PI 11.17 (2)).

2. Approved costs (see PI 11.17 (5)).

3. Approved personnel (see PI 11.17 (6)).

4. Approved services (see PI 11.17 (7) (9)).

5. Year-end report (see PI 11.17 (3)).

6. Submission of other reports, including evidence of compliance with other rules and regulations pursuant to federal and state statutes, as required by the department (division for instructional services).

(b) The rate of state aid reimbursement for each school social worker under this program shall be in conformity with applicable legislative and budgetary mandates contained in this section 115.88 (1) (b), Wis. Stats. The amount of state aids under this program is computed on the basis of the year-end report.

(c) If the employing agency applies for funding for school social workers under any other federal or state funding program, it should also file a plan under this program. Combined federal and state funds may not exceed the approved costs for these services. All sources of funding for these services shall be noted in the annual plan and year-end report.

(d) Part-time school social workers are eligible for reimbursement under this program if they are under contract to the district, CESA, or CHCEB on at least a one-half time basis during the period of their contract, unless exceptions are submitted for consideration and approval by the state superintendent.

(e) One full-time school social worker or equivalent may be funded under this program for each 1,500 pupils served by the school district. Smaller districts may be funded on a pro rata basis. County handicapped children's education boards, cooperative educational service agencies, and combinations of local school districts meeting the pupil population requirements of this paragraph are eligible to participate. School social workers may provide services to or on behalf of children with actual or potential exceptional education needs and other children from pre-school to age 21.

(5) APPROVED COSTS. All approved costs shall be included on form PI-IS-61 in the annual plan (estimated costs) and in the year-end claim (actual costs) for reimbursement, against which the appropriate reimbursement rate shall be applied: Approved costs consist of the social worker's salary and board approved fringe benefits, which may include insurance, retirement, and social security costs.

(6) APPROVED PERSONNEL. The reimbursed school social worker shall hold a current Wisconsin certificate as a school social worker (see PI 3.20 (1)). Only certified school social workers who serve as school social workers, directors or supervisors of pupil services or school

social work services shall be eligible for state aids under Subchapter IV of Chapter 115, unless exceptions are approved in advance by the department.

(7) **APPROVED SERVICES.** Approved services by school social work services personnel are those approved by the state superintendent.

(8) **EVALUATION.** Evaluation of and inservice for school social workers shall be provided by the employing agency.

(9) **ROLE OF THE SCHOOL SOCIAL WORKER.** The role of the school social worker shall be to provide for the adaptive, social-emotional, behavioral, personal, family and community liaison needs of exceptional education children and other children.

(a) *Specific responsibilities.* Among the job services for which a state funded school social worker providing EEN services under (9) is responsible are the following:

1. Provide individual evaluations based on adaptive behaviors (including administering adaptive behavior scales), socio-cultural adjustments, and family background as part of the multidisciplinary team when indicated.

2. Assist in the smooth transition of exceptional educational needs children as they pass from special education to regular education and vice versa.

3. As required to meet student needs, coordinate school and community services such as those provided by headstart, day-care centers, work-orientation centers, county welfare agencies, family service agencies, community action programs and other human services organizations.

4. Collaborate with other professionals in classroom management with specific regard to aspects of the curriculum concerned with social and emotional developments, family cooperation, and adaptive behaviors as they relate to cultural background and experiences and linguistic variables.

5. Coordinate (recruit, evaluate, and supervise) boarding home programs for children with exceptional educational needs, and carry out any other responsibilities as may be outlined in the Policy and Procedure Manual, Boarding Home Program, Division for Handicapped Children.

6. Provide supportive services (interpretation and clarification) to families in facilitating their understanding of the broad ranges of educational, professional and technical language as it is utilized in service definitions, program titles and diagnostic statements.

7. Inservice to school personnel and parents as it relates to any and all procedures relevant to children with exceptional educational needs.

8. Research, develop and evaluate school social work programs relating to children with exceptional educational needs.

9. Other service and program obligations consistent with state and federal laws, rules, and regulations.

(10) PROGRAM ADMINISTRATION. Further questions regarding this program as well as annual plans and claims shall be directed to: Supervisor-School Social Work Services, Department of Public Instruction.

History: Cr. Register, September, 1977, No. 261, eff. 10-1-77.

**PI 11.18 Educational services for school-age pregnant girls and mothers.** (1) LEGISLATIVE INTENT. Section 115.76 (3) (h), Wis. Stats. denotes pregnancy, including up to 2 months after the birth of the child or other termination of pregnancy, as a condition which may require special educational services to supplement or replace regular education.

(2) DISTRICT RESPONSIBILITY. (a) The provisions of section 115.82, Wis. Stats., relating to compulsory school attendance shall apply during the school term to students with EEN and may be satisfied by attendance at special education programs operated by an LEA, state or county residential educational facility or private special education service.

(b) Each district shall develop a systematic plan for providing educational services to school-age pregnant girls and mothers. This plan shall be submitted to the division and shall include:

1. Goals.
2. Processes.
3. Procedures.
4. Evaluation design.

(3) M-TEAM(s). The formation and functioning of the M-team for school-age pregnant girls and mothers shall be organized and function in the same manner as for all other disability groups per PI 11.03.

(a) *Suggested M-team membership considerations.* 1. Teacher(s) of school-age mothers or regular classroom teachers or both.

2. Guidance counselor.
3. Principal.
4. Director.
5. School psychologist.
6. Social worker.
7. School nurse.

(b) *Educational plan considerations for the M-team.* 1. Medical diagnosis and recommendations.

2. Alternative educational plans shall be offered to the pregnant girl or mother.

(4) PROPOSED EDUCATIONAL PLAN. The LEA's written proposed educational program shall have the written consent of both the school-age pregnant girl or mother and her parent before she may be enrolled for special education services. If the girl has reached the age of majority (18), parental consent shall not be required.

Register, September, 1977, No. 261

(5) **ADMINISTRATION/SUPERVISION.** The director or the program designee shall be administratively responsible for the development and implementation of the program or services or both.

(6) **DIVISION RESPONSIBILITY.** (a) The division shall provide consultative assistance to the LEAs in the development of educational programs for the school-age pregnant girl and mother.

(b) The division shall formally approve the LEA's plans of services.

1. The LEA shall receive 70% reimbursement for the salaries and fringe benefits of qualified personnel, transportation costs and specially approved instructional materials and equipment.

*Note:* A maximum of \$210 per unit is reimbursed on a local expenditure of \$300 per program unit at this time. Any exceptions to this limitation shall be negotiated in advance with the division program area supervisor.

(7) **PROGRAM CONSIDERATIONS.** (a) *Student eligibility.* All girls up to the age of 21, unless they have graduated from high school, are eligible to receive special education programming during a pregnancy, including up to 2 months after the birth of the child or other termination of the pregnancy.

(b) *Personnel.* All teachers shall hold licensure to teach in Wisconsin. All ancillary personnel shall hold licensure in their respective areas of expertise. Teachers shall be certified at the appropriate level or in specific subject areas or both. All teachers involved in the special programs specifically designed to meet the needs of the affected student shall complete an additional 9 hours of training. The teachers shall pursue coursework in the content areas of:

1. Nature and needs of school-age pregnant girl and mother.
2. Education for the exceptional child.
3. Child or adolescent development.
4. Maternal health and child care.
5. Adolescent psychology.
6. Family relationships.

(c) *Programming.* Alternative educational plans shall be offered to the affected students. These may include:

1. Continuation in the regular school program with some supportive services provided by special education personnel.
2. Attendance at a specialized educational program designed specifically to meet the needs of the school-age pregnant girl and mother.
3. Homebound instruction in lieu of attending regular classes or to supplement classroom instruction if the girl attends school on a part-time basis.
4. Hospital instruction during periods when the student might be hospitalized both prior to and following delivery.