Fiscal Estimate - 2007 Session

\boxtimes	Original		Updated		Corrected		Suppler	nental
LRB	Number	07-4049/1		Introd	luction Num	ber A	AB-0906	3
Descri state s author	pecial educa	tion aid for the	salaries of ce	rtain pupil serv	vices personnel	and grant	ting rule-m	aking
Fiscal	Effect						***	
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	No Local Go Indeterminat 1. Increas Permiss 2. Decrea	e Costs sive∭Mandato	3. ☐ Incre ory ☐ Perm 4. ☐ Decr	ease Revenue nissive	Gove	-	nits Affecte Village Others WTCS Districts	Cities
Fund	Sources Aff	ected			Affected C	h. 20 App	oropriatio	ns
⊠ GI	PR FED	PRO [PRS	SEG SE	GS 20.255(2)(b)		
Agend	cy/Prepared	Ву		Authorized S	Signature			Date
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Fiscal Estimate Narratives DPI 3/4/2008

LRB Number 07-	4049/1	Introduction Number	AB-0906	Estimate Type	Original				
Description state special education aid for the salaries of certain pupil services personnel and granting rule-making authority.									

Assumptions Used in Arriving at Fiscal Estimate

Currently, the salaries of school nurses, school social workers, school psychologists, and school counselors employed for a special education program are among the costs that are eligible to be reimbursed by the state through special education aid. If the amount appropriated for such aid is insufficient to fully reimburse the costs, the amount paid is prorated.

This bill directs the Department of Public Instruction to determine the average percentage of work time that each of the personnel categories specified above spends providing services to children with disabilities, and provides that that percentage of the salaries of personnel in that category is the cost eligible for reimbursement from the state.

State Fiscal Effect: There will be no overall fiscal effect on DPI. AB 906 will not change the amount of special education categorical aid. It could simply change the distribution of the aid to school districts.

Local Fiscal Effect: AB 906 could have an effect on school districts. Since districts are currently reporting the percent of time that each professional is working with students with disabilities, once specific percentages for each profession are in administrative rules, districts could gain or lose special education categorical aid. For example, if a district has been reporting their school psychologist as working 100% time with students with disabilities and AB 906 leads to the development of administrative rules setting the average time for a school psychologist at 65%, that district could lose aid. On the other hand, if another district is reporting their school psychologist at 25% time working with students with disabilities and the rules set the average time at 65%, that district could gain aid.

Long-Range Fiscal Implications