

| 2007 Session | | |
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| FISCAL ESTIMATE <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> UPDATED | LRB or Bill No./Adm. Rule No. Ch. PI 30 Special education aid for certain pupil services personnel | |
| DOA-2048 (R10/92) <input type="checkbox"/> CORRECTED <input type="checkbox"/> SUPPLEMENTAL | Amendment No. If Applicable | |
| Subject: | | |
| Fiscal Effect State: <input checked="" type="checkbox"/> No State Fiscal Effect Check columns below only if bill makes a direct appropriation or affects a sum sufficient appropriation <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Increase Existing Appropriation <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Decrease Existing Appropriation <input type="checkbox"/> Decrease Existing Revenues <input type="checkbox"/> Create New Appropriation </div> <div style="width: 45%;"> <input type="checkbox"/> Increase Costs-May be possible to Absorb <div style="margin-top: 5px;"> Within Agency's Budget <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <input type="checkbox"/> Decrease Costs </div> </div> | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Local: <input type="checkbox"/> No local government costs <input checked="" type="checkbox"/> Indeterminate </div> <div style="width: 65%;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> 1. <input type="checkbox"/> Increase Costs <div style="margin-left: 20px;"> <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory </div> </div> <div style="width: 30%;"> 3. <input type="checkbox"/> Increase Revenues <div style="margin-left: 20px;"> <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory </div> </div> <div style="width: 35%;"> 5. Types of Local Governmental Units Affected: <input type="checkbox"/> Towns <input type="checkbox"/> Villages <input type="checkbox"/> Cities <input type="checkbox"/> Counties <input type="checkbox"/> Others _____ <input checked="" type="checkbox"/> School Districts <input type="checkbox"/> VTAE Districts </div> </div> <div style="width: 30%;"> 2. <input type="checkbox"/> Decrease Costs <div style="margin-left: 20px;"> <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory </div> </div> <div style="width: 30%;"> 4. <input type="checkbox"/> Decrease Revenues <div style="margin-left: 20px;"> <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory </div> </div> </div> </div> | | |
| Fund Sources Affected <input type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEG-S | Affected Ch. 20 Appropriations | |
| Assumptions Used in Arriving at Fiscal Estimate <p>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.</p> <p>This rule specifies the average percentage of work time that each of the personnel categories specified above spends providing services to children with disabilities, and provides that the percentage of the salaries of personnel in that category is the cost eligible for reimbursement from the state.</p> <p>State Fiscal Effect: There will be no overall fiscal effect for the department. The rules will not change the amount of special education categorical aid. It could simply change the distribution of the aid to school districts.</p> <p>Local Fiscal Effect: The rules could have an effect on school districts. Since districts are currently reporting the percentage of time that each professional is working with students with disabilities, once specific percentages of each profession are in administrative rules, districts could gain or lose special education categorical aid. For example, a district that has been reporting their school psychologist as working 100% time with students with disabilities could lose aid as the rule only allows for 84% reimbursement. On the other hand, a district that has been reporting their school psychologist as working 25% time with students with disabilities could gain aid.</p> <p>The proposed rules will have no significant economic impact on small businesses, as defined in s. 227.114 (1) (a), Stats.</p> | | |
| Long-Range Fiscal Implications | | |
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