State Child Count Informational Bulletin
Weighted Enrollment Count

Count Date: Friday, Oct. 31, 2025
Due Date: Friday, Nov. 14, 2025 at 10:00 AM

Overview

Note: The count date for Individuals with Disabilities Education Act (IDEA), Part B is the last Friday of October herein referred to as the "Count date". For the 2025-2026 school year the date is Friday, Oct. 31, 2025.

This bulletin is written for a variety of audiences who will deal with various aspects of child find/child count related to IDEA and State Special Education child count requirements. This is written for administrative and certified staff involved with the identification, evaluation, placement and certification of the eligibility to be included in the state child count. The bulletin lays out the terminology and criteria used in ACHIEVE that would lead to the inclusion in or exclusion from the state child count. This second section, while providing the administrative and certified personnel with information, is geared more toward assisting with proper entry of child information.

Child Counts

There are actually three (3) child counts that occur on the count date:

- The Weighted Enrollment count that this bulletin addresses generates funding through the State Foundation Aid Formula.
- The second and third, a Federal Report that is a count of children (ages 3-21) on IEPs as well as children (ages birth through 2) on IFSPs as of the count date, are addressed in another bulletin. The federal report is used to partially fulfill data requirements within Section 618 of the Individuals with Disabilities Education Act (IDEA).

Depending on the circumstances, a child may meet the criteria for inclusion in only one of the three counts, two of the counts, or none of the counts. If a child has been identified, evaluated, an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) meeting has been conducted, an IEP or IFSP has been written and the child is being served on the count date, he or she is federally reportable.

Additionally, if the child's recommended program is a weighted model, he or she would be countable for both State count and Federal reports. There are rare instances where the State count eligibility requirements (recommended for a weighted model) are met; however, the starting date of services happens to fall after the federal count date. In this scenario, the child is properly identified using criteria for State count but is not served on and is not federally eligible. Later in this document some examples are provided which will illustrate and provide guidance related to the Iowa IDEA coding.

Weighting Factors Adjusted

The weighting factors used in the Special Education funding formula were originally set in 1975 at 1.8, 2.2 and 4.4 with authority given to the School Budget Review Committee for annual adjustments. The Committee has exercised its authority to adjust those factors on several occasions. Additionally, H.F. 535 revised the School Finance plan and made a one-time adjustment to those factors.

The current factors are 1.72, 2.21 and 3.74. The factors entered in each student record in ACHIEVE will continue to be reflective of the current weights. Calculation of the "Additional Weighting (.72, 1.21, 2.74) will reflect the current weighting factors in the summary calculations at the end of the detailed listing of students. Be advised that the School Budget Review Committee (SBRC) meets in December to review the weighted factors and could change the factors that would be applied to the count data for next year's LEA Aid and Levy Worksheet and Budget. When the results of that meeting are known, you will be advised. Adjustments to the additional weightings are handled within the Department.

Children and youth identified as having a disability and requiring Special Education may be recommended for placement and be provided Special Education instructional services in one of the three weighting categories. Recommending placement in one of these models would cause fund generation to support special education instructional programs in the budget of the district in which such children were counted. The fund generation would be for the school year starting the July 1st following the special education count.

The enrollment counts that generate funding for special education weighted programs are taken on two dates.

- The general enrollment count taken October 1 generates the "1.0" for each child. This count is of importance as it relates to preschool special education weighted programs as well as children who may be served outside of the district. Since preschoolers with disabilities (generally children age 3-5) are in weighted programs (center-based), their inclusion in this general enrollment count to generate the "1.0" portion is critical.
- The "1.0" is not generated by the Special Education Count. The Special Education Count generates only the additional weighting in the Weighted Enrollment format.
    - If the recommended service model for a child in need of Special Education is Supplemental Assistance at 1.72 (R1) or Level One (L1), then the assigned weighting is 1.72. The 1.0 generated in the General Enrollment Count and the .72 is generated by the Special Education Count.
    - If the recommended service model for a child is Supplemental Assistance (Alternate Integrative Model) at 2.21 (R2) or Level Two (L2), the assigned weighting is 2.21.
    - If the recommended weighted program model is Supplemental Assistance at 3.74 (R3) or Level Three (L3), the assigned weighting is 3.74. These weightings would be used and entered in the child's record.

If a child falls under either Children living in Foster Care Facilities, 282.19 or Children Placed by a District Court, 282.29 the recommended weightings would be the same as other students. The Resident District is the STATE OF IOWA. The appropriate district numbers are maintained in the ACHIEVE. The District of Domicile (and building) should be where the child "sleeps at night". This becomes an important piece of information for these children and youth as well as those served in the State Operated Programs in facilities operated by the State Board of Regents, Departments of Human Services and Corrections.

ACHIEVE Statewide Child Count System

In November of 2007, new Rules of Special Education were adopted by the State Board of Education. The sections of the rules that deal with instructional models and the weighting and finance for children requiring special education changed. Under the new rules, each district must develop a delivery plan for special education instructional programs. The level of services concept and the matrix developed for use statewide is instrumental in determining the level of service and “weight” assigned to each child.

An AEA designee assigns the weighted factor, which will be indicated with L1, L2 and L3. The program codes for non-weighted models and the R1, R2, and R3 have not changed.

The following is aimed to assist you in understanding the different circumstances that occur for children and youth requiring special education and how they can or cannot be counted for the generation of state and local funding to support their special education program.

Eligibility for Weighting

In order for a child to be eligible to be included in an LEA's enrollment for special education, the following must be met on the count date (last Friday of October):

- Enrolled and is a resident in the Iowa school district that is counting the student.
- Identified as eligible through a proper evaluation process as prescribed in federal and state eligibility requirements.
- Has an IEP in effect by the end of business on the count date.
- Either in attendance or have an excused absence. (The definition of excused absence is determined by the school district.)
- May be in a short-term alternate setting away from the district (e.g. Cherokee MHI, Independence MHI, U of IA Child Psychiatry Service).
- May be in the State Training School and a date has been established within the current school year to return to the resident district.
- May be in Adult Corrections and has an IEP in effect and services are being delivered in accordance with that IEP.

Refer to the Special Circumstances section below for further information.

Served Status Codes and Explanation

Code	Definition
B	Eligible for Both State and Federal
F	Eligible for Federal Count Only
S	Eligible for State Count Only
N	Neither State or Federal Count Eligible

The timing, recommended program and location of children all play a part in the determination of the appropriate served status code for the Count date. In addition to B for Both and F for Federal, there are two other codes: S for State eligible only and N for Neither, meaning the student is not eligible to be counted under either count. As indicated in the Special Circumstances section, some children can be eligible for both federal and state, but the agency allowed to include them in counts are different (e.g. Children served in State Operated Programs such as Cherokee, Eldora).

Served Status = B (Both State and Federal Count eligible)

This group would include children who as of the special education count date are being served in either a weighted or non- weighted model and who are recommended for a weighted model. This group would be the

largest of the four since most children are not only served on the special education count date, but are also recommended for a weighted model.

Served Status = F (Federal Count Eligible only)

This group would include children who as of the count date are being served in a non-weighted model and whose recommended program is also not a weighted model. These non-weighted models would include the Home Intervention (HV), Support Service (RS) and Itinerant Teacher (RI).

Served Status = S (State Count eligible only)

This group would include children who as of the count date are not yet being served in a program but have been determined to be a child requiring special education and are recommended for a weighted model. Their start date for services is after the count date. This should be a very small population.

Served Status = N (Neither State nor Federal Count eligible)

Children should be assigned this status if they are not to be counted in either count. This group would include children who are "home schooled". **It is neither necessary nor should anyone enter an "N" in the served status when exiting a student. The entry in the exit date will preclude the student record from inclusion in either the state of federal count.**

Placement Status

This field is no longer used in the criteria for Count; however, the field is used for other purposes.

Full Time/Part Time

Code	Definition
F	Full Time: 20 or more hours per week in School/Special Education
P	Part Time: Less than 20 hours per week in School/Special Education

Note: Full Time or Part Time is primarily used in the Preschool programs. The Full Time/Part Time designation affects the additional weighting values at the 2.21 and 3.74 weightings when calculating the Weighted Enrollment. Full or Part time has no bearing on the 1.72 weighted models in the calculation of the Weighted Enrollment. A Full or Part Time designation leaves the "1.0" value alone and affects only the additional weighting at the 2.21 or 3.74 level." A Part Time designation cuts the "above the 1.0" value in half, thus the 1.21 becomes .61 and the 2.74 becomes 1.37. These adjusted values based on Full of Part Time are used in calculating a district's Special Education Weighted Enrollment.

Current Recommended Service Models

Weighted Models

- 1.72 Models
    - L1 Level One Service
    - R1 Supplemental Assistance
- 2.21 Models
    - L2 Level Two Service
    - R2 Alternative Integrative Model (e.g. Hearing Impaired with full time Interpreter in Regular Class)

- 3.74 Models
    - L3 Level Three Service
    - R3 Alternative Integrative Model

Note: Alternate Integrative Model is sometimes referred to as Supplemental Assistance with the 2.21 and 3.74 weightings.

Special Circumstances, Considerations and Explanation

Below are several scenarios to be conscious of in the completion of this child count. In some instances, children may be weighted for generation of state and local funding.

Program provided by a State Operated Program, in an approved cooperative multi-agency arrangement, or Iowa Adult Correctional Facility.

- **ISD - Lewis Central Integration Program**. These children may be weighted in an Iowa Resident District and would be "domiciled" at ISD (1476-3645), rostered at Lewis Central. A similar arrangement could be in existence at any other state operated program. Check with the AEA in which the facility is located.

- **State Training School (Eldora) or a State Adult Correctional Facility**. These children and youth requiring Special Education who are residents of a district in Iowa and are currently served in a State Operated Program. These children and youth may be weighted to generate state and local funding, if a return date to their resident district during the current school year has been established. Refer to the appropriate sections of the Iowa IDEA documentation for coding. If a return date has not been established which occurs during the current school year, the child would not be weighted and would have a recommended weighted factor of 0.0. The Recommended Program for these children and youth would be RP = "Served in a State Operated Program". **If the youth is in a State Adult Correctional facility, he/she may be weighted if under 21 and has an IEP.**

- **Children living at home while being served in a State Operated Program (SOP), or who have other program needs while in a State Operated Program**. These are children who are being provided a special education program on the campus of a State Operated Program while living at home. Transportation to and from the SOP may be provided by the parent or the resident district and in some rare and specific cases the child may be weighted. There are a few rare circumstances where children served in a State Operated Program have educational program needs that go beyond the scope of that facility's offerings. The facility may be identified as being the most appropriate placement for such children if the program is augmented in certain ways. Guidance from the Iowa Department of Education shall be sought in each case, prior to the child being weighted in the resident district for transportation or other purposes.

- **Children and Youth requiring Special Education who should not generate state and local weighted funding under the Special Education Weighted Enrollment**
  The "resident" district is the STATE OF IOWA (9889 or 9888), or another state. Refer to information from the Iowa Department of Education for correct district and building codes.
    - **Children living in Foster Care Facilities (282.19)**
      Care and Custody belong to the Department of Human Services and the parents cannot be located in an Iowa District. When the student is identified as being a "Child living in Foster Care", the Resident District becomes 9889.

- **Children placed by the District Court (Terminated Rights (282.29)** Parental rights have been terminated by a district court. As of the date of the final court action they have no resident district to generate funding. Financial responsibility from the termination date forward falls to the State under 281.29. Resident District is 9888.
    i. **Adoption**
    If a child is adopted, the date of final approval of adoption becomes the date that concludes the child's status as District Court Placed or Child living in Foster Care and the new Resident District is responsible for costs from that date.
- **Children requiring special education who have been identified as either Foster Care or Terminated Rights and are placed out of State** Resident District is 9889 or 9888.
    i. For purposes of these two programs (281.19 & 281.29) a district (Host) shall be established as a "fiscal agent" to fund the educational program during the school year. At the conclusion of the school year a claim would be submitted by that district acting as the fiscal agent under either 281.19 or 281.29.
    ii. Out of State placement requires Department of Education approval. When establishing a local district as a "fiscal agent" (Host), the district in which the child was last enrolled is used. If that cannot be determined, the district in which the court action occurred shall be designated the "district of residence"(Host) for fiscal purposes. The child would be assigned a recommended service and weighting factor as appropriate in that district. Entries for RESIDENT and DOMICILE districts would be assigned the same way as those Foster or District Court children served in state. The entry in the DOMICILE district would be the established "fiscal agent" district. Refer to your Iowa IDEA documentation for appropriate coding of these children. *Note: These students would be included in the "Host" district for federal child count purposes.*
- **Children who are residents of another state** Children served in an Iowa local district but who are residents of another state. The financial responsibility to pay for the program provided by Iowa lies with another state or local district within that state. Because the district of residence is another state for these children, they would not be counted for state or federal purposes in Iowa.

- **Out-of-State Placements**
These are placements that have been approved through the Department. Individuals placed out of state shall utilize the numbers assigned to other states and facilities therein assigned in the ACHIEVE.

State Operated Programs

Department of Health and Human Services

Program	AEA	County	District	School	Class
Cherokee MHI	12	18	1152	9611	43000
Independence MHI	07	10	3105	9611	43000
Juvenile Home (Toledo)	Closed	Closed	Closed	Closed	Closed
Training School (Eldora)	07	42	2007	9601	40000
Glenwood SHS	Closed	Closed	Closed	Closed	Closed
Woodward SHS	Closed	Closed	Closed	Closed	Closed

Board of Regents

Program	AEA	County	District	School	Class
School for the Deaf (non ISD-Lewis Central)	13	78	3645	9600	47000 (K-12)
Braille & Sight Saving School	Closed	Closed	Closed	Closed	Closed
Child Psychiatry University of Iowa	10	52	3141	9603	40001
Center for Disabilities and Development (Hospital School)	No longer has a program	No longer has a program	No longer has a program	No longer has a program	No longer has a program

Department of Corrections

Program	AEA	County	District	School
Anamosa	10	53	0234	9601
Oakdale (Iowa City)	10	52	3141	9602
Rockwell City	08	13	5625	9601
Ft. Madison	15	56	2322	9601/9602
Newton (Riverview)	11	50	4725	9601
Newton Release Center	11	50	4725	9602
Clarinda	13	73	1197	9612
Mitchellville	11	77	6101	9601
Mt. Pleasant	15	44	4536	9612

Note:

- *There are two state operated program numbers associated with Iowa City.*
- *Do not confuse the ISD and Clarinda site numbers for other programs located and operated on those grounds or in those districts. Clarinda Academy is located in its respective district but is NOT a State Operated Program with a building number in the 9600 series.* ***Even though the School for the Deaf is now under the Department, for 2025-26 we'll continue with the identifiers listed above.***
- *Consult the AEA office where it is located for the appropriate numbers assigned to the programs located on the grounds of that facility or within those districts.*