

## **PRESENTATION FOR DATA CONFERENCE 2009**

### **Supplementary Weighting**

Supplementary weighting is a program within the school finance formula to provide additional funds to districts that share teachers or send students to another district for shared classes or to a community college for concurrent enrollment classes. These students are weighted in addition to the regular 1.0/FTE in the October 1 count. All students that were included on "Row 7" of the certified enrollment form are eligible to be weighted for supplementary weighting if the courses/sharing arrangements qualify except those students that are weighted under the special education weighting plan. The same course or sharing arrangement may be counted only once for supplementary weighting.

#### **Supplementary Weighting Opportunities in Order**

- Shared ICN classes (hosted, sent from another district, sent from a community college)
- Whole grade sharing
- Sent to another district for classes (not concurrent enrollment classes)
- Purchased services of a teacher employed by another district (not concurrent enrollment classes)
- Students taught by a teacher jointly employed by 2 or more districts (not concurrent enrollment classes)
- Attends community college concurrent enrollment course for college credit
- Host of Regional Academy

Explanations and examples of the formula for supplementary weighted classes are on the Department of Education's website. Following are two webpages on the topic of supplementary weighting.

## Supplementary Weighting - Certified Enrollment

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### **Supplementary Weighting**

-  [Supplementary Weighting Data Collection Instructions](#)
-  [Compare PSEO and 28E/Contracted Courses](#)
-  [Supplementary Weighting Eligibility for Community College Courses](#)
-  [Concurrent Course List for October 2008 Supplementary Weighting](#)

### PSEO FAQs

Click here for more information on [PSEO](#) including a Handbook which lists eligible post-secondary institutions.

### Supplementary Weighting FAQs

Link to [Reorganization Incentives](#)

Link to [Uniform Administrative Procedures-LEA](#)

Link to [Uniform Administrative Procedures-AEA](#)

## Reorganization, Dissolution & Sharing

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- **On this page...**
- [Incentives](#)
- [Handbooks](#)

 [Q and A for Schools Involved in Dissolution](#)

 [Equalization Levy Q And A](#)

 [Declaratory Order Regarding Involuntary Merger](#)

Periodically the Iowa legislature enacts financial incentives to encourage districts to share programs and staff, and to encourage reorganization of two or more school districts when it is beneficial for the students of those districts.

 [Sharing and Reorganization Incentives Description](#)

 [Sharing and Reorganization Incentives Chart](#)

 [Whole-Grade-Sharing and Reorganization Incentive Timeline](#)

 [Operational Function Sharing Incentive Timeline](#)

[Operational Function Sharing Calculation](#)

 [Reorganization and Dissolution History through July 1, 2008](#)

The Sharing, Reorganization and Dissolution Guide was updated in 2009. It includes information on sharing opportunities; reorganization, dissolution, and merger procedures; and district reorganization plans by AEAs.

 [Sharing, Reorganization and Dissolution Guide](#)

[Open Enrollment Program Information, Handbook, and Application Forms](#)

[Whole Grade Sharing Program Information and Handbook](#)

### **ICN classes (District or Community College)**

- District provides or receives eligible course via ICN video services.
- .05 for shared student in classes provided via ICN video services.
- Half the supplementary weighting funding is reserved for additional pay for the teacher of the ICN class.

(# Resident Students) X (% Time for 1 Class) X (0.05) X (District Cost Per Student) = \$.

### **Whole Grade Sharing**

- Attends class in another school district under a whole grade sharing arrangement, or
- Attends class taught by a teacher employed by another school district under a whole grade sharing arrangement, or
- Attends class taught by a teacher jointly employed by two or more school districts under a whole grade sharing arrangement.
- The opportunity to include WGS students for supplementary weighting is available for up to 3 years, beginning with the 2007-2008 school year through the 2013-2014 school year. Years are not required to be consecutive.
- District may change partners; year count does not start over.
- If the district reorganizes, carried into reorganized district for three additional years.
- Conditions:
  - Joint board resolution to study reorganization to occur on or before July 1, 2014. Due October 1 of the first year of supplementary weighting.
  - Submit annual progress report to School Budget Review Committee on or before August 1.
  - The 2007-2008 school year is the first opportunity to include WGS students for supplementary weighting and the 2013-2014 school year is the last opportunity.
  - PLANNING IS IMPORTANT.
- .10 for whole grade sharing. Annual progress report toward reorganization.
- WGS students ineligible for any other kind of supplementary weighting except concurrent enrollment classes.

(# Resident Students) X (.10) X (District Cost Per Student) = \$.

### **Joint employment**

Joint employment requires all of the following:

1. Joint teacher evaluation process and instruments, and
2. Joint teacher professional development plan, and
3. One single salary schedule.

### **Shared classroom teacher from another district or students sent to another district for class (not whole grade sharing)**

- Student is eligible to be counted for supplementary weighting only if the district does not have a licensed and endorsed teacher available to teach the course(s) being provided.
- Ineligible if teachers goes to another district with the students.
- Classes, not services.
- No alternative schools, alternative programs, or at-risk programs are eligible.
- Students in districts that are "hosting" the programs are not eligible for supplementary weighting.

- Based on seat time:
  - Do not use percent of time teacher is shared.
  - Do not include transportation time.
- Second semester counts—two options:
- Count first semester/quarter actual enrollment of the current year and the second semester/2-3 quarters actual enrollment of the current year. This option will often cause an audit adjustment to budget enrollment due to changes in second semester/2-3 quarter enrollment.
  1. Count first semester/quarter actual enrollment of the current year and the second semester/2-3 quarters actual enrollment of the past school year.
  2. Whichever option the district selects, it must use it consistently and may not switch back and forth or mix the two options together.
- .48 for shared teacher or shared student (not whole grade sharing).

(# Resident Students) X (% Time for 1 Class) X (0.48) X (District Cost Per Student) = \$.

### **Regional Academy**

- Attends class in a regional academy located in the district.
- Established by the school district board; not community college.
- Two or more other school districts send students in grades 9-12.
- A regional academy shall include in its curriculum two or more advanced-level courses, which are not career-technical courses.
- May include in its curriculum career-technical courses, Internet-based coursework, and courses delivered via the ICN.
- An advanced-level course is a course that is above the level of the course units required as minimum curriculum.
- Count resident students in regional academy classes to which other districts send students.
- .10 for regional academy, up to total maximum of 30 additional students.
- Minimum additional students added is 15 if district provides both advanced-level courses and CTE courses.
- Sending districts will report as shared classes sent to your district for supplementary weighting (not regional academy).
- Sending districts cannot be a whole grade sharing partner with the host.
- Sending districts that are whole grade sharing with each other are considered one sending district for purposes of eligibility for regional academy supplementary weighting.
- Academy course shall not qualify as concurrent enrollment courses.
- Academy courses shall not qualify for any other kind of supplementary weighting.
- Career academies are not regional academies for this purpose.

(# Resident Students) X (% Time for 1 Class) X (0.10) X (District Cost Per Student) = \$.

Maximum FTE students = 30.

Minimum FTE students = 15 if provides at least 2 advanced-level arts & sciences courses (not ICN) and at least 1 CTE course (not ICN).

### **Community College Concurrent Enrollment Classes**

- Course must supplement, not supplant, high school courses required to be offered pursuant to section 256.11(5). Not supplanting means no substantially similar course at the HS in the past 2 years; not required for Chapter 12 standards.
- Course must be included in the community college catalog or an amendment or addendum to the catalog,
- Course must be open to all registered community college students, not just high school students,
- Course must be for college credit and the credit must apply toward an associate of arts or associate of science degree, or toward an associate of applied arts or associate of applied science degree, or toward completion of a college diploma program,

- Course must be taught by an instructor employed or contracted by the community college who meets the requirements of section 261E.3(2),
- Course must be taught utilizing the community college course syllabus, and
- Course must be taught in such a manner as to result in student work and student assessment which meet college-level expectations.
- Course must not have been determined as failing to meet the standards established by the postsecondary course audit committee.
- Student must be an eligible student.
- Course must not be a PSEO course.
- No summer school or interim courses outside of regular school session.
- Do not group courses by discipline and treat as one single course.
- Do not use credit equivalency to determine weighting.

Shared teachers/students sent to Community College (CTE), not ICN:

$(\# \text{ Resident Students}) \times (\% \text{ Time for 1 Class}) \times (0.70) \times (\text{District Cost Per Student}) = \$.$

Shared teachers/students sent to Community College (Arts & Science), not ICN:

$(\# \text{ Resident Students}) \times (\% \text{ Time for 1 Class}) \times (0.46) \times (\text{District Cost Per Student}) = \$.$

QUESTION: How do districts enter courses to ensure they are getting the accurate amount of funding? For example, a 9 semester hour course with 285 contact hours and a 2 semester hour course with 30 contact hours. Many CTE courses are not courses delivered in a single class period such as 1/8 of the high school day. Many CTE courses are delivered at the community college campus.

ANSWER: Course credits, semester hours, or even the contact hours as calculated by the community college are not meaningful to a district in calculating supplementary weighting. Instead districts need the minutes of actual seat time for one student in one class, and that class must be a qualifying class that generated credit for the student. The district must convert those minutes into the equivalent seat time within the district.

Example: 30 hours/class periods at community college x 60 minutes = 1,800 minutes  
 District period (class length) is 55 minutes  
 $1,800 / 55 = 33$  (32.73) class periods of this class

**INCORRECT CALCULATION OF SEAT TIME**

Seat Time Periods	Total Periods in Dist/Yr	FTE	Number of Students	SW Factor	SW for 1 student	Funding at \$5,546
30	720	0.04	1	0.7	0.03	166
30	900	0.03	1	0.7	0.02	111
30	1080	0.03	1	0.7	0.02	111
30	1260	0.02	1	0.7	0.02	111
30	1440	0.02	1	0.7	0.01	55
30	1620	0.02	1	0.7	0.01	55

The supplementary weighting should be identical for this one class no matter what the total periods are in the districts. So in this chart, the supplementary weighting should have calculated to 0.02 (0.016) in each of these districts.

**Questions to Determine if a High School Student in a Community College Contracted Class is Eligible for Supplementary Weighting**

**THE ANSWER TO EACH OF THE FOLLOWING QUESTIONS MUST BE "YES"**

Is the class listed in the Community College Catalog?
Is the course open to all registered Community College students?
Are all students taking the course for college credit?
Do all students receive credit toward an associate of arts or associate of science degree, or toward an associate of applied arts or associate of applied science degree, or toward completion of a college diploma program?
Is the Community College either employing or contracting for the teacher?
Does the course utilize the Community College syllabus?
Does the course result in student work/assessment which meets college-level expectations?
Is the Community College in Iowa?
Is the student counted as a resident of the district on row 7 of the certified enrollment?

**AND**

**THE ANSWER TO EACH OF THE FOLLOWING QUESTIONS MUST BE "NO"**

Is the course necessary for the School District to meet minimum accreditation standards?
Has the local district offered an identical course in the past 2 years?
Is the student required to take an additional test for credit OR pay an additional fee for credit not required of all other Community College students in the same class OR delay the credit until the student enrolls in the Community College after high school graduation?
Is the class part of a GED program?
Is the class part of an alternative high school, alternative program or any program for at-risk students?
Is the class a PSEO Class?
Is the student served pursuant to an IEP?
Is the student tuitioned in other than a secondary CPI student included on row 5D of the certified enrollment?
Is the student open enrolled in other than a secondary CPI student included on row 5C of the certified enrollment?
Is the student whole-grade-shared (WGS) in?
Is the student a Nonpublic student who is not a shared-time student?
Is the student a high school graduate?
Does the student possess a GED?
Is the student a drop out?
Was the student eligible to receive a high school diploma, and if yes, has the class graduated in which the student was enrolled?
Is the class during summer session or otherwise outside of the regular school session?
Has the postsecondary course audit committee determined that the course does not meet the standards established by the committee?