

## **ADMINISTRATIVE REGULATION**

### Criteria for Open Enrollment Recommendations

Policy JECB requires the development of administrative regulations that outline the criteria that will be used during the consideration of requests for open enrollment transfers. The criteria may include, but are not limited to:

1. The establishment of average student-to-teacher ratios that must be maintained at various grade levels;
2. The establishment of a maximum capacity that must be maintained for any educational program; and
3. The establishment of a maximum capacity that must be maintained for any school building;

It is important that the criteria governing open enrollment requests for non-resident students is sensitive to the need of the district to have available space for new resident students moving into the district. Open enrollment limits should provide a reasonable cushion to provide for the ongoing growth of the district. Therefore the criteria below are specifically for the implementation of policy JECB and are not to be interpreted as maximum class sizes for other purposes.

Non-resident open enrollment applications for regular education students will be recommended for approval if average class sizes are below:

- 16 for Junior Kindergarten
- 22 for Kindergarten and First Grade
- 23 for Second
- 24 Third Grade
- 25 for Fourth Grade
- 27 for Fifth Grade and Sixth Grades

A non-resident open enrollment application at the middle school level will be approved if the average student to teacher ratio in core classes does not exceed 27 students.

A non-resident open enrollment application at the high school level is based on the school's ability to provide a schedule that meets the individual student's specific course needs.

For open enrollment purposes the limit for the English as a Second Language Program is 30 students per full time equivalent teachers in the program.

For open enrollment purposes, when the enrollment includes placement at programs

contracted and provided by outside organizations, the district will reserve 15% of the contracted services to allow for new resident students. Such programs will be considered full for non-resident open enrollment when 85% of the contracted services are being utilized.

For students on an Individual Education Plan (IEP) the procedures in policy JECB will be followed to determine if Brandon Valley School District has an appropriate educational program in-district, without adding staff, for the student seeking transfer. Further, the Special Services Director will analyze teacher case loads relevant to the request and make a recommendation to the school board. Case loads for purposes of non-resident open enrollment are determined using points assigned to students that reflect the time and intensity of instruction specified in their IEP. The program is considered full for non-resident open enrollment purposes when the average points per teacher for a specific building, grade level or specific area of expertise reach 18. Non-resident open enrollment requests that would result in the points per teacher (for the appropriate building, grade level or specific staff expertise) exceeding 18 will be recommended for denial.

Building capacities for open enrollment are determined by the numbers of class sections times the maximum students allowed as outlined above. Capacities for open enrollment purposes change with the addition or deletion of class sections in each building.

Requests for open enrollment for students who wish to continue attending the Brandon Valley School District when there is a change in resident district will be recommended for approval since they are already included in the class size numbers. The continuity of instruction is an important overriding consideration in these instances.

When a family has multiple open enrollment requests, all children in the family or household for which open enrollment is requested must have approvable applications for any to be approved.

Class size and program limits may be revised from time to time based on the resources available.

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