

NOTE: This is a sample document provided as part of the MTSBA Policy and Strategic Planning Services. This is intended to be included in the District's Strategic Plan; it ~~but~~ is not intended to be adopted as a policy but it is intended to align with District Policy 3141. Districts must adjust the content or format of the document to meet specific needs for placement in the integrated strategic action plan according the development and adoption process noted in Policy 1610.

Appendix “__”

Our Goals, Standards and Objectives of a Quality Education and the Criteria/Guidance for the Admission of Out-Of-District Students

This Appendix is incorporated as if set forth in full into the District's Strategic Plan. Our clear objective as is evident from our: (1) Core Purpose and Core Values, (2) our Envisioned Future, and (3) our Short-Term Goals and Strategies is to provide an excellent individualized education for each student. An integral part of our objective of a quality individualized education for each student is a standard of good behavior and regular attendance of our students (subject to accommodating the needs of students with disabilities). We strive to provide a learning environment that inspires and is dependent on excited, engaged, motivated students focused on and assuming responsibility for the high levels of learning.

To advance our individualized approach to educating each student, the Board will review and consider all applications for out-of-district attendance as adopted in Board Policy 3141. Approval will be given unless the trustees find the impact of approval of the application will adversely impact the district from meeting our standards of a quality individualized education for resident students as referenced above and as explained more fully below.

Included in our criteria are two (2) tiers in compliance with Montana law (Section 20-5-320, MCA):

Tier 1: When the number of out-of-district applications DOES NOT exceed our capacity limitations:

As referenced in the goals, standards and objectives of a quality individualized education for each student in Section ____ of the Integrated Strategic Action Plan, ____ School District places an emphasis on the value of small group learning that are in turn dependent on class sizes smaller than the minimum class sizes established under the accreditation standard limit for grade levels stated in 10.55.712 ARM and 10.55.713 ARM. Research by _____ published at _____ supports smaller class sizes positively impacts student achievement.

The District may experience mid-year arrival of resident pupils and nonresident pupils for whom enrollment is mandatory that the district must accommodate under Sections 20-5-101 and 20-5-321, MCA, and, regardless of the time during the school year when residence is established in the district or when the student otherwise arrives.

To preserve opportunities for small group learning and to keep District class sizes below the accreditation standards and in anticipation of mid-year requests for enrollment of new resident children of the District and children for whom attendance is mandatory under Section 20-5-321, MCA, it is the goal and objective of the District to not exceed the district's benchmarks for grade level classes set forth below:

Column A: Grade Level(s)	Column B: District Adjusted Class Size Limit to Meet Our Goals, Standards and Objectives (below the Accreditation Standards)	Column C: District Further Adjusted Class Size Limit to Accommodate Anticipated Mid-Year Arrival of Resident Students and Mandatory Out-of-District Students per Section 20-5-321, MCA.	Column D: Total Class Size Limits Capping Out-Of-District Students under Section 20-5-320, MCA, Taking into Consideration Columns B and C (calculate by subtracting the combined number of students in columns b and c from the accreditation standard limits)
K-3	XX fewer than the accreditation standard limits	XX spaces reserved for mid year arrival of resident pupils and mandatory out of district students Each Year	No more than XX Students before capping out-of-district enrollment requests under Section 20-5-320, MCA.
4-6	XX fewer than the accreditation standard limits	XX spaces reserved for mid year arrival of resident pupils and mandatory out of district students Each Year	No more than XX Students before capping out-of-district enrollment requests under Section 20-5-320, MCA.
7-8	XX fewer than the accreditation standard limits	XX spaces reserved for mid year arrival of resident pupils and mandatory out of district students Each Year	No more than XX Students before capping out-of-district enrollment requests under Section 20-5-320, MCA.
9-12	XX fewer than the accreditation standard limits	XX spaces reserved for mid year arrival of resident	No more than XX Students before capping

		pupils and mandatory out of district students Each Year	out-of-district enrollment requests under Section 20-5-320, MCA.
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Applications will be considered in the order they are received, on a space available basis considering classroom, school and district capacity aligned with building construction standards, accreditation numbers and projected enrollment.

As set forth in District Policy 3141, applications may be denied for truancy, suspension in the three years preceding the request for out of district enrollment or expulsion on any previous occasion as provided by law.

Requests for out-of-district admission may be denied if they result in additional costs to the district by requiring the hiring of additional personnel. This does not apply to a student who is eligible for special education or related services.

Tier 2: When the number of out-of-district applications DOES exceed our capacity limitations:

If the District receives more applications than the district can accommodate under the limits specified in Column D above, the District shall prioritize among and limit applications to ensure the quality of education for students who are residents of the district of attendance, mandatory out-of-district students pursuant to Section 20-5-321 MCA, and the obligations of resident taxpayers.

The District has set the following criteria to prioritize applications. In the event the district receives more applications than it can accommodate, the following order will be used to rank applications. As an initial threshold standard, past demonstrated good behavior must be used by the District in prioritizing an application above other applications without a disciplinary-free record. Decisions regarding admission cannot be inconsistent with the District Policies prohibiting discrimination. The District shall also take into account an applicant’s prior educational transcripts, disciplinary referrals and other relevant information as a means of further prioritizing within and between the listed categories of prioritization specified below. Provided that past demonstrated good behavior is used first as a controlling standard for prioritization, the district will further prioritize nonresident applications in the following order:

1. Applications from children of District employees;
2. Applications from previously enrolled students;
3. Applications from children with siblings who have previously enrolled the prior year in the District as nonresident students;
4. Time and date stamp for receipt of the application for enrollment in the District offices.
5. Random draw.

This priority is specifically established and shall be implemented on a rational basis to provide a quality education to each student enrolled in the District.