



D.C. Everest Area School District

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Jeff Lindell, Ed.D.
Assistant Superintendent of Learning

MISSION STATEMENT

D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

TO: Dr. Casey Nye, Superintendent

CC: Dr. Kelley Strike, Assistant Superintendent of Operations
Mrs. Julie Weller, Director of Special Education

FROM: Dr. Jeff Lindell, Assistant Superintendent of Learning

DATE: January 14, 2026

SUBJECT: Open Enrollment Caps for 2026-2027 School Year

Motion: To recommend the D.C. Everest Area School District **not** deny regular education open enrollment requests due to space but to deny all special education service-related requests for the 2025-2026 school year as outlined.

Background:

Wisconsin Law and Administrative Code require every School Board to designate the number of open enrollment regular education spaces by grade and the number of open enrollment special education spaces by program or service in the district using the criteria specified in its policy under s. Pl 36.04(2). [Wis. Admin. Code § Pl 36.05(5)(a) and Wis. Stat. §118.51(5)(a)1]. This designation must be done at the January Board meeting at the latest.

A recommendation similar to the suggested motion has been supported annually by the Board for several years. Our team will meet the obligation to approve requests into the District based on the Board's approved spaces, but a parent's request to a specific school may not be possible due to space availability in that particular school at the grade level requested. This would **not** be considered a denial of their Open Enrollment request but could be perceived as such by a family seeking that specific school within the District. It is always our aim to honor family requests, but in a fluid enrollment environment, requests need to be balanced alongside an obligation to protect class sizes and quality instruction for all students, as well as the potential for families to move into the attendance area of a particular school. As a matter of practice, space is reserved for potential move-ins at each grade level and for special education programs/services

Special Education Designations

The following provides more detailed information considered as it relates to determining availability regarding special education open enrollment. Wis. Stat. 118.51(5)(a)1 permits a District to separately set available spaces for special education programs irrespective of whether the District determines any available space capacity for regular education classrooms. The District determines the number of spaces available in the Special Education Programs in each district building using the following considerations:

- Current district/building staffing and caseload/workload information
- Consideration of Special Education Model (Categorical, Cross-Categorical, or a combination of the two)
- Consideration of Co-Teaching Model (attempt to keep students in CORE instruction)
- Consideration of Transition Services (Future Ready)
- Consideration of history and trends in special education student eligibility and placement (i.e. Early Childhood, students who transfer in)
- Consideration of 80% to 90% of overall caseload capacity - percentage is based on the primary program area (10% to 20% of caseload capacity is reserved for new resident district new student transfers)

Based on these criteria, D.C. Everest will not have available open enrollment space for students with disabilities. Specifically, this is true for students requiring any of the following services:

- Early Childhood Special Education including all specially designed instruction, services, and supports
- K-5 Cross Categorical Special Education services including all specially designed instruction, services, and supports
- 6-12+ Cross Categorical Special Education including all specially designed instruction, services, and supports
- K-12+ Intellectual/Adaptive Disabilities Special Education including all specially designed instruction, services, and supports
- K-12+ Severe Behavioral-focused Special Education including all specially designed instruction, services, and supports
- PK-12+ Deaf and Hard of Hearing services
- PK-12+ Audiology services
- PK-12+ Physical Therapy services
- PK-12+ Occupational Therapy services
- PK-12+ Speech Language Pathology services
- PK-12+ Vision Impairment services
- PK-12+ Orientation and Mobility services

