Notice of Curriculum Meeting
Board of Trustees
Thursday, May 6, 2021

A Curriculum Meeting of the Board of Trustees will be held on Thursday, May 6, 2021, beginning at 6:00 PM, in the Lovenberg Administration Building, 3904 Avenue T, Galveston, TX 77550.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Board Curriculum Committee Members: Monica Wagner, Chair, Tony Brown, Shae Jobe, Elizabeth Murphy and Joseph Pillar All board members may attend and participate.

No formal action will be taken on the items listed below during this meeting. This is an informational meeting only.

1) Call to order Open Session in the Board Room of the Lovenberg Administration Building, 3904 Avenue T, Galveston, Texas.
2) 2021-2022 Campus Start times 3
3) Virtual Learning 2021-2022 5
4) Final Elementary Learning loss Plan 6
5) Initial Middle School Learning loss plan 8
6) Collegiate Turn Around plan 13
7) Austin Middle School Lottery Process 15
8) Citizen's Request to Address the Board on Agenda and Non-Agenda Items. Please complete sign-up sheets available in the lobby prior to the start of the meeting.
9) Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on April 30,

2021 at 4:00 p.m. by Amy Bly for the Board of Trustees.

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For the Board of Trustees

Why Secondary at 7:30:

- UIL activities - currently students miss multiple periods for travel for nearly all sports and UIL events. Freshmen games start at 4:00 which requires students to miss class for home games as well
- Student Activities (ex. Robotics) - more time for travel with minimal time away from class
- Student employment - shifts often start at 4:00; students have the opportunity to work a 5 hour shift, complete homework and get a good night sleep
- Older siblings will be released before younger siblings, minimizing child care
- Safety - practices will finish during daylight hours
- Money saving – alleviate need to light of fields and courts for practices
- Graduation rate and GPA improve immensely with classes before lunch as opposed to after

INDEPENDENT SCHOOL DISTRICT
GALVESTON
Island of Excellence ~ World of Opportunity

Academic Calendar 2021-2022

Campus Hours

78,890 minutes
Elementary Schools
Burnet, Morgan, Oppe, Parker, Rosenberg
8:15 a.m. - 3:55 p.m.
Crenshaw Elem & MS 7:45 a.m. - 3:25 p.m.
Middle Schools
AIM, Austin, Collegiate Academy,
Central Middle School 7:30 a.m. - 3:10 p.m.
High Schools
Ball High, AIM 7:30 a.m. - 3:10 p.m.

Student Days - 173 days

1st Semester = 8/23/21 - 12/17/21
Total Days = 78
2nd Semester = 1/4/22 - 5/26/22
Total Days = 95
High School = [6 Weeks]
1st Six Weeks (29 days) 8/23 - 10/1/21
2nd Six Weeks (24 days) 10/4 - 11/5/21
3rd Six Weeks (25 days) 11/8 - 12/17/21
4th Six Weeks (28 days) 1/4 - 2/11/22
5th Six Weeks (34 days) 2/14 - 4/8/22
6th Six Weeks (33 days) 4/11 - 5/26/22
Elementary & Middle Schools = {9 Weeks}
1st Nine Weeks (38 days) 8/23 - 10/15/21
2nd Nine Weeks (40 days) 10/18 - 12/17/21
3rd Nine Weeks (47 days) 1/4 - 3/11/22
4th Nine Weeks (48 days) 3/21 - 5/26/22

Teacher Days - 187 days

New Teacher In-service
August 2-6, 2021
All Teachers
August 9-20, 2021
Staff Dev/In-Service/Work/Planning
October 11, 2021 (TC)
January 3, 2022 (W)
February 21, 2022 (TC)
May 27, 2022 (W)

Early Release/Work Days
October 27, 2021
March 30, 2022
May 26, 2022

KEY:
[ ] = Six Weeks (High School)
{ } = Nine Weeks (Elementary & Middle School)
NT = New Teacher Days
ET= Experienced Teachers Return
S = School Starts
T = Testing Days
H = Holidays
W = Work Day/Teacher Prep/Student Holiday
ER = Early Release
G = Graduation
TC = Teacher/Parent Conference Day
TP = Teacher Planning

For information on MECC, please visit moodychildhoodcenter.org.

Graduation - May 26, 2022

AUGUST 2021

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JUNE 2022

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JULY 2022

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Revised 1/13/21

Virtual Learning Overview

Face to Face

No virtual learning for grades PreK – 5

- Galveston ISD elementary students need direct face to face instruction.

Synchronous Virtual Learning – Grades 6 – 12

- Our past experience has shown us that our students need more structure.

Virtual Program assigned to Austin for Middle School Grades 6 – 8

- Austin is a STEM campus. The development of a Virtual Program with an Instructional Technology focus that will feed into the STEM Community at Ball HS.
- Students from the other middle schools in the district would be eligible to participate.

Virtual Program assigned to Ball High School – Grades 9 – 12

- We will align the Virtual program to align with Ball's STEM Community. Students will graduate with Industry Certifications in Instructional Technology.

Our application has been accepted by TEA for The Virtual and Hybrid Schools Accelerator Program.

Galveston ISD Elementary Plan for Closing Learning Gaps

2021-2023

This plan is the collaborative work of the elementary principals, their leadership teams and the Assistant Superintendent for Curriculum and Instruction.

The Need:

During the 2020 – 2021 school year, approximately 500+ elementary students fell behind in their academic work due to COVID 19. Many of these students struggled with remote learning. Some experienced multiple quarantines while others did not participate in learning on a consistent basis. In an effort to mitigate the learning loss, the elementary campuses are requesting permission to implement a rigorous campus intervention program beginning August 23, 2021 through June 1, 2023.

Overview of Program:

Burnet, Morgan, Oppe, Parker, and Rosenberg will **each** have **an intervention program for grades K, 1, and 2** comprised of **no more than 15 students in each intervention class known as "REACH"**. A grade level experienced teacher will teach the "REACH" class. These campuses will hire a Content Specialist (one per grade level in kinder, 1st, and 2nd and one for 3rd and 4th combined) to work with data and their respective grade level students. This Content Specialist will be in addition to title tutors/reading coaches some campuses have**. Crenshaw** will hire one Content Specialist to work with identified students. For two years, the remaining classrooms will have a limit of 20 students per class. Limiting the numbers of students per classroom will afford teachers more opportunities to meet students' individual needs and to better plan instructional groups.

Rationale:

The dollars that would be spent to create a new campus to meet the students' needs would be better spent by giving the campuses additional resources to serve those students. The campuses would have additional flexibility to leverage "Specials" and other academic programs to enrich as well as remediate or accelerate students. In addition, by having the individual programs on each of the campuses, the campuses will

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take more ownership in the progress of the students. Ultimately, the students impact their accountability and the principals want to ensure that the students are receiving quality instruction and quality interventions.

The Plan:

Each campus will identify 15 kindergarten students, 15 first grade students, 15-second grade, 15 third grade students, and 15 fourth grade students who are to participate in the "REACH" class. Campuses will hire four Content Specialists (one for K, one for 1, one for 2, and one for 3rd and 4th grade combined) who will coordinate efforts with other classroom teachers at their grade level and support the needs of the grade level students. **Crenshaw** will be able to hire one Content Specialist.

Every grade level teacher serving as the "REACH" instructor will be trained on LLI for grades K, 1 and 2.

The goal of "REACH" will be to serve students who are in danger of being retained. Special Education students will not participate in this program, but will be served through the Special Education program. Students in "REACH" will be limited to only 2 discipline infractions per year. "REACH" student's parents will sign an agreement that they will strive to meet no more than 10 absences per year for their child.

Projected Costs:

- 4 content specialist per campus X 5 campuses = 20 coaches +1 (Crenshaw)
- 21 content specialist X $60,000 = $1,260,000 or $240,000 extra per campus + $60,000 for Crenshaw
- $1,260,000 X 2 years = $2,520,000 or $480,000 per campus for two years (staffing) + $120,000 for Crenshaw for two years
- LLI Kits for K, 1, 2 per campus at $3500 X 15 = $52,500 (one-time purchase)
- STEMscopes Math $45,000 (annual cost) X 2 years = $90,000

Total projected cost for 2 years = $2,662,500

*Proposed plan saves the cost of staffing with administration, counselor, nurse, custodial, and Food Service

Typical cost for operating one elementary building annually = $3,600,000

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Galveston ISD Middle School Plan for Closing Learning Gaps 2021-23

This plan is the collaborative work of the middle school principals, their leadership teams, the high school principals and the Assistant Superintendent for Student Support.

The Need:

At the end of the third nine week grading period for the 2020-2021 school year, approximately **540** middle school students failed two or more courses. Of the 540 students, **204** of the middle school students attending SAIL failed two or more. Some students experienced multiple quarantines while others did not participate in learning on a consistent basis. In an effort to mitigate the learning loss, the middle school principals in collaboration with the high school principals propose the following interventions beginning August 23, 2021 through June 1, 2023.

Overview of Program

Closing Learning Gaps

Each of the campuses acknowledged the importance of strengthening support to their teachers and to the students effective the 2021-2022 school year. All teachers need support so they are able to deliver quality instruction which yields more than a year's academic growth in the case of students who are behind.

The campuses would benefit from having **a content specialist in each of the core subjects** (math, science, social studies, ELA). Currently, Central Middle School is the only school using this model. Austin, Collegiate, AIM and Crenshaw would benefit tremendously with the additional support. The content specialists are critical to onboarding new staff, assisting with planning, instructional coaching, assessment development and data analysis.

In addition to the content specialists, students at each of the campuses would also benefit from **two additional math teachers** and **two additional language arts teachers** to facilitate the acceleration of students who need additional support.

Social Emotional Learning is also a critical component in building students' confidence levels and addressing their social and emotional needs. The campuses will incorporate the 4th R Curriculum in appropriate classes such as PE or Health to address student needs around healthy relationships. The campuses will also use the SECOND STEP middle school curriculum that addresses mind-sets and goal setting; bullying and harassment; decision making; and managing relationships.

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The Plan

Students in grades five **fifth** through seven **seventh** will be identified as:

1. Those who need to be **retained** and repeat the entire year;
2. Those who will participate in on grade level classes, but will also have an additional **targeted class** in math and/a targeted class in ELA;
3. Students who are **currently on grade level**.

Students who are retained will repeat the entire year. This plan is focused on those students who are capable of meeting grade level expectations with additional targeted assistance.

Students in grades fifth through eighth who have not been successful on STAAR in previous years will be strategically scheduled into additional math and/or reading instruction (Targeted Math) or (Targeted ELA) class. The purpose is to ensure that students get the needed support as part of their regular school day and not pull students out of their on-grade level classes or have students wait for an after school intervention. Intervention (Targeted) classes will have no more than 15-20 students in each class.

Transition to HS

Each campus will identify eighth grade students from 2020-2021 who with additional assistance the last grading period show evidence of progress will be able to move on to Ball High School per the request of the Ball Principal. Ball will ensure that the students are placed in classes that will help them catch up and be on course for ninth grade work.

Candidates for AIM

Students who are significantly overaged would be candidates for attending AIM. AIM will be expanded according to AEA (Alternative Education Accountability) guidelines to support additional students in grades sixth-eighth.

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Implementation Overview

Each campus needs a minimum of four **four** teachers for targeted instruction; **one** for 5th and 6th grade math; **one** for 7th and 8th grade math; **one** for 5th and 6th grade ELA and **one** for 7th and 8th grade ELA. These teachers will provide **direct instruction** to the identified students.

The four teachers will work closely with their content colleagues to identify a screener for **ELA** and a screener for **mathematics** so that student progress is measured at the beginning of the year, the middle of the year, and the end of the year.

- Instructional configuration – Students in grades 5th and 6th will participate in a blocked reading class and a blocked math class. The Targeted Class for either reading or mathematics will be an additional 45-50 minutes scheduled into the day. The students in grades 7th and 8th who are identified to participate in the intervention will attend their on-grade level class and will be scheduled into the Targeted Class.

REQUESTED FTE/STIPEND	RATIONALE	EXPECTED OUTCOME	Projected Costs
5TH & 6TH GRADE TARGETED MATH INSTRUCTOR (PROFESSIONAL)	Provide additional Math instruction to 5th and 6th grade students (45 – 90 minutes) to close learning gaps **AIM, Austin, Central, Collegiate, Crenshaw**	Enhance teaching and learning in math; and increase student achievement on the math STAAR test	5 total teachers = $300,000
7TH & 8TH GRADE TARGETED MATH INSTRUCTOR (PROFESSIONAL)	Provide additional Math instruction to 7th and 8th grade students (45 – 90 minutes) to close learning gaps **AIM, Austin, Central, Collegiate, Crenshaw**	Enhance teaching and learning in math; and increase student achievement on the math STAAR test	5 total teachers = $300,000
5TH GRADE/6TH GRADE TARGETED ELA INSTRUCTOR (PROFESSIONAL)	Provide additional ELA instruction to 5th and 6th grade students (45 – 90 minutes) to close learning gaps **AIM, Austin, Central, Collegiate, Crenshaw**	Accelerate learning in ELA for students who've fallen behind; & increase student achievement in on the Reading STAAR test	5 total teachers = $300,000
7TH GRADE/8TH GRADE TARGETED ELA INSTRUCTOR (PROFESSIONAL)	Provide additional ELA instruction to 7th and 8th grade students (45 – 90 minutes) to close learning gaps **AIM, Austin, Central, Collegiate,**	Accelerate learning in ELA for students who've fallen behind; & increase student achievement in on the Reading STAAR test.	5 total teachers = $300,000

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REQUESTED FTE / STIPEND	RATIONALE	EXPECTED OUTCOME	Projected Costs
MATH CONTENT SPECIALIST/ COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. AIM, Austin, Collegiate, Crenshaw ***Central has the position**	Teacher delivery effectiveness of instruction will increase and the student learning curve will rise	4 total coaches = $240,000
ELAR CONTENT SPECIALIST/COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. AIM, Austin, Collegiate, Crenshaw ***Central has the position**	Teacher delivery effectiveness of instruction will increase and the student learning curve will rise	4 total coaches = $240,000
SOCIAL STUDIES CONTENT SPECIALIST/COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. Austin –1 Coach Collegiate –1 Coach ***Central has the position** *AIM and Crenshaw could share District Social Studies Specialist	Teacher delivery effectiveness of instruction will increase and the student learning curve will rise	2 total coaches = $120,000

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REQUESTED FTE / STIPEND	RATIONALE	EXPECTED OUTCOME	Projected Costs
SCIENCE CONTENT SPECIALIST/COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. Central, AIM, Austin, Collegiate, Crenshaw- one coach each	Teacher delivery effectiveness of instruction will increase and the student learning outcomes will improve	4 total coaches = $240,000
Middle School Newcomer Teacher (PROFESSIONAL)	Galveston ISD has a growing newcomer population. We would house the program at **AIM**	Teacher delivery effectiveness of instruction will increase and the students will transition to English classes after a year in the program	1 teacher = $60,000
Middle School Newcomer Instructional Aide (PARAPROFESSIONAL)	Galveston ISD has a growing newcomer population. We would house the program at **AIM**	Support to the students will increase likelihood of a successful student transition after a year in the program	1 instructional aide = $35,000
Behavioral Specialists/SEL Specialists	Support emotional needs of students **AIM, Austin, Central, Collegiate**	Galveston ISD CAUSEWAY GALVESTON has model that can be replicated as evidenced with Student-selfie	2 positions + $120,000 Leverage resources with Causeway Galveston
HALL MONITOR (CLASSIFIED)	A monitor allows Administrators to spend more instructional time in the classrooms. Helps prevent student hallway misbehavior and to help cut down unnecessary student movement during instruction time. **Collegiate**	Ameliorated monitoring and supervision during unstructured time	2 positions = $50,000
RECEPTIONIST (CLASSIFIED)	Based on the daily call volume, we are in need of a receptionist to assist our Attendance Secretary with customer service via telephone communication. **Collegiate**	Enhanced parent support and customer service	1 clerical aide = $35,000
504/RTI/ AT-RISK/Dropout Recovery/Prevention CLL CLERK (CLASSIFIED)	The recordkeeping involved in 504/RTI/ Dropout Recovery/Prevention & AT-Risk population is very time-consuming. Support providing clerical help will free up Counselor & CLL to address Student needs & Contributing to the Administrative Team effort. **AIM, Austin, Central, Collegiate, Crenshaw**	Greatly increase productivity of the Counselor and CLL	5 clerical aides = $175,000

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COLLEGIATE TURN AROUND 2021-22

1. STAFFING PLAN

☐ **PRINCIPAL** – Following direction of Assistant Superintendent for Student Support

☐ **4 ADMINISTRATORS**

- **Dean of Students**
  Discipline – ISS – Behavior Interventionist – Pride Program – Saturday School
- **8th Grade Assistant Principal**
- **7th Grade Assistant Principal**
- **5-6th Grade Assistant Principal**
  - Each AP will be assigned a content area. One will be testing coordinator.

☐ **SEL SUPPORT**

- **Counselor**
- **Causeway Galveston SEL Specialist (Full Time)**
- **Teen Health**
- **504/RTI/Dropout Recovery/CLL Clerk**

☐ **4 ACADEMIC COACHES**

- **Math**
- **Reading**
- **Social Studies**
- **Science**

☐ **2 SECURITY GUARDS** – Report to Dean of Students

☐ **4 TURNAROUND ACADEMIC INSTRUCTORS**

- **5/6 Targeted Math**
- **7/8 Targeted Math**
- **5/6 Targeted ELA**
- **7/8 Targeted ELA**

2. ACADEMIC STRATEGIES

☐ **TEKS Resources**

☐ **Reflective Practice Models**

☐ **Formative Assessments (STAAR Quizzes)**

☐ **Intervention & Enrichment**

- **Before / After School Programs (ex. TorKids)**
- **Mentoring (ex. UTMB Connect)**
- **Education Galaxy**
- **Saturday School**
- **EXACT Path**


GALVESTON INDEPENDENT
SCHOOL DISTRICT

Galveston ISD Voluntary Desegregation Plan

Equity of Educational Opportunities –Student Assignment for Elementary Schools

Galveston Independent School District will provide a 30 day choice period in which parents can choose the school where they would like their child to attend. There are no attendance zones for any school in the district. Parents are given the opportunity to make a 1st, 2nd, and 3rd school choice which the district makes every effort to honor. Denial of school choice occurs when there is overcrowding in the selected school.

Every effort will be made to attract students within our city who may have chosen schools outside of the district. One of the community's major employers is the University of Texas Medical Branch. Many of the employees live off the Island and their children attend schools off the Island. The district will recruit heavily from this population to attract students to our magnet programs, thereby, making our schools more diverse.

For the 2010-2011 school year, students who wanted to remain at their current campus were grandfathered. In subsequent years, for each grade level where the number of School Choice Applications received during the first consideration period exceeds the number of spaces available, determination of space availability shall be made based on the following order of priority:

a. Siblings of students currently enrolled will be given priority
b. Those new applicants who are siblings of a student currently enrolled in a GISD school who also live at the same residence
c. Children of school employees who reside within the district
d. Children of school employees who reside outside of the district
e. New student applicants who reside within the community and are not siblings of a currently enrolled student or the child of a school employee
f. New student applicants who reside outside of the district

If the number of choice/open enrollment applicants exceeds the number of spaces available, the space availability determination shall be by lottery.

Applicants not assigned to a requested choice school will keep their current assignment and be placed on an ordered waiting list. Once admitted to any school through school choice, the student may remain at that school through the highest grade at the school, as long as the services the student needs are available at that the school.

Students will not lose their current seat assignment when seeking a different school **during the open enrollment period.** However, if a parent accepts the new seat assignment, the previous

assignment is surrendered and may not be requested again unless there is still an available seat at the school.

Kindergarten and Students New to the District

All incoming kindergarten and all students new to the district must apply for a choice school. In the event, the choice options are filled, the students will be assigned to a school with available space and may have the opportunity to re-apply during the next year's enrollment period.

Assignments will be made based upon the availability of seats at the school and available school choices at the time of the request.

Assignment Process after the Application Period

- A separate assignment process will be used for students who:
    - Enter the district during the school year
    - Have been dismissed from a campus or program
    - Were assigned to a school using false information
    - Are assigned to a different school by the Superintendent, or designee pursuant to Board policy

Equity of Educational Opportunities –Student Assignment for Middle Schools

Parents will apply on behalf of their student to the middle school.

For the 2010-2011 school year, students had the option of remaining at their current campus. In subsequent years, for each grade level where the number of School Choice Applications received during the first consideration period exceeds the number of spaces available, determination of space availability shall be made based on the following order of priority:

a. Siblings of students currently enrolled will be given priority.
b. Those new applicants who are siblings of a student currently enrolled in a GISD school who also live at the same residence
c. Children of school employees who reside within the district.
d. Children of school employees who reside outside of the district
e. New student applicants who reside within the community and are not siblings of a currently enrolled student or the child of a school employee
f. New student applicants who reside outside of the district

If the number of magnet applicants exceeds the number of spaces available, the space availability determination shall be by lottery.

Socioeconomic Diversity

Beginning 2018, The District will address the socioeconomic disparities at Morgan Elementary Health and Science Magnet and Crenshaw Environmental Science Magnet by allocating a number of seats for inter-district transfers.

The application for 2018 will ask information about highest educational attainment, annual income, and the number of children residing in the household.

The SES priority ranking will be used 2018 with inter-district transfers to help balance the campus SES.

The District will refine its process and expand to all schools in 2019.

Equity of Educational Opportunities –Student Assignment for High School

High School

Incoming freshmen and sophomore students at the high school for will rank order their choices 1st, 2nd, 3rd, and 4th among four theme based programs. Of the incoming students, 125 – 135 freshmen will be selected to participate in a program of their choosing. Should more students express and interest than available seats, students will be selected through the lottery process.

Diversity and Educational Quality

1. The school district shall maintain educational and financial equity among all schools in the district by providing substantially uniform educational resources to all schools in the district regardless of the location of the school, the demographic composition of the school, or the type of education program provided. The school district shall actively seek and obtain all types of additional intervention and compensatory resources for all eligible students and schools.
2. The school district shall (a) make provisions for staff development, which prepares all staff to work successfully with all students regardless of racial, ethnic, socio-economic, parental education, and cultural backgrounds; (b) promote and encourage the use of effective and innovative instructional strategies in classrooms throughout the district; and (c) actively continue to seek more teachers, counselors, and administrators from diverse backgrounds, including members of racial and ethnic minority groups.
3. Schools shall work cooperatively with each other and with central office to ensure that the enrollment of each school is or that schools are making satisfactory progress toward achieving diversity.
4. Program capacity shall continue to be established for each school based on factors such as: size of facility, size of student population, program placement, class-size guidelines, workstations, and facility utilization.

5. The school district shall continue to implement a funding formula through which schools shall receive per-pupil funding for enrollment that is within the agreed-upon designated program capacity formula.

Accountability and Monitoring

1. The superintendent or designee shall monitor implementation of the Student Assignment Plan and shall make periodic reports to the board regarding implementation of the Plan.
2. The school district shall continue to use the centralized application process for students who are interested in magnet schools, magnet programs, or optional programs. The school district shall monitor and provide final approval for assignment of students to magnet schools, magnet programs, optional programs. Magnet schools, magnet programs, and optional programs shall be monitored for quality and recruitment strategies that facilitate the provisions of the Student Assignment Plan.
3. The school district shall implement a consistent process for informing parents about the Student Assignment Plan and available choices. Schools shall have the major responsibility for providing information to parents and the Support Center shall provide support to parents in the selection/assignment process.
4. Any school that does not make satisfactory progress toward achieving diversity shall develop a plan and process, with district support, to work toward compliance in a timely manner.
5. The superintendent shall be authorized to take all actions necessary to implement these recommendations