

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