

POLICY TO PROMOTE RACIAL BALANCE AND RESPECT FOR THE
DIVERSITY OF POPULATION IN OUR COMMUNITY

0522.

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POPULATION IN OUR COMMUNITY 0522**

The Meriden Board of Education is committed to maintaining racial balance within all its schools and programs and is determined to provide quality integrated education, equal educational opportunities and promote respect for the diversity present in our population for and among all students regardless of race, national origin, sex, gender identity and/or expression, socioeconomic status, language, religion or disability in accordance with its policy and state and federal laws.

In working proactively toward the development and maintenance of quality integrated educational programs and schools for all students, the Board shall be guided by the following criteria:

1. Consider educational factors, including, but not limited to, school integration and the neighborhood school concept, in making decisions about redistricting, the selection of new school sites, and expansion of present schools.
2. Incorporate in the school curriculum instructional materials which encourage respect for diversity of social experience through texts and illustrations and reflect the contribution of minority group members through history and culture.
3. To the extent that it will not make a school racially imbalanced as defined by the Connecticut General Statutes, assign school students who are designated as walking students by Board of Education policy to the school within walking distance of their residence.
4. To the extent that it will not make a school racially imbalanced as defined by the Connecticut General Statutes, assign school students who are designated as bus students by Board of Education policy to one of the two schools closest to their residence.
5. Allocate school educational resources and personnel to schools based upon the educational needs of the school's population.
6. Make every effort to respect the diversity of our population in the scheduling of activities and events within each individual school.

Approved December 20, 1994

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