

## Instruction

### Nondiscrimination in the Instructional Program

The school endeavors to avoid discriminatory actions and to foster good human and educational relations which will help attain:

1. Equal rights and opportunities for students and staff members in the school community;
2. Equal opportunity for all students to participate in the total school program;
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences;
4. Training opportunities for improving staff ability and responsiveness to educational and social needs;
5. Opportunities in educational programs which are broadly available to all students; and
6. An appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources and (3) a safe school setting.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

10-18a Contents of textbooks and other general instructional materials.

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.

10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.  
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted:

April 26, 2001

MARLBOROUGH PUBLIC SCHOOLS  
Marlborough, Connecticut

## **Instruction**

### **Equal Educational Opportunity**

#### **Reduction of Racial, Ethnic and Economic Isolation**

The Board of Education shall provide, in conformity with all applicable laws, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.

In providing such opportunities, the Board will consider such programs or use such methods as:

1. Inter-district magnet school programs;
2. Charter schools;
3. Inter-district after-school, Saturday and summer programs and sister-school projects;
4. Intra-district and inter-district public school choice programs;
5. Inter-district school building projects;
6. Inter-district program collaboration for students and staff;
7. Minority staff recruitment;
8. Distance learning through the use of technology;
9. Experiences that increase awareness of the diversity of individuals and cultures; and
10. Community and parental involvement in the school district.

The Board shall report by October 1, 2011 and biennially to the Commissioner of Education on district programs and activities undertaken to reduce racial, ethnic and economic isolation, including information on the number and duration of such programs, the number of students and staff involved and evidence of the progress over time in the reduction of racial, ethnic and economic isolation. Such information shall, through the Commissioner of Education, be reported to the Governor and the General Assembly.

- (cf. 1110.1 Parental Involvement)
- (cf. 1212 School Volunteers)
- (cf. 1330 Use of School Facilities)
- (cf. 5117.1 Intra-District Choice/Open enrollment)
- (cf. 5117.2 Inter-District Choice)
- (cf. 5117 School District Lines)
- (cf. 5118 Nonresident Attendance)
- (cf. 6010 Goals and Objectives)
- (cf. 6114.7 Safe Schools)
- (cf. 7010 Goals and Objectives - Construction)
- (cf. 7100 Planning-Construction)

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**Equal Educational Opportunity**

**Reduction of Racial, Ethnic and Economic Isolation**

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined, as amended by PA 97-290 An Act Enhancing Education Choices and Opportunities.

10-220 Duties of boards of education

10-226h Programs and methods to reduce racial, ethnic and economic isolation (as amended by P.A. 11-179)

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