

Student Quality Education And Diversity Policy

The Governing Board believes that providing students the opportunity to attend schools with diverse enrollments has inherent educational value from the stand point of education's role in a democratic society. The survival and vigor of democracy depend upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different view points and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding and tolerance, which are particularly important in a diverse society such as ours. In addition, research shows that integrated education expands post-secondary opportunities for diverse populations and helps to provide greater equality of opportunity.

This school system is fortunate to have the pluralism brought by the African-American, Native-American, Asian, Filipino, Pacific Islander, Hispanic/Latino, White and multi-ethnic communities in our area and by the multitude of ethnic and linguistic groups within each of these communities. In addition, the district has students from diverse socio-economic backgrounds, students with special needs and students of both genders. Some factors contributing to the diversity in the schools are under the control of the administration and other, more powerful factors are due to community demographic conditions. The District's diversity reflects the increasing pluralism of American society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens and in a multi-racial/multi-ethnic world in which men and women study, work, and govern together.

To provide all students the opportunity to attend schools with diverse learning settings, the district shall consider a variety of critical options. These include:

1. Providing student the opportunity to transfer to schools within the district;
2. Providing students the opportunity to attend special programs, such as charters, magnet, specialty and thematic programs;
3. Providing extracurricular and curricular experiences, including multi-cultural education pursuant to Board Policy 6141.6;
4. Creating attendance areas with diverse enrollments; and
5. Selecting new school sites.

Therefore, the Governing Board believes that a policy that supports quality education for students in diverse learning settings will have a positive effect on our students who will live and work together in a diverse society.

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: October 6, 1999 Fresno, California

