



Advancing Equity in the Meriden Public Schools

April 27, 2021



Dr. Mark Benigni
Superintendent

Louis Bronk
Assistant Superintendent for
Personnel and Talent Development

Dr. Lysette Torres
Principal, Thomas Hooker Elementary School

Orlando Valentin
Teacher Leader, Casimir Pulaski Elementary School

District Overview

Our Schools

- 8 elementary schools
- 3 middle schools
- 2 high schools
- Venture Academy
- Success Academy
- CCC Program
- College & Career Readiness Center


Our Students

- 8,500 students
- 75% students identify as non-white
- 77% free/reduced price meals
- 19% SPED
- 15% EL/LEP

Partnerships Matter

- Your Staff
- Your Families
- Local Service Providers
- Your Municipality
- Foundations and Philanthropists
- Higher Education
- Business Community
- Press and Media



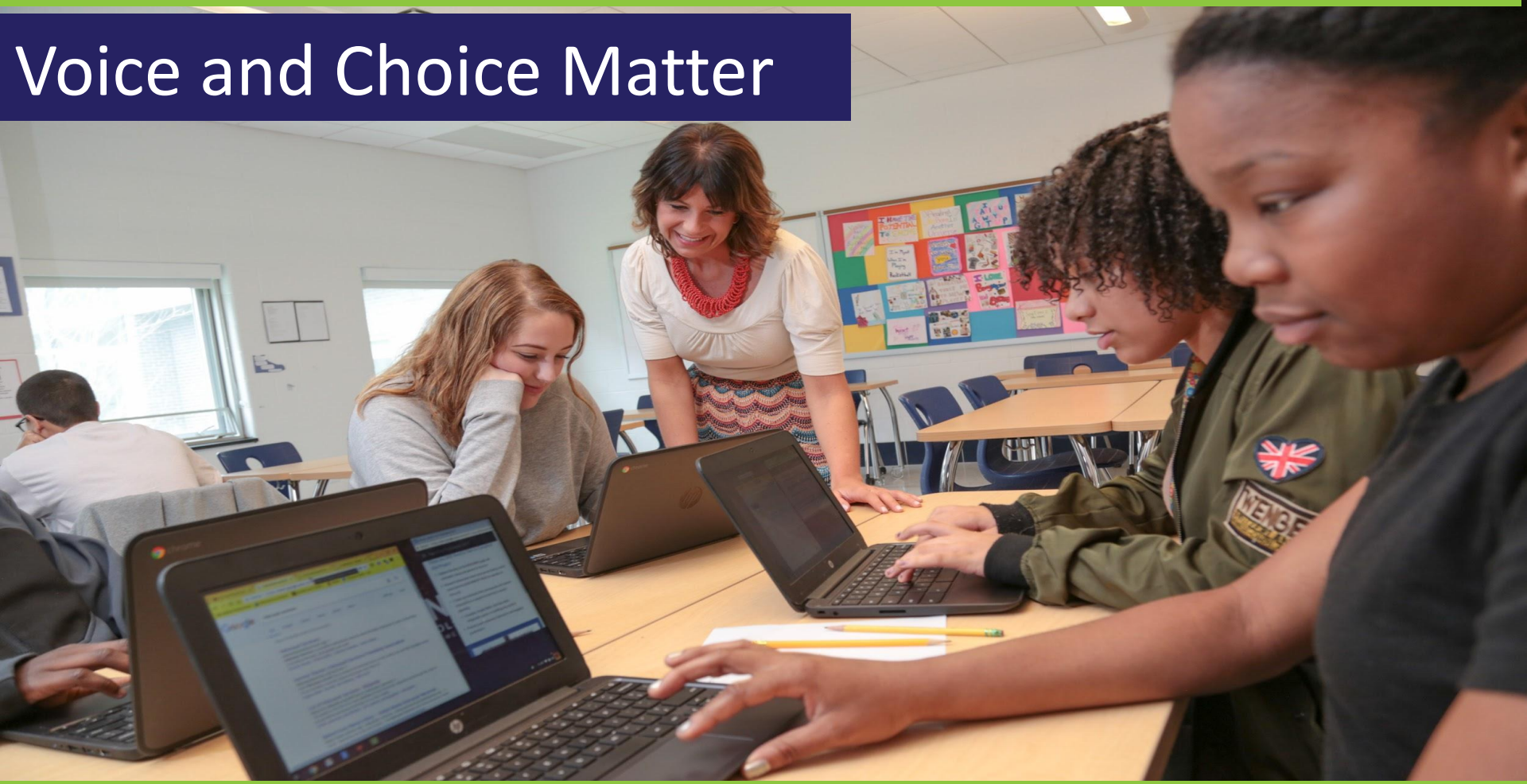
A photograph of three students in a computer lab. In the foreground, a young man with short dark hair, wearing an orange Oklahoma State University sweatshirt and white earbuds, is smiling and looking towards the right. Behind him, a young woman with long dark hair and glasses, wearing a yellow shirt, is pointing her right index finger towards a computer monitor. Another student is visible in the background, also working at a computer. The room has white walls, a drop ceiling with fluorescent lights, and bookshelves in the background. The text is overlaid in a dark blue, italicized font.

Regardless of socioeconomic status or prior learning experiences, all students must be able to access digital resources to expand their world.

We All Learn Differently



Voice and Choice Matter



Flexible Learning Spaces



Anytime, Anywhere Learning

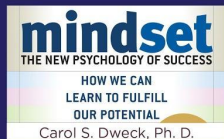


INCREASED LEARNING FOR ALL STUDENTS

- Academic Level
- Accelerated Level
- Advanced Placement
- Early College Enrollment
- College and Career Pathways

WE PROVIDE STUDENTS WITH MULTIPLE OPPORTUNITIES TO REACH THEIR POTENTIAL

Value Effort



Carol S. Dweck, Ph. D.

HELPING STUDENTS SUCCEED

- Encourage Completion of Quality Work
- Review Current Grading Procedures
- Engage and Motivate Students



GREATER ACCESS TO ALL CLASSES

Prerequisites are not a barrier to learning



HIGH SCHOOLS OF TOMORROW



Road Map to Equity for All

DIGITAL TRANSFORMATION

- Bring Your Own Device Guidelines K-12
- District Provides Devices



2010-2011
0 Devices

2014-2019
Over 8,000 Devices

MASTERY-BASED LEARNING

- Standards-Based Elementary Report Card
- Standards-Based Rubrics
- Common Core State Standards
- Performance-Based Options

BOARD OF EDUCATION POLICY REVISION

- To provide a student-centered learning environment to meet the individual needs of each student
- To provide an education program which will lead to college and career readiness
- To provide a technology- and resource-rich learning environment
- To provide opportunities for learning outside the traditional classroom

PERSONALIZED LEARNING EXPERIENCES



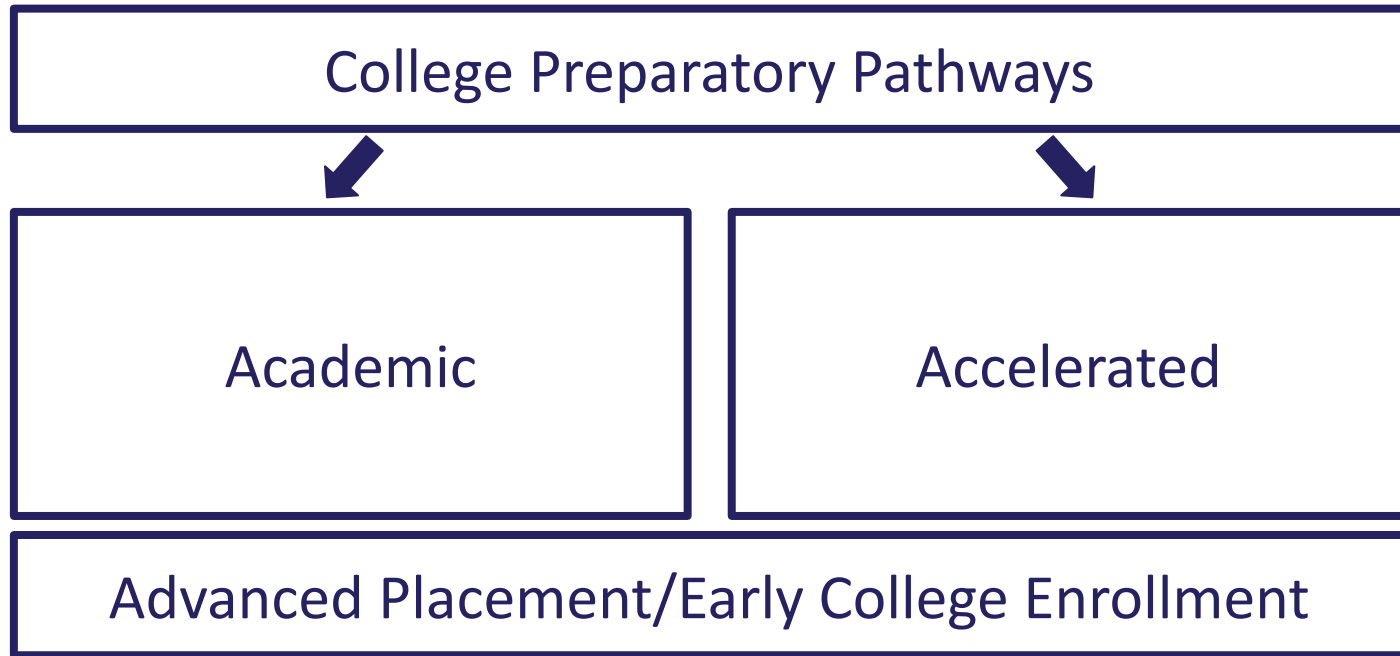
FOR CREDIT

ANYTIME, ANYWHERE LEARNING



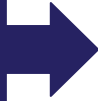
Raised the Bar for All Students

Collapsed Academic Levels from Five to Two



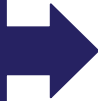
Growth Mindset

ABANDON

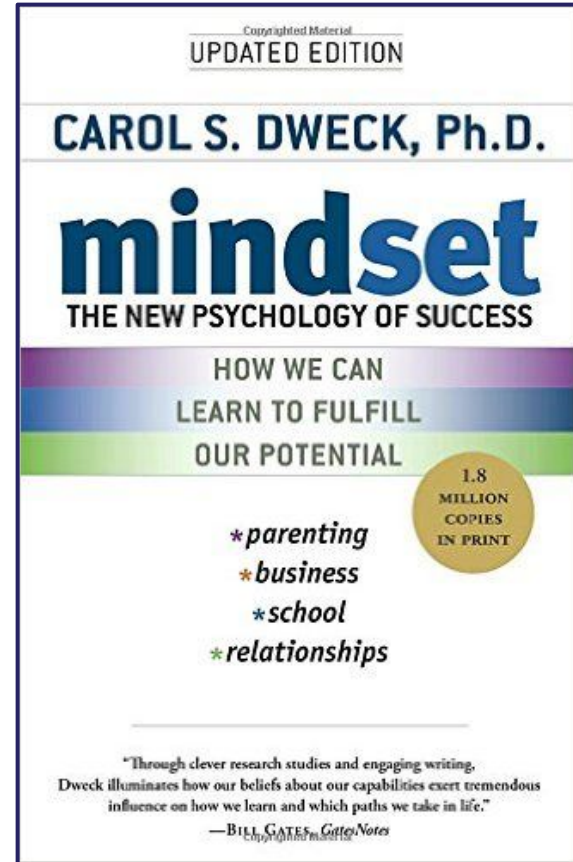


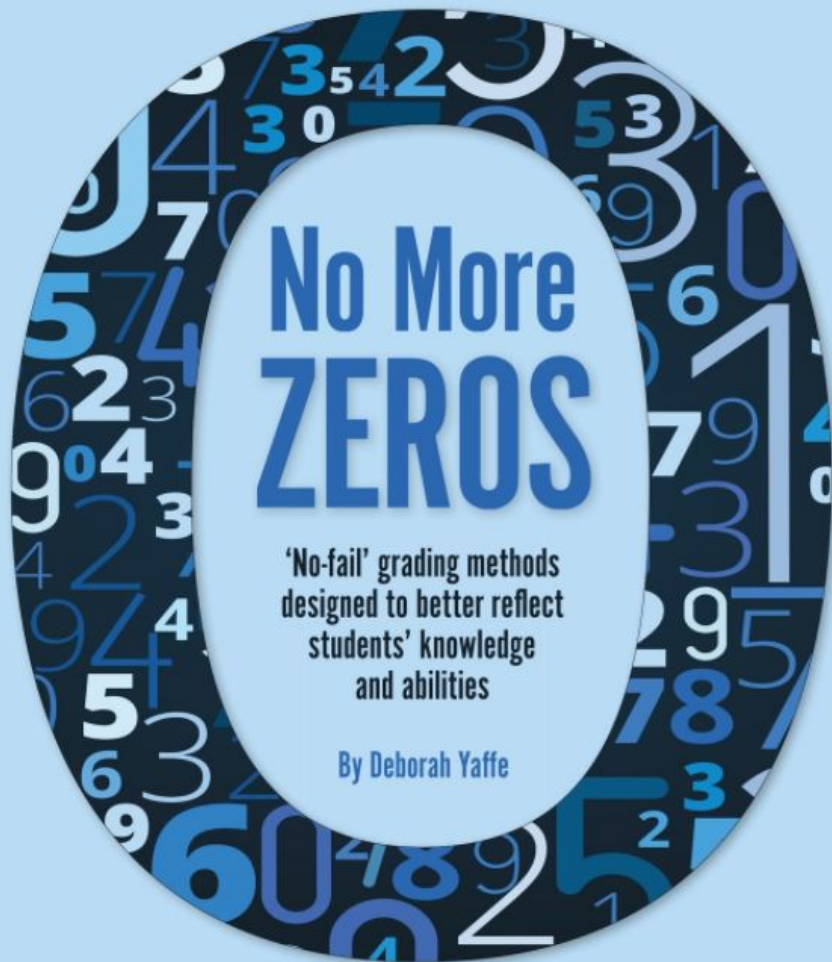
A Fixed
Mindset

ADOPT



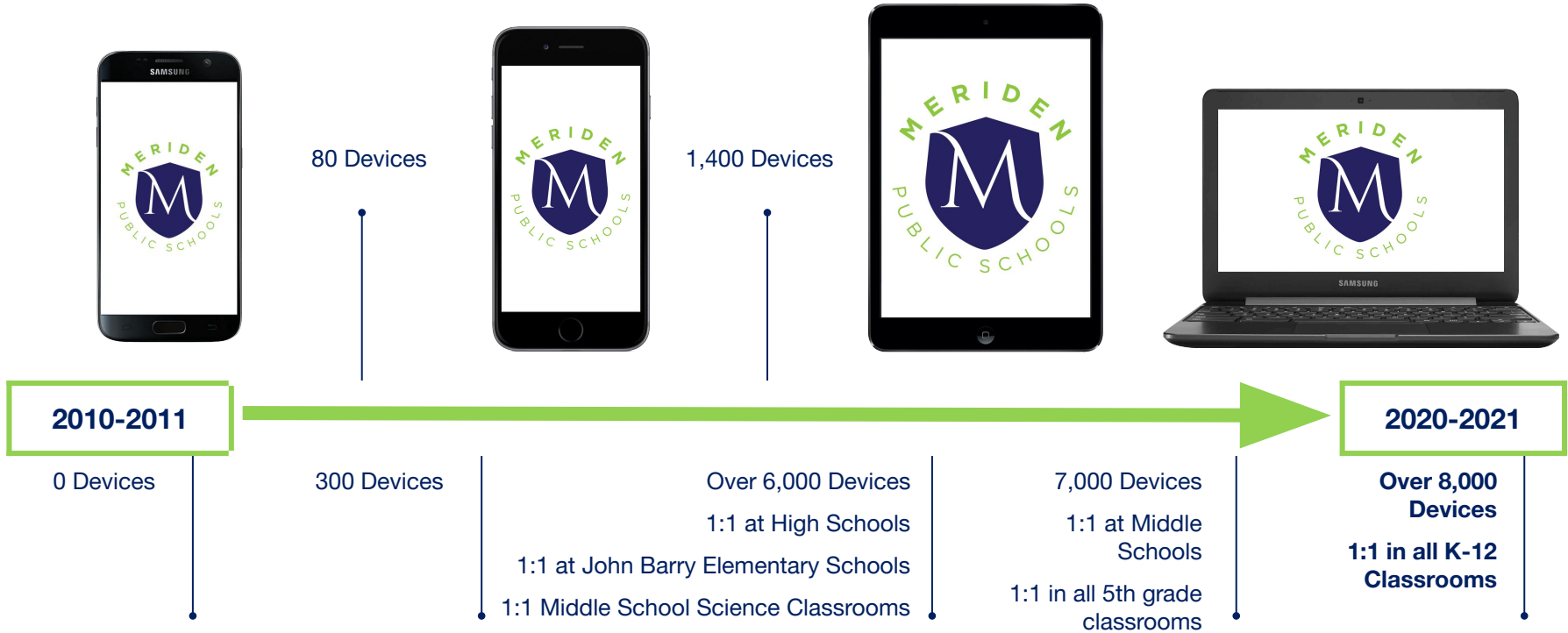
A Growth
Mindset





“Giving a kid a zero takes the kid off the hook. The consequence of getting a zero should be doing the work.”

Increased Mobile Devices



Access for All

- Loanable wifi hotspots
- Available in all secondary schools
- Filtered for safety
- Time Controls Restricting Access

Have **online** homework?

Need **Internet access?**

We are here to help!

Sign out a **SmartSpot®** from the Media Center today!



FREE Wi-Fi WiFi is available on all MPS school campuses, Meriden Public Library, and municipal buildings.

For more information, contact Susan Moore, Supervisor of Blended Learning,
susan.moore@meridenk12.org | 203-630-4193

Providing Access for All – Anytime, Anywhere

MERIDEN PUBLIC SCHOOLS  www.meridenk12.org
Here, Students Succeed

Digital Tools and Partners



Board Policies

Policy 5005

GOALS FOR STUDENTS

The Board and staff shall work together to establish for each student an environment conducive to learning and shall aspire to the following goals regarding students.

to provide a student-centered learning environment to meet the individual needs of each student according to his or her specific background, capabilities, learning style, interests and aspirations;

to provide an educational program which will lead to college and career readiness for all students;

to provide a technology and resource rich learning environment;

to provide opportunities for learning outside the traditional classroom and school building (e.g., online courses, independent study, internships and externships);

Grade 3 Students Reading on Grade Level



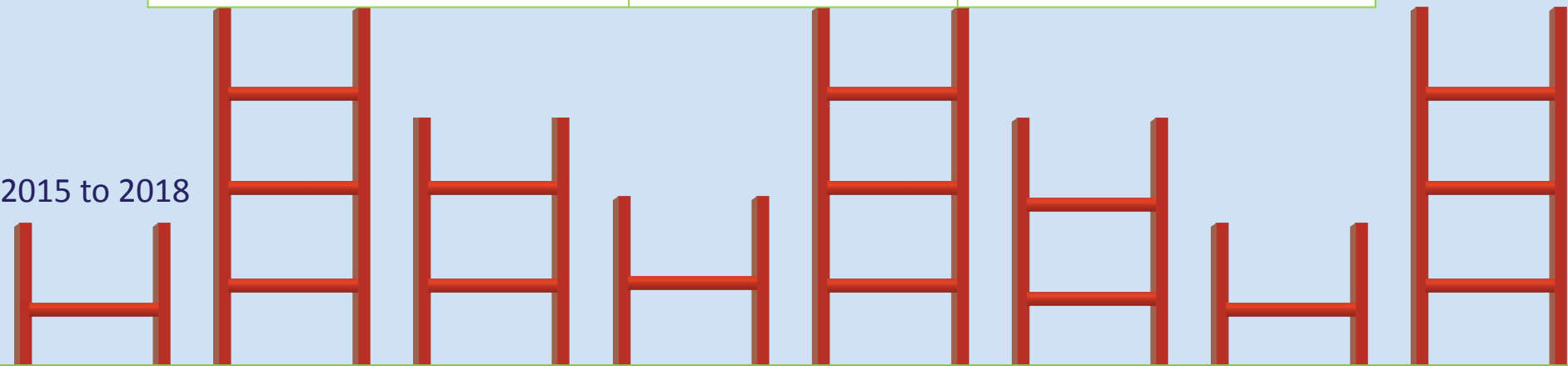
20% Increase



SBA Scale Score Increases by Subgroup

Black	Hispanic	White
+32	+19	+15

2015 to 2018



High School Offerings for Middle School Students

Integrated Physical Science

United States History

Algebra 1

Young Adult Literature/ Modern Fiction and Poetry

Open Access to AP/ECE Courses

	2010-2011	2020-2021
All Students	184	895
Free/Reduced	40	519
Hispanic	25	258
Black	10	70
ELL	1	17
SPED	0	4

On-Track Conferences

- Behavior
- Attendance
- Grades
- College and Career Readiness



B's or Better

My On-Track Snapshot

School Goals	On-Track	Off-Track
Behavior: Zero suspensions	X	
Attendance: Greater than 90%		X
S1 Grades: Passing 5+ classes	X	
S1 Grade Average: Above 80%		X

Grade 9 On-Track Results

96% of Grade 9
students on-track*
to graduate in
four years



*Earning 6 or more credits

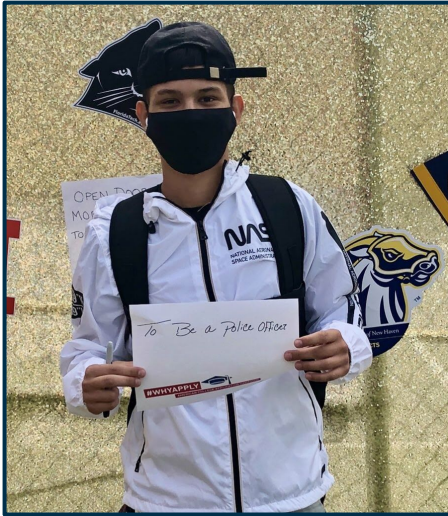
College Visits

- Summer Bridge
- All Grade 10 Students
- Grade 11 and 12
Schools of Interest
- Virtual Tours

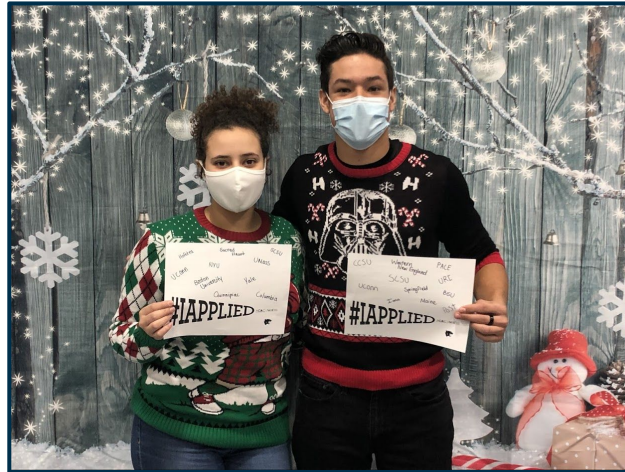


College Application Campaign

#WhyApply



#IApplied



#Accepted



College Signing Day



Climate Suite

LEA Assessment Theme of Climate Surveys:

Design assessments and programming to produce diagnostic, actionable data practitioners can use to address each individual student's needs.

The need: re-engage the disengaging student ... who feels "bullied."

Trigger E-Mails					
	Never	Rarely	Sometimes	Very Often	Always
34. I get hit or threatened ...	1	2	3	4	5
OR					
35. ... mean rumors ... about me	1	2	3	4	5

Would you like to tell us about it?

MERIDEN Board of Education
School Climate Survey

School Climate Survey for Students - September 2013

Your answers to this survey will help us make your school better. If you do not want to answer a question, you can skip it.

All of your answers are confidential. That means we cannot share your answers with anyone, unless you tell us about it. Then, you tell how often you feel each sentence happens in your school.

The survey is simple and only takes about 10 minutes. First, you tell how much you agree or disagree with each sentence. There are no right or wrong answers. Just tell how you feel about each sentence.

Click NEXT to begin, and after you answer each question. The sentences are about you, your school and your school work.

Next

You've answered 0 out of 47 questions



MERIDEN Public Schools

Getting to Know You Survey

Home Reports

Pride in All We Do

Log Out

Getting to Know You 2015-2016

Part I

First, tell us something about what you like to do outside of school:

1. Is there a particular sport you are good at or you enjoy?

2. If yes, what sport(s)? ☒ Yes ☐ No

3. Do you play a musical instrument? ☐ Yes ☐ No

4. If yes, what instrument do you play? ☐ Yes ☐ No

5. If no, would you like to learn a musical instrument? ☐ Yes ☐ No

6. If yes, what instrument do you want to learn? ☐ Yes ☐ No

7. I attend religious services (church/synagogue/temple/mosque, or other house of worship). ☐ Never ☐ Rarely

8. Do you like to sing or sing in a choir? ☐ Never ☐ Rarely

9. Would you like to sing in a group or choir about singing? ☐ Never ☐ Rarely

10. Do you ...

MERIDEN PUBLIC SCHOOLS
Here, Students Succeed

MPS Cares SPEAK UP

Against



Bullying



Planned fights



Students in crisis



Threats of violence



Weapons brought to school

Email: speakup@meridenk12.org
Text or Call: (203) 694-0746



78% of students have a good to very good “Sense of Belonging”

Chronic Absenteeism



23 % Decrease

Subgroup Data Analysis

Meriden Public Schools Suspensions and Arrests Summary August to February 26 2019-20 and 2020-21 Number of Offenses with Special Education Status										
	2019-2020			2020-2021						
School	OSS	ISS	Arrests	OSS	ISS	Arrests	Unduplicated Number of Students Suspended by Special Ed Status			
							Non SpEd	SpEd Violation >10 days	SpEd 5-10 days	SpEd <5 days
	24	0	0	9	0	0	4	0	2	1
	5	1	0	11	0	0	2	2	1	3
	0	1	0	1	0	0	1	0	0	0
	3	0	0	1	0	0	0	1	1	0
	0	0	0	2	1	0	1	0	0	1
	-	-	-	-	-	-	-	-	-	-

Suspensions: Elementary Schools					
	Black	White	Hispanic	Other/Multi	Races "Over-Represented"
Zero Tolerance	0	53.8%	38.5%	7.7%	White > 10%
Policy Suspensions	21.1%	21.1%	47.4%	10.5%	Black >5%
Elementary Population	16%	22%	46%	17%	

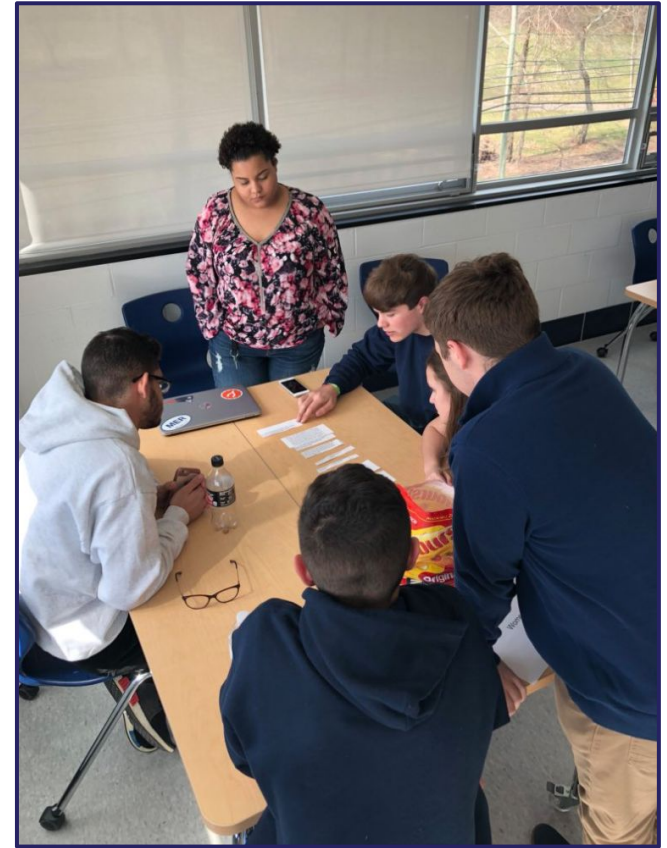
Suspensions: Secondary Schools					
	Black	White	Hispanic	Other/Multi	Races "Over-Represented"
Zero Tolerance	22.2%	29.6%	44.4%	3.7%	Black >5%
Policy Suspensions	25.9%	11.1%	59.3%	3.7%	Black and Hispanic >10% >10%
Secondary Population	15%	26%	48%	11%	

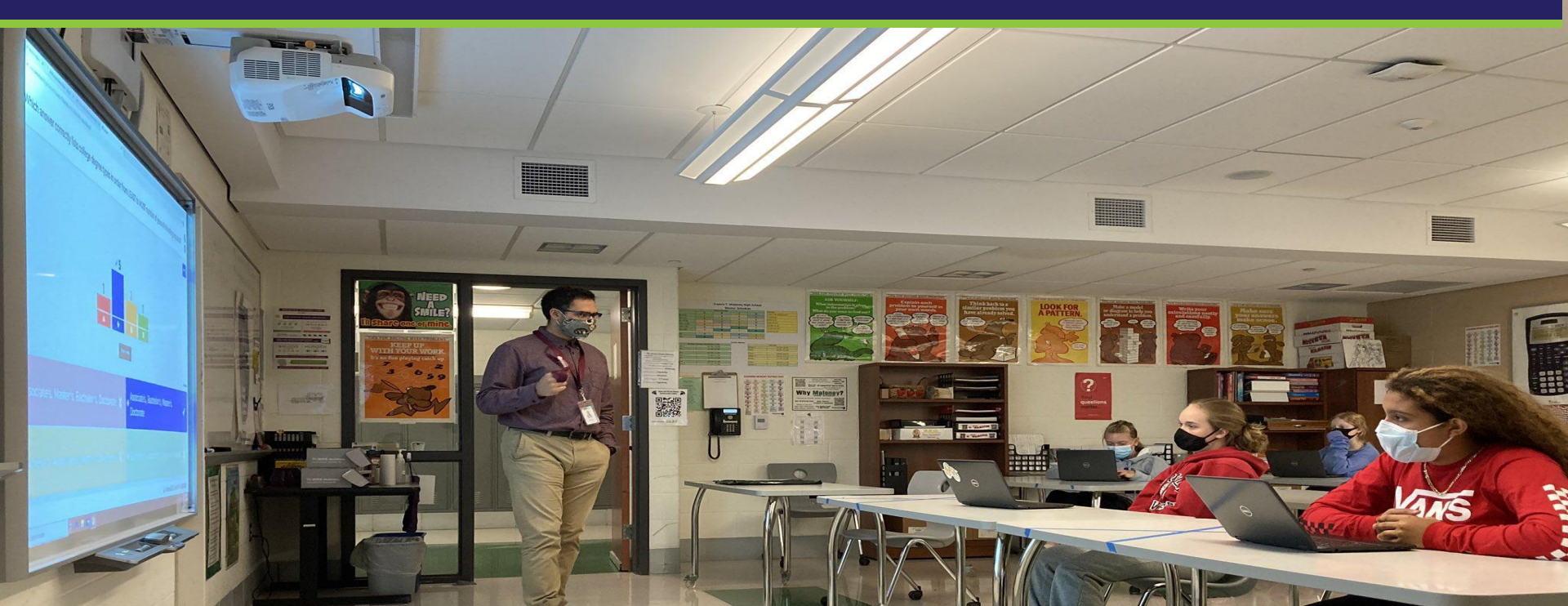
Restorative Practices



Youth Dialogue Sessions

- Structured voice
- Student facilitated





Suspensions
82% Decrease



Expulsions
93% Decrease

4-Year Graduation Results



20%
Increase

Since 2010



Summary of District-Wide Equity Training





District-Wide Equity Work

Phase 1

2017 - 2019



Phase 2

2019 - 2021



Phase 3

2020 - 2021

Building District Capacity





District Equity Leadership

Meriden Equity Leaders

Frank Auletta	Maloney High School
Amy Bishop	Maloney High School
Drew Blythe	Platt High School
Hector Cardona	Washington Middle School
Anny Carr	Platt High School
Ciara Cohen	Maloney High School
Maureen DiPace	Platt High School
Jen Duell	Maloney High School
Joe Laskowski	Platt High School
Orlando Valentin	Pulaski Elementary School
Marisa Volo	Platt High School
Jennifer Ward	Maloney High School

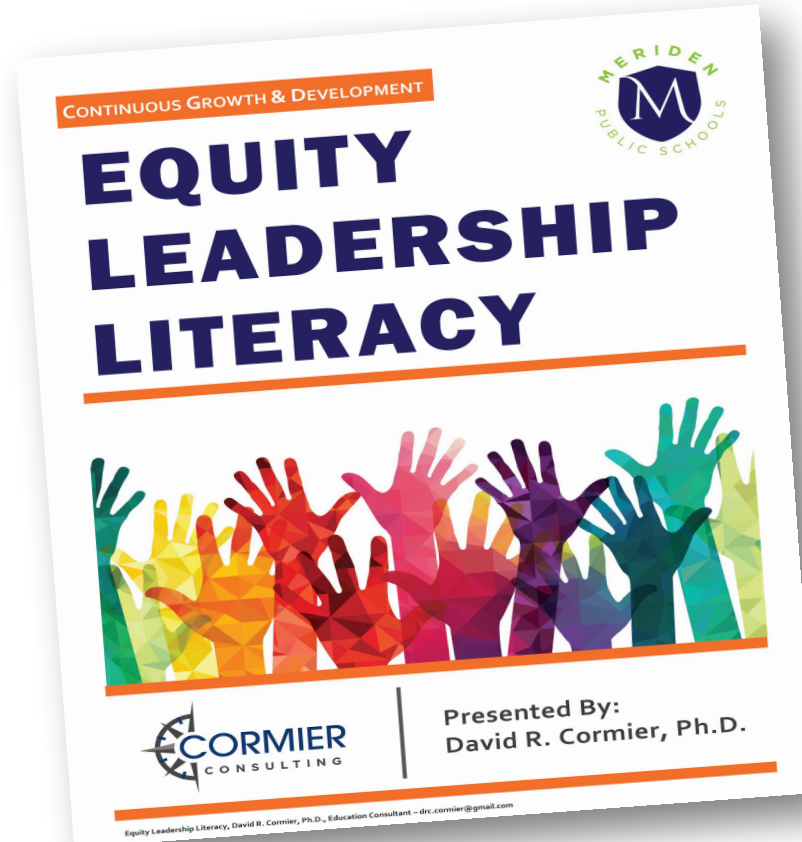
PROJECT COORDINATORS:

Louis Bronk
Lois Lehman





Equity Leadership Literacy Resource





People of Influence

- Beverly Tatum
- Robin DiAngelo
- Glenn Singleton
- Ibram Kendi
- Ijeoma Oluo
- Paul Gorski
- Peggy McIntosh
- Gary Howard



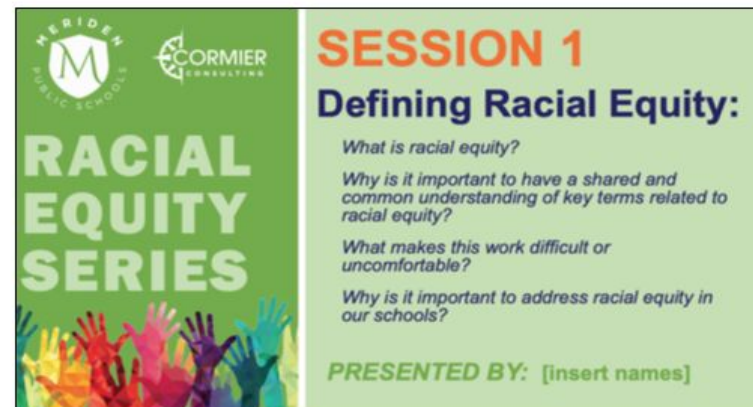


High School Professional Learning Offerings

Racial Equity Series Overview

SESSION	TITLE	GUIDING QUESTIONS	OBJECTIVES	AGENDA
1	Defining Racial Equity	<p><i>What is racial equity?</i></p> <p><i>Why is it important to have a shared and common understanding of key terms related to racial equity?</i></p> <p><i>What makes this work difficult or uncomfortable?</i></p> <p><i>Why is it important to address racial equity in our schools?</i></p>	<ul style="list-style-type: none"> Engage in personal reflection and demonstrate an openness to learn & grow; Develop shared meaning of key terms related to racial equity; Understand the impact of race/racism on our practice as educators; and Increase levels of racial consciousness. 	<ol style="list-style-type: none"> 1. Introduction: Session Outcomes, Purpose/Non-Purpose, Norms, Considerations, & Warm-up 2. The R-Word 3. Defining Equity & Other Key Terms 4. Moving Forward... Why Address Racial Equity in Schools?
2	Increasing Our Racial Consciousness	<p><i>Why race? What is our data telling us?</i></p> <p><i>How racially conscious are we?</i></p> <p><i>What makes this work difficult or uncomfortable?</i></p> <p><i>Why is it important to address racial equity in our schools?</i></p>	<ul style="list-style-type: none"> Engage in personal reflection and demonstrate an openness to learn & grow; Understand the impact of race/racism on our practice as educators; and Increase levels of racial consciousness. 	<ol style="list-style-type: none"> 1. Introduction: Session Outcomes; Review of: Purpose/Non-Purpose, Norms and Session Warm-up 2. Why Race? How Does Racism Exist in Our Society & in Our Schools? 3. Increasing Racial Consciousness 4. Moving Forward... Finding A Balance
3	Engaging in Difficult Conversations	<p><i>How can difficult conversations lead to growth and improvement?</i></p> <p><i>What tools can we use to sustain conversations and understand differing perspectives?</i></p> <p><i>How can we better understand defensiveness and denial (ours and others)?</i></p>	<ul style="list-style-type: none"> Engage in personal reflection and demonstrate an openness to learn & grow; Learn & practice tools for engaging in difficult conversations; Understand the impact of race/racism on our practice as educators; and Increase levels of racial consciousness. 	<ol style="list-style-type: none"> 1. Introduction: Session Outcomes, Purpose/Non-Purpose, Norms, Considerations, & Warm-up 2. Difficult Conversations: <i>The Challenge, The Zone, & Common Responses</i> 3. Tools to Support Difficult Conversations, Reflection, & Growth 4. Applying the Tools

4	<i>The Impact of Microaggressions & Unconscious Bias</i>	<p><i>In what ways do microaggressions and unconscious biases impact our students of color?</i></p> <p><i>How can we increase our level of awareness or racial consciousness?</i></p> <p><i>How might microaggressions and unconscious biases affect racial identity and stereotype threat?</i></p>	<ul style="list-style-type: none"> ▪ Engage in personal reflection and demonstrate an openness to learn & grow; ▪ Develop a deeper understanding of the impact microaggressions and unconscious biases have on our students; and ▪ Increase levels of racial consciousness and awareness. 	<ol style="list-style-type: none"> 1. Introduction & Warm-Up: Session Outcomes, Purpose/Non-Purpose, Norms, & Considerations 2. The Messages We Send: <i>Unconscious Bias & Microaggressions</i> 3. Intention vs Impact 4. Case Study 5. Next Steps
5	<i>Dimensions of Being White</i>	<p><i>Why is it important for us to understand what it means to be white?</i></p> <p><i>What are the privileges or advantages attached to race in the United States?</i></p> <p><i>How might a societal racial preference impact privilege & power?</i></p> <p><i>What does being white mean?</i></p>	<ul style="list-style-type: none"> ▪ Engage in personal reflection and demonstrate an openness to learn & grow; ▪ Develop a deeper understanding of the impact of white privilege on our society and institutions; and ▪ Increase levels of racial consciousness and awareness. 	<ol style="list-style-type: none"> 1. Introduction & Warm-Up: Session Outcomes, Purpose/Non-Purpose, Norms, & Considerations 2. Understanding Whiteness & White Privilege 3. White Privilege in Schools 4. Becoming Anti-Racists 5. Next Steps



Defining Racial Equity:

What is racial equity?

What makes this work difficult or uncomfortable?

Why is it important to address racial equity in our schools?

Session Outcomes

Participants will:

- Engage in personal reflection and demonstrate an openness to learn & grow;
- **Develop shared meaning of key terms** related to racial equity;
- Understand the impact of race/racism on our practice as educators; and
- Increase levels of racial consciousness.



Middle & Elementary Professional Learning





Exploring Racial Equity

August 28, 2020

Washington Middle School

Lincoln Middle School



Exploring Racial Equity

October 9, 2020

Meriden Elementary Schools

Session Outcomes

Participants will:

- Learn the history & future of Meriden Public School's Racial Equity Initiative;
- Develop shared meaning of key terms related to racial equity;
- Engage in personal reflection and demonstrate an openness to learn & grow; and
- Increase levels of racial consciousness and understand the impact of race/racism on our practice as educators.



Middle & Elementary Professional Learning

5 Virtual Professional Learning & Networking Sessions

Session objectives include:

- Develop shared meaning of key concepts & terms related to racial equity;
- Engage in personal reflection & demonstrate an openness to learn & grow; and
- Increase levels of racial consciousness & understand the impact of race/racism on our practice as educators.

Sessions will be held virtually from 4:15 to 5:45 PM on the following dates:

November 18, 2020

December 16, 2020

January 13, 2021

February 10, 2021

March 10, 2021

Feedback from Participants

“Thank you for providing this space to talk and reflect. I am looking forward to learning more.”

“We are willing to have the uncomfortable conversations, even if we're not perfect at leading them yet. Now we need to try to push others to have the conversations.”

“It would be great if Equity PD was an option when we have ‘Choose Your Own’ PD Days.”



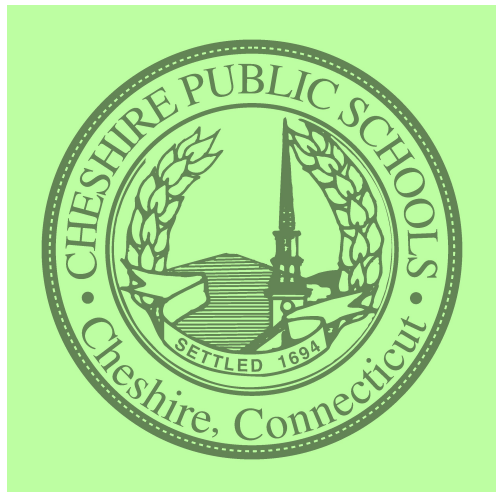
Supporting Surrounding Communities



Supporting Surrounding Communities

January 27, 2021

Facilitated a 2-hour professional learning session for 25 PreK – Grade 12 teacher leaders and administrators.





Exploring Racial Equity

“I thoroughly enjoyed the session. It was very powerful having the Meriden teachers as part of the facilitation group. They added such credibility - teachers talking to other teachers.”

Marlene M. Silano
Assistant
Superintendent





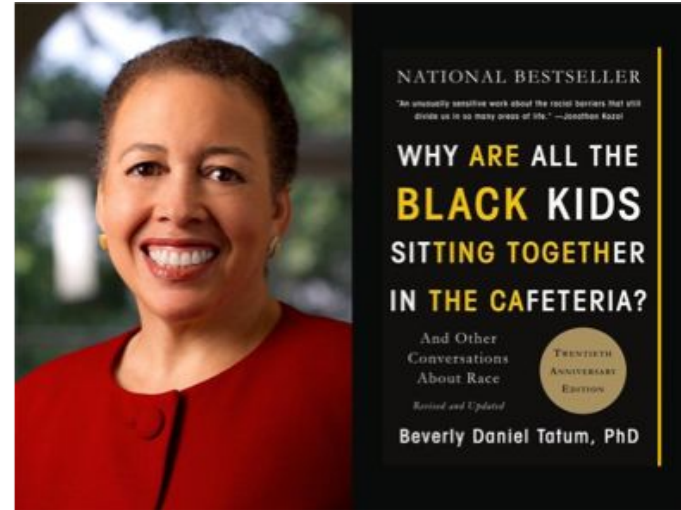
**People of Color
Faculty & Staff
AFFINITY GROUP**



Affinity Groups

Affinity Groups serve as a support network for Teachers of Color (TOC).

Affinity Groups are designated “safe spaces,” for people who share a common identity (e.g., race, gender, sexual orientation, ...) to be among people who share common experiences. For some, this provides an opportunity to receive support in dealing with microaggressions and other forms of prejudice.

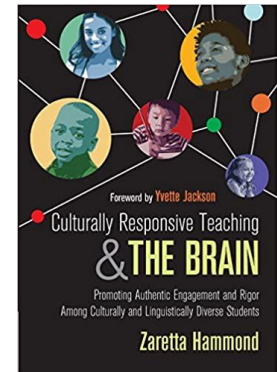
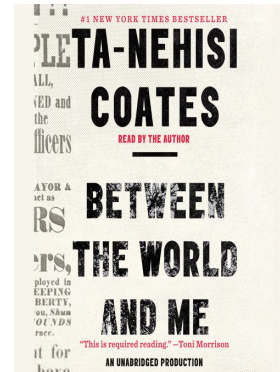
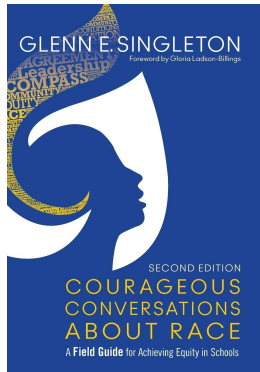
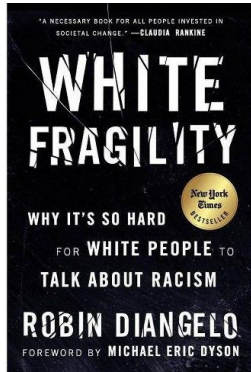




Evolution of the Affinity Group

2019 - 2020

- Founded in Fall 2019
 - D.I.S.C., Implicit Bias, Identity Development
- Purchased literature to increase Racial Consciousness
- Network, build camaraderie





2020 - 2021



Evolution of the Affinity Group

- Affinity Group Building Representatives (AGBR) Committee
- Courageous Conversations
- Branding
- Interdistrict Growth
- Educator of Color Discussion Panel
- Equity Libraries



People of Color
Faculty & Staff
AFFINITY GROUP

Educator of Color

Discussion Panel

The Affinity Group focus is to facilitate a positive identity of educators of colors within the public school system and how they impact students and future leaders of our community.

Join us for a virtual conversation with high school youth about the need, and positive impact teachers of color have on students and within the school system as we hope to inspire future teachers of color.

Platt High School

May 11th and 13th
11am to 12pm

Moloney High School

May 26th and 27th
11am to 12pm

For more info,

Richard.muihead@meridenk12.org or
jason.hayes@meridenk12.org

Book	Author	Audience
<i>White Fragility</i>	Robin DiAngelo	Adults
<i>Why Are All The Black Kids Sitting Together In The Cafeteria</i>	Beverly Tatum	Adults
<i>Lost At School</i>	Ross W. Greene	Adults
<i>How To Be An Antiracist</i>	Ibram X. Kendi	Adults
<i>Waking Up White</i>	Debby Irving	Adults
<i>Separate Is Never Equal</i>	Duncan Tonatiah	1-4
<i>I Am Every Good Thing</i>	Derrick Barnes	K-5
<i>Sulwe</i>	Lupita Nyong'o	K-3
<i>New Kid</i>	Jerry Craft	6-8
<i>Brown Girl Dreaming</i>	Jacqueline Woodson	5-6
<i>The Crossover</i>	Kwame Alexander	4-8
<i>I'll Give You The Sun</i>	Jandy Nelson	9-12
<i>Mexican Whiteboy</i>	Matt De La Pena	9-12
<i>The Stars Beneath Our Feet</i>	David Barclay Moore	9-12



2021 - 2022

Evolution of the Affinity Group

- Pivoting resources to recruiting Teachers of Color
- Grant funding used to create scholarships
 - Students of Color
 - Professional of Color
- AGBR will continue to sustain the group
- Affinity Groups created in other districts





Affinity Group Members

- Over 40 members
 - Paraprofessionals, tutors, climate specialists, teachers, social workers, counselors, administrators, central office personnel
- All schools in the district have an AG member
- Tapping into the network of the group
 - Recent hire
- Alternate Route to Certification



RELAY - Graduate School of Education

Certification Program for Current MPS Employees

- Elementary (Grades 1-6)
- Secondary Math (7-12)
- Secondary ELA (7-12)
- Secondary Science (7-12)

- Course schedule aligns with work schedule
- Student teaching in district
- MPS mentor teacher provided
- Reduced tuition
- Praxis Preparation Support



RELAY - Graduate School of Education

- Meriden Public Schools - 2020-2021
- Inaugural Cohort
- Jason Hayes - Tutor
- Casimir Pulaski School
- Pursuing certification
in Elementary Education

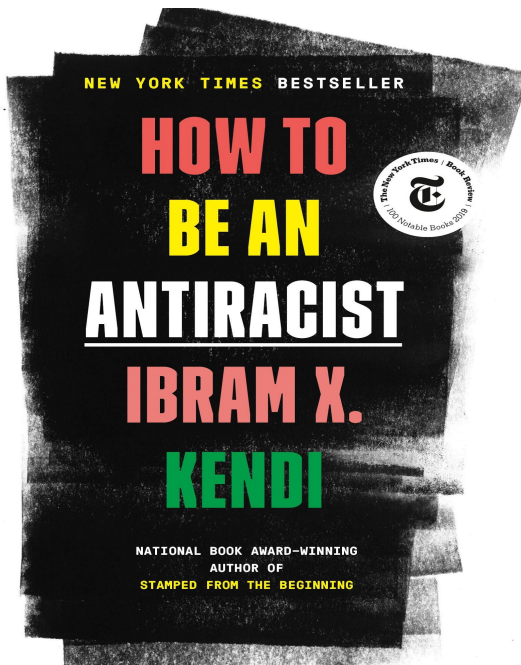




Administrator Professional Learning



Book Study



July 10th
9:00 AM

Chapters 1-6

July 22nd
9:00 AM

Chapters 7-12

Aug 6th
9:00 AM

Chapters 13-18



Book Study Session 2

- Intersection of Race & Culture
- Racializing Behavior
- Stereotype Threat
- Implicit Bias
- Achievement Tests / Achievement Gaps
- Colorism & Inequity
- Whiteness
- Being Black
- Capitalism / Racism – Conjoined Twins



District Administrator Book Study

Session 2: 7-22-20

Chapters 7-12 of [How to be an Anti-Racist](#) by Ibram Kendi



1. Why do you suppose people tend to focus on defining individuals as racist rather than focusing on policies that are oppressive? What steps can you/we take to examine racist policies?

2. Why do you think it is so difficult for people to not assess other cultures from their own cultural standards and experiences? How does this influence racial perspectives?

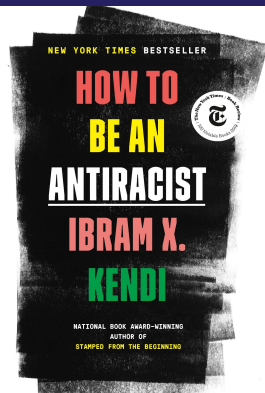
"The act of making a cultural standard and hierarchy is what creates cultural racism." (p. 83) How is White American culture pervasive in our schools? In what ways do we judge African American or Latino cultures against the "standard" White American culture?

3. Kendi describes how the behavior of persons of color can "tarnish" the entire race. He says, *"Making individuals responsible for the perceived behavior of racial groups and making whole racial groups responsible for the behavior of individuals are the two ways that behavioral racism infects our perception of the world."* (p. 94) *"Behavior is something humans do, not races do."* (p. 105) What pressure or burden might this place on our students of color? How might adult perceptions of racialized behavior impact disciplinary decisions and access to higher level instruction?

4. What is colorism? How is colorism, including preferences for particular eye and skin textures, hair textures, and facial features, reflected in today's beauty standards?

5. Inequities between light and dark African Americans can be as wide as inequities between black and white Americans. How have you seen colorism play out in the media or in your own experiences?

6. Why does Kendi describe capitalism and racism as conjoined twins? How do racist policies connect and intertwine with capitalist policies? Can you think of an example of a policy that is both capitalist and racist?



Administrator Racial Equity Series

November 18, 2020

December 16, 2020

January 13, 2021

February 10, 2021

March 10, 2021



Exploring Racial Equity

November 18, 2020

Meriden Administrator Series



Session Outcomes

Participants will:

- Learn the history & future of Meriden Public School's Racial Equity Initiative;
- Develop shared meaning of key terms related to racial equity;
- Engage in personal reflection and demonstrate an openness to learn & grow; and
- Increase levels of racial consciousness and understand the impact of race/racism on our practice as educators.

Proposed Norms

- 1 Notice, experience & accept moments of discomfort while staying engaged
- 2 Speak your truth without blame, judgment or defensive reactions; Respect confidentiality
- 3 Listen & be open to understanding the experiences & perspectives of one another
- 4 Accept ambiguity, uncertainty, & non-closure
- 5 Respectfully challenge others and view being challenged as an opportunity for growth





District Leadership Team

Talent - Academics - Climate - Operations

DLT: Equity

The Equity committee is incorporated within our Talent Subcommittee and focuses on expanding the district work in this area. This is the first year for this committee and members include administrators and teachers.

One goal of the Equity committee is to branch out into all four of the DLT's subcommittees.



Equity: Timeline

What	Who	When	Next Steps
Review of Literature	DLT Equity Team	Spring 2021-ongoing	Members will share the literature reviewed and determine if it should be incorporated into adult/student “library”
Equity Training	All elementary administrators	Fall 2021-Spring 2022	Determine: Who will present What will be presented When will training take place
Development of School-based Equity Teams	All elementary schools	Spring 2022	Introduce purpose of equity teams Develop application process
Development of Social Justice Curriculum	<ul style="list-style-type: none"> Equity Team C&I committee 	February 2021-ongoing	Members will be developing: <ul style="list-style-type: none"> Social justice lessons Resources for: <ul style="list-style-type: none"> Black History Month Hispanic Heritage Month Read Across America



<https://www.meridenk12.org/district/advancing-equity-in-meriden-public-schools/>

[FAQ](#)[Advancing Equity in Meriden Public Schools](#)[Bring Your Own Device \(BYOD\)](#)[Community Involvement](#)[News](#)[MPS TV Channel 16 Schedule](#)[Student-Centered Learning](#)[Videos](#)

Advancing Equity in Meriden Public Schools

District Statement

To achieve equity and access for all, we must collectively challenge existing inequities, build meaningful relationships, and actively remove barriers to success. We value the uniqueness and varied experiences of all our students and staff and believe that regardless of racial identity, socioeconomic status, or prior learning experiences, all students must have access to equitable learning opportunities and digital resources to expand their world. The recognition of unconscious or conscious systemic and individual bias continues to guide our efforts and commitment to assure equity for all.



Summary of Equity Work

The Meriden Public Schools continues to be proactive in combating systemic racism in our schools. We embrace the richness of our diversity, value our tapestry of different colors and cultures, and remain committed to addressing racial discrimination and unconscious bias. Meriden applies an equity lens to all its initiatives, ensuring all students have



Equity and Access: Success for All



“The 2020 Magna Award-winning districts showcase the amazing and innovative work going on in public schools to ensure students are supported and provided with the tools and opportunities needed to succeed.”

Thomas J. Gentzel
NSBA Executive Director/CEO

