

Welner, K. G. (2006). K-12 Race-Conscious Student Assignment Policies: Law, Social Science, and Diversity. *Review of Educational Research*, 76(3), 349-382. **This work may be downloaded only. It may not be copied or used for any purpose other than scholarship. If you wish to make copies or use it for a non-scholarly purpose, please contact AERA directly.**

stream of action taken on [redacted] if the DCSAD becomes the subject of

litigation. Courts will require the school district to state a "compelling interest" furthered by the policy, and they will also require that the policy be "narrowly tailored" to advance that compelling interest. For this reason (among others),

A vertical bar on the left side of the page, composed of several colored rectangular segments: yellow, purple, blue, green, red, and black.

COPYRIGHT INFORMATION

TITLE: K-12 Race-Conscious Student Assignment Policies: Law,
Social Science, a

SOURCE: Review of Educational Research 76 no3 Fall 2006

PAGE(S): 349-82

WN: 0628800924006

The magazine publisher is the copyright holder of this article and it is reproduced with permission. Further reproduction of this article in violation of the copyright is prohibited. To contact the publisher:
<http://www.aera.net/>

Copyright 1982-2006 The H.W. Wilson Company. All rights reserved.