

200 Administration and Operations

220 Diversity

1.0 Definitions

The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

"Diversity" in a school community means it embraces and builds on the strengths of individual and group differences, and by so doing enriches the educational program for all students. The curriculum is inclusive of many racial, ethnic, regional, religious, linguistic, and socioeconomic groups, gives visibility to both women and men, to people of all ages, and to persons with disabilities, and affirms the richness of our pluralistic society. The Secretary of Education believes that students achieve their best in classrooms where diversity is commonplace.

"Success Plan" means the web-based document submitted to the Department of Education as part of the request for state and federal funds that provides the mission, goals, objectives, measures, and strategies of the district or school.

12 DE Reg. 1203 (03/01/09)

2.0 Each School District Shall

- 2.1 Infuse information on diverse cultural groups throughout the K to 12 curriculum in order to equip students with the knowledge and skills necessary to participate productively in a culturally diverse society.
- 2.2 Provide professional development to equip all teachers with various instructional techniques and best practices.
- 2.3 Describe in district success plans and school success plans how disparities and gaps in student achievement associated with the student's gender, race, ethnicity, socioeconomic status, limited English proficiency, or disability will be identified and eliminated.
- 2.4 Provide student counseling, assessment, discipline and placement that is sensitive to the needs of diverse populations.
- 2.5 Provide appropriate instruction to limited English proficient students so that they will have success in a mainstream classroom where the medium of instruction is English.
- 2.6 Describe in the district success plan a strategy to attract and retain a highly skilled and committed faculty and staff reflective of the diversity in the school community.
- 2.7 Enact measures to avoid and address inequitable and prejudicial behaviors among employees and students.
- 2.8 Describe in the school success plans specific ways principals and building staff create an atmosphere which recognizes, accepts and values diversity as a positive, integral resource of a democratic society.

2 DE Reg. 1244 (1/1/99)

7 DE Reg. 1177 (3/1/04)

12 DE Reg. 1203 (03/01/09)