



Capital School District

Board of Education Policy

Section: Student
Title: Educational Equity Policy
Policy #: 700-37
Date Approved:
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I. Purpose and Policy Statement

The Capital School District believes that equity in opportunity, access, and outcomes is essential to the academic success and well-being of all students. The Board affirms that every student deserves access to high-quality instruction, programs, services, and resources that meet their individual needs and support their full potential.

The Capital School District values ~~the~~ diversity of perspectives and thoughts of students, families, staff, and the broader community and is committed to fostering an inclusive educational environment grounded in dignity, respect, belonging, and fairness.

For purposes of this policy, diversity includes, but is not limited to, race, ethnicity, language, national origin, socioeconomic status, gender identity, sexual orientation, disability, religion, family structure, culture, lived experience, values, perspectives, and thought, including all protected classes as defined under applicable federal and state nondiscrimination laws and District policy.

II. Legal and Regulatory Compliance

The District affirms its commitment to comply with all applicable federal and state laws, regulations, and requirements related to nondiscrimination, accessibility, and educational opportunity, including but not limited to:

- Title VI and Title VII of the Civil Rights Act of 1964;
- Title IX of the Education Amendments of 1972;
- Section 504 of the Rehabilitation Act of 1973;
- The Americans with Disabilities Act (ADA);
- The Individuals with Disabilities Education Act (IDEA);
- Delaware Administrative Code, Title 14, Regulation 220, *Diversity*; and
- Relevant provisions of the Delaware Code and regulations of the Delaware Department of Education.

Nothing in this policy shall be interpreted to limit or supersede rights, protections, or obligations established under applicable federal or state law.

III. Definitions

Educational Equity

The intentional allocation of resources, opportunities, and supports based on student needs to promote equitable access, participation, and outcomes for all students.

Culturally Responsive Practices

Instructional and organizational practices that recognize, honor, and build upon students' cultural identities, backgrounds, strengths, and lived experiences.

IV. Commitment to Educational Equity

The Capital School District recognizes that, for students to learn to respect and value diversity, they must experience educational environments led by adults who demonstrate cultural competence, inclusive practices, and equitable decision-making.

The District therefore commits to building and sustaining systems, structures, and practices that intentionally identify and reduce disparities, remove barriers to opportunity, and promote equitable educational experiences and outcomes for all students.

V. Statement of Commitment

The Capital School District's commitment to educational equity shall guide District policies, administrative practices, educational programs, employment decisions, partnerships, and operations.

The District affirms that educational equity is a shared responsibility and a foundational principle in fulfilling its mission to educate, empower, and support every learner.

Equity shall be considered in the development ,implementation, monitoring, and evaluation of District initiatives and school improvement efforts.

VI. Areas of Commitment

A. Accountability and Governance

The District shall establish and implement accountability measures to ensure that policies, practices, programs, and initiatives promote equity, inclusion, and cultural responsiveness across all schools, departments, and programs.

The Superintendent or designee shall ensure regular review of relevant equity data and progress toward established goals and shall use findings to inform continuous improvement efforts.

B. Equity of Access and Opportunity

The District shall work to ensure **reasonable accommodations for those with disabilities,** equitable access to high-quality educational programs, services, opportunities, and resources, including but not limited to:

- Advanced coursework;
- Career and technical education;
- Multilingual learner services;
- Special education and related services;
- Extracurricular and enrichment activities;
- Behavioral and mental health supports; and
- High-quality instructional materials and resources.

The District shall identify and address barriers that may limit equitable access or participation.

Data shall be reviewed annually to determine whether student groups have comparable opportunities to participate in District programs and services.

C. Inclusive and Respectful School Environments

The District shall create and sustain school environments that promote respect, belonging, safety, dignity, student voice, and inclusion.

School climates shall reflect respect for students' and families' diverse identities, cultural backgrounds, experiences, and belief systems, consistent with applicable law and District policy.

The District shall comply with applicable state anti-bullying requirements and District policies addressing harassment, intimidation, discrimination, and other conduct that interferes with a student's ability to learn and participate fully in school.

The District shall monitor school climate and culture through student, staff, and family feedback, discipline data, attendance data, and other appropriate indicators.

D. Culturally Responsive and Inclusive Practices

District staff are expected to engage in culturally responsive, inclusive, and equitable instructional, disciplinary, and decision-making practices.

The District shall promote practices that recognize student strengths, foster meaningful relationships, support student voice, and reduce barriers to learning and participation.

The District shall also promote restorative practices and appropriate alternatives to exclusionary discipline, consistent with applicable law and District policy, with the goal of reducing disparities and supporting positive student outcomes.

E. Professional Learning and Capacity Building

The District shall provide ongoing professional learning and capacity-building opportunities designed to strengthen staff knowledge and skills in areas that support educational equity, including:

- Cultural competence;
- Implicit bias awareness;
- Inclusive education;
- Equity-centered leadership;
- Trauma-informed practices;

Restorative approaches; and
Culturally responsive teaching and learning.

Professional learning shall be aligned with District priorities, student needs, and applicable laws and regulations.

The District shall use data to examine whether disciplinary referrals, removals, suspensions, expulsions, and other exclusionary practices disproportionately affect particular student groups.

F. Identification and Elimination of Disparities

The District shall use relevant, disaggregated data to identify and address disparities in areas including, but not limited to:

- Academic achievement and growth;
- Discipline;
- Attendance and engagement;
- Access to advanced and specialized programs;
- Identification and participation in student support services; and
- Other indicators of educational opportunity and outcomes.

The District shall use continuous improvement processes to monitor progress, evaluate the effectiveness of strategies, and make adjustments as appropriate.

When disparities are identified, the District or school will identify contributing factors, establish improvement strategies, monitor implementation, and evaluate whether the disparity is decreasing.

G. Multi-Tiered System of Support (MTSS)

The District shall implement and maintain a Multi-Tiered System of Support (MTSS) framework designed to provide students with timely, appropriate, and increasingly intensive supports based on identified needs.

MTSS shall support the early identification and intervention of academic, behavioral, social-emotional, and other barriers to student success.

The District shall monitor access to and effectiveness of Tier I, Tier II, and Tier III supports to determine whether students receive appropriate interventions.

H. Family and Community Partnership

The District recognizes families and community partners as essential collaborators in advancing educational equity.

The District shall seek meaningful opportunities to engage families and community partners in decisions and initiatives that affect students and shall strive to ensure that communication is:

- Accessible;
- Culturally responsive;
- Linguistically appropriate;
- Timely; and
- Respectful of diverse family and community perspectives.

The District shall monitor family engagement opportunities and participation and shall identify barriers that may prevent families from meaningfully participating in District and school activities, decision making, and support processes.

I. Workforce Diversity and Inclusive Hiring

The District is committed to recruiting, hiring, ~~developing, supporting, and retaining a diverse and culturally competent workforce that reflects and supports the students and communities it serves~~ promoting, developing, and retaining a diverse workforce based upon an expanded candidate pool, and free of systemic barriers, prejudice, bias, and assumptions.

Employment practices shall be conducted in accordance with applicable federal and state nondiscrimination laws, District policy, and collective bargaining agreements, where applicable.

The District shall promote professional growth and leadership opportunities that support the development and retention of a highly effective, inclusive, and culturally responsive workforce.

VII. Implementation and Continuous Improvement

Educational equity is a shared responsibility across the Capital School District. The Superintendent or designee shall establish appropriate procedures, structures, and measures to support implementation of this policy.

The District shall periodically review relevant data, stakeholder feedback, and implementation practices to assess progress toward educational equity goals and identify opportunities for continuous improvement.

Implementation of this policy shall be consistent with applicable federal and state laws, regulations, and Board policies.