



# CALGARY BOARD OF EDUCATION

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## Administrative Regulation 3079 - Aboriginal Education

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**Preamble**            WHEREAS the Constitution Act of Canada, 1982, recognizes the rights of Aboriginal peoples in Canada.

**Purpose**                1        The purpose of this regulation is to improve the success rate of Aboriginal students and to increase the understanding and acceptance of Aboriginal cultures for all students.

**Measures of success**    2        Improving the success rate of Aboriginal students includes

- (a)        increasing the graduation rate for Aboriginal students,
- (b)        improving the educational achievement of Aboriginal students in all subjects in all grade levels, particularly at the elementary level,
- (c)        increasing the completion rate in subject areas critical for accessing post-secondary education and employment options,
- (d)        improving literacy,
- (e)        increasing and maintaining the interest of Aboriginal students in school,
- (f)        supporting Aboriginal student participation in sporting, social

and cultural activities, and

(g) empowering Aboriginal students to reach their full potential.

**Aboriginal cultures**

**3** Increasing the understanding and acceptance of Aboriginal cultures for all students includes

- (a) valuing Aboriginal students, their culture, and contributions,
- (b) celebrating the diversity of Aboriginal cultures,
- (c) teaching the historical significance of Aboriginal peoples and cultures,
- (d) incorporating accurate and appropriate Aboriginal history and culture in the curriculum,
- (e) supporting broad student participation in Aboriginal sporting, social and cultural activities,
- (f) acknowledging and valuing the unique cultural, historical and economic circumstances of Aboriginal students, and
- (g) showing respect for Aboriginal peoples and cultures.

**Role of the school community**

**4** The school community will acknowledge its collective responsibility to support and implement this regulation.

**Role of service units**

**5(1)** Decisions made at a system level will

- (a) honor and respect Aboriginal cultures, and
  - (b) reflect an understanding of this regulation and its implications.
- (2) Superintendents and Directors will ensure that Service Units identify and address individual and collective learning needs to enable them to contribute to these regulation outcomes.
- (3) Service Units will plan and implement strategies, measures, appropriate regulations and procedures, and services to support schools in achieving these regulation outcomes.
- (4) Regulatory procedures must not inhibit, create barriers, or otherwise

violate Aboriginal students' access to quality education and a supportive environment.

- Principal's role**    **6**    The principal with the support of the service units and the school community must ensure the school addresses
- (a)    improving the success rate of Aboriginal students, and
  - (b)    increasing the understanding and acceptance of Aboriginal cultures for all students,
- through related outcome measures and results included in documents such as school improvement plans, annual reports, and progress reports.
- Teacher's role**    **7(1)**    Teachers will identify and address the teacher's own individual learning needs to enable them to contribute to regulation outcomes.
- (2)    Teachers will incorporate strategies in their planning, teaching and assessment which specifically address the needs of Aboriginal students in their classes which enhance understanding and appreciation of Aboriginal cultures for all students, pursuant to Section 4, Ministerial Order - #016/97, Regulation 4.2.1: Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta.
- Advisory council**    **8**    The Superintendent of School Support Services will ensure that an advisory council is established to guide the implementation and application of this regulation.
- Effective date**    **9**    This regulation comes into effect on September 1, 2000.

**Approved:**    May 17, 2000  
**Re-issued:** February 15, 2003