



# CALGARY BOARD OF EDUCATION

---

## Administrative Regulation 3045 - Multiculturalism

### Table of Contents

The community	1
The school	2
The student	3

**Preamble** The Calgary Board of Education acknowledges cultural diversity as a positive feature of Canadian society and endorses the concept of multiculturalism as an interdisciplinary process designed to foster the development of cultural understanding.

Multiculturalism assumes an attitude which accepts differences, respects the values of others, and provides all students an opportunity to benefit by experiencing and understanding the cultural pluralism which is Canada's reality.

To this end, the Board encourages the provision of learning experiences in all schools whereby all students have opportunities to develop pride in their cultural heritage, self-esteem, and understanding of Canada's cultures.

- The community**
- 1(1)** Principals should help parents and other community members of all backgrounds to become a part of the school community by creating avenues for effective two-way communication.
  - (2) Parents should be encouraged to facilitate communication with staff in the parents' native language when necessary, and where appropriate, school staffs are encouraged to use the services of interpreters.
  - (3) The Board supports programs for adults which lead to improved understanding of, and access to, Canadian life and, to this end, encourages co-operation with other community agencies.
  - (4) Schools must ensure that parents understand the process with regard to the reception, assessment, placement, and referral of their children. The reasons for, and results of, any assessment must be communicated to the parents in a language they understand.

**The school** **2(1)** Principals should encourage staffs to participate in staff development

activities which will assist them to relate knowledgeable and sensitively to people of diverse cultural, linguistic, and racial origins.

- (2) School staff should encourage programs/projects which provide opportunities for student interaction leading to an understanding, and an appreciation of diversity as a positive feature of Canadian society.
- (3) Schools should help students develop cross-cultural competency, consisting of the skills, attitudes, and knowledge needed to function within a variety of cultural settings - mainstream Canadian culture, within their own ethnic culture, and in association with different ethnic groups.
- (4) Curricular emphasis should reflect the contributions of all cultural groups to Canadian history, literature and life.
- (5) An essential criterion for the purchase of learning resources for use in Calgary Board of Education schools should continue to be the absence of stereotyping based on race, colour, religion, or ancestry.

- The student**      **3(1)**      In order to establish a basis for communication between home and school, initial assessment and placement procedures of non-English speaking students entering Calgary Board of Education schools should, wherever possible, be conducted in the language in which the parents and the students feel comfortable.
- (2) The Board supports the use of test instruments and assessment/referral procedures appropriate to the needs of culturally/linguistically diverse students.
  - (3) The Board supports a teaching and learning environment which will assist individuals in meeting and enhancing a strong sense of self-esteem and pride in heritage.
  - (4) The Board supports programs and projects which will assist students in developing the critical thinking skills necessary for appreciating the similarities and differences within and across cultures.
  - (5) The Board recognizes language as an essential feature of culture and of self-concept and, therefore, encourages the maintenance and enhancement of students' heritage languages.

**Approved:** March 20, 1984  
**Re-issued:** February 15, 2003