



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy Statement

0523.10 - Multi-Cultural Education

Approved on May 3, 1993 | Revised on November 4, 2019

The New Britain Board of Education values cultural and linguistic diversity of the School District, city, state and nation. The Board also recognizes that this diversity is an inherent and positive characteristic of our democratic society. The Board is committed to promoting an environment in which cultural pluralism is understood and accepted. The school system must provide a learning environment which allows students to develop a better understanding of themselves and a respect for the culture and heritage of all people.

Multi-cultural education is a continuous, systematic and dynamic process that fosters cultural diversity in an interdependent world. Therefore, the Board of Education promotes multi-cultural education as an integral part of the educational experience of all students in the New Britain school system.

Legal Citations - Connecticut General Statutes

- Sections 10-15c (requires equal educational opportunity in schools without regard to race, color, gender, religion, or natural origin)
- 10-16b (requires inclusion of African American, Puerto Rican and Latino studies in curriculum)
- 10-17 (requires English as medium of instruction)
- 10-17a (encourages bilingual and bicultural instruction)
- 10-17e & f (requires bilingual education under certain conditions)
- 10-18a (requires use of instructional materials which are not culturally and gender biased)



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Administrative Procedure **0523.10 - Multi-Cultural Education** Revised on July 9, 2019

The goals of multi-cultural education are to develop students who:

- Are motivated and active participants in the development of their own learning and knowledge
- Value and have respect for their own cultural and ethnic heritage
- Have respect and appreciation for the history, customs and contribution of different cultures
- Understand that people are interdependent and should coexist as one humanity
- Function effectively in their own and other cultural situations

The following activities, although not all inclusive, are ways which are strongly encouraged for the staff to infuse multi-cultural education in the curriculum, instruction and general school/district environment.

A. Climate Instruction

- a. Schools will appreciate and respect the cultural and linguistic diversity of the student body.
- b. Schools will make provisions for recognizing holidays and festivities of different ethnic groups in their buildings.
- c. Schools will create a classroom atmosphere which promotes cultural pluralism and reflects an acceptance of, and respect for, student diversity.
- d. Students are assigned to classes resulting in integration by gender, race, and ethnicity.
- e. Student offerings are reviewed periodically to ensure that the skills necessary to enable full participation in society are provided to all students regardless of the student's gender, race, or national origin.

B. Curriculum/Materials

- a. The curriculum from kindergarten to grade 12 will incorporate multi-cultural content, including African American history throughout the curriculum, Puerto Rican history and Latin American studies throughout the social studies curriculum, and be regularly reviewed to ensure that it contains this content.

- b. The curriculum will encourage students to value cultural similarities and differences. Instructional materials will represent multi-cultural diversity in a realistic and sensitive manner.
- c. Potential new textbooks will be reviewed to ensure that they are consistent with the multi-cultural education policy and goals of the District.
- d. School libraries and resource centers will catalogue and make available multi-cultural books/materials.
- e. Classroom libraries will include multi-cultural books.
- f. Schools will provide multi-cultural materials and activities in the arts and humanities which will be drawn from the local community and beyond.

C. Staff Recruitment/Development

- a. The school system will actively recruit and retain a culturally and racially diverse staff. In its hiring, the school system will seek individuals who affirm the values of cultural diversity.
- b. Comprehensive staff development will be provided for staff, including administrators, teachers, support personnel, etc., to promote an understanding of cultural diversity and to develop in these individuals the knowledge, sensitivity and skills to provide an instructional climate that incorporates a multi-cultural perspective.

D. Parent/Community Involvement

- a. Schools will make use of community resources and people to promote cultural awareness.
- b. The schools will serve as a resource for community efforts to create multicultural understanding.

E. Assessment

- a. All tests and related evaluative criteria used in determining student placement will be free from cultural bias.
- b. Schools will encourage a broad range of appropriate evaluative criteria to ensure equal access for students for instructional programs