



**POLICY: IE ORGANIZATION OF INSTRUCTION/Language Program
Review**

REGULATION:

EXHIBIT:

TYPES OF SCHOOLS

In organizing instruction in both languages, the Board strives to provide two different types of schools, namely:

- a) French Immersion School
- b) English School

Characteristics

1. French Immersion School

- a) is designed for students wishing to learn French as a second language;
- b) uses French as the primary language of instruction at all grade levels;
- c) uses French and English in internal communication and English in external communication;
- d) organizes its activities in both languages
- e) strives to develop an appreciation and familiarity with the French culture;
- f) strives to develop a positive attitude towards other cultures;
- g) aims at graduating students who will be competent in English and in French;
- h) offers a K-S4 program, in whole or in part

2. English School

- a) is designed for students having English as a first language
- b) teaches French as a subject only;
- c) uses English as the language of administration and in internal and external communication;
- d) organizes its activities in English;
- e) strives to develop a positive attitude towards other cultures;
- f) aims at graduating students who will be competent in English;
- g) offers a K-S4 program, in whole or in part.

APPROVED: January 10, 1989

REVISED:

SOURCE:

OTHER REFERENCE:

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POLICY: IE ORGANIZATION OF INSTRUCTION/Language Program Review

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EXHIBIT:

School and/or Language Program Review

That the organization of a school and/or language program be reviewed when, as a result of lower enrollment difficulties, are encountered in meeting the needs of students in that school or language program.

The School Board shall establish a Review Committee no later than the second regular meeting of the Board in September, 2 years prior to when it contemplates making changes, including the possibilities of consolidation and/or closure of a language program or school.

The Review Committee, composed of elected and appointed representatives of the school community, is intended to provide an opportunity for an orderly and logical examination of the educational program, the use of facilities and the wise use of tax dollars. It will invite community participation through the elected representatives on the committee and through the presentation of briefs to the committee and through the presentation of briefs to the committee at public meetings prior to submitting its report and recommendations to the School Board no later than the second regular meeting of the Board in March.

The School Board will seriously consider all recommendations and make its decision no later than the second regular meeting of the Board in April.

APPROVED: January 10, 1989

REVISED:

SOURCE:

OTHER REFERENCE:

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