

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
GRADE PLACEMENT OF STUDENTS: KINDERGARTEN TO GRADE 8	IKE

I. POLICY

The Louis Riel School Board (Board) upholds its duty under Section 41(1)(a) of the Public Schools Act (Manitoba) to provide adequate school accommodation for the resident persons who have the right to attend school as provided in section 259 of the aforementioned act.


Further, the Board upholds its obligations under the Canadian Charter of Rights and Freedoms and The Human Rights Code (Manitoba), which state that one cannot discriminate on the basis of physical or mental disability or any other protected characteristic.

In accordance with sections 55.1(1) and 55.1(2) of the Public Schools Act, the Division delegates to the Principal the responsibility to determine decisions related to the grade placement of pupils enrolled in the school, subject to the **GUIDELINES** and **PROCEDURES** below.

II. GUIDELINES

- A. As outlined in the [Appropriate Educational Programming in Manitoba, Standards for Student Services](#) (Manitoba Education & Early Childhood Learning, 2022), the first and foremost consideration in the placement of all students is the right to attend the designated catchment school for their residence in a regular classroom with their peers or in a program designated by the school board if the catchment school does not provide it. This guideline applies equally to the four provincially recognized programs: English, French Immersion, Français, and Senior Years Technology Education.
- B. As per [Policy JBA – Appropriate Educational Programming](#), students with and without special needs should experience school as similarly as possible.
- C. The Division expects that professional practice pertaining to the grade-level placement of students must hold as paramount the impact of that practice on students' self-worth, motivation to learn, and educational progress. To that end, the Division believes that students' best interests are typically best served when they are placed in learning groupings that include age-appropriate peers.
- D. In accordance with **GUIDELINES A** and **B**, all students will normally experience one year in each grade in the Division's Kindergarten to Grade 8 instructional programs.

Adopted:	February 6, 2007	Legal References: Public Schools Act (Manitoba) , Appropriate Educational Programming Regulation M.R. 155/2005 ; Canadian Charter of Rights and Freedoms and The Human Rights Code (Manitoba)
Revised:	January 7, 2020; November 21, 2023	

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- E. The Division supports the valuable experience of the Kindergarten year for all students. However, enrolment in Kindergarten is typically limited to children who are five years of age at the beginning of the fall term or who are four years of age at the beginning of the fall term but will turn five on or before December 31 of that year. Consistent with **GUIDELINES A, B and C**, when a parent/guardian elects to enrol their child at an older age (as per section 1.1 of the Public Schools Act), the appropriate divisional school will enrol a child in a classroom with age-appropriate peers.
- F. No child shall be registered to attend school in LRSD if their fifth birthday does not occur on or before December 31 of the school year.

III. PROCEDURES

- A. Where the Principal and/or the parent/legal guardian of the student desires a student placement that differs from **GUIDELINE D** or **E**, they shall submit to the Superintendent of Schools or designate, during the first ten school days of April, a written request for a review of the student’s grade-level placement.
- B. The Principal will assist the review process by providing the following documentation to the Superintendent of Schools or designate:
 - interventions which have been implemented, including, where applicable, Student-Specific Plans (SSPs) that may have been developed
 - a list of professionals involved in the student’s education and development
 - recent assessment results
 - a summary of communications between the parent and the school staff
 - any other relevant information which pertains to the student
 - current research on grade placement
- C. After receiving the information outlined in **PROCEDURE B**, the Superintendent of Schools or designate will convene a meeting prior to May 1 with the Principal of the school, and any staff agreed upon by them, to review the information.
- D. The Superintendent of Schools or designate will convene a second meeting to include the perspective of the parent(s)/guardian(s) of the student and, where possible, of the student. The Superintendent of Schools or designate will invite the parent(s)/guardian(s), the Principal, and any other parties s/he considers relevant to the review, including the student, where possible.
- E. The Superintendent of Schools or designate will inform the Principal, the applicable staff, and the student’s parents/guardians of the outcome of the review in writing prior to May 31, with a copy of said communication placed in the Pupil File in accordance with [Policy JRA – Pupil Files/Student Records](#).
- F. Where the student in question has a SSP and the parent or legal guardian of the student disagrees with the placement decision determined in **PROCEDURE C**, the dispute resolution process outlined in [Policy JBB – Appropriate Educational Programming: Dispute Resolution](#) shall apply.

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References

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“Does Grade Retention Make a Difference?” Tingle, Lynne R., Schoeneberger, Jason, and Algozzine, Bob. *The Clearing House*, 85: 179–185, 2012

“Holding Students Back: An Inequitable and Ineffective Response To Unfinished Learning.” Davis, Brittney R. The Education Trust, December 2021.

“Second Time Around.” Black, Susan. *American School Board Journal*, November 2004.

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