

# ROLLING RIVER SCHOOL DIVISION POLICY

**Student Grade Level Placement: Kindergarten to Grade 8**

**IKE/P**

The Rolling River School Division believes that the appropriate grade level placement of students is critical and has a life-long impact on students' self-worth, motivation to learn, and educational progress.

The Division expects that schools will provide appropriate educational programming for all students.

The Division recognizes that students vary in their abilities to learn and the rate at which their learning occurs. The Division further recognizes that:

- Reliable research does not support grade-level retention as an intervention to improve student learning.
- Students' best interests are served when they are placed in learning groupings that include age-appropriate peers.

## **Index Regulation**

**Date Adopted:** April 18, 1991

**Date Revised:** November 30, 2006

**Date Revised:** March 24, 2010

**Date Revised:** April 23, 2014

**Date Reaffirmed:** January 16, 2019

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### Guidelines

1. All students will normally experience one year in each grade in the Division's Kindergarten to Grade 8 instructional programs.
2. The Division supports the valuable experience of the Kindergarten year for all students. However, and consistent with the guiding beliefs of this policy, when a parent / guardian elects to enrol the child per the provision of the Public Schools Act that follow, the appropriate divisional school will enrol a child in a classroom with age-appropriate peers:

Children are required to attend school from the time they reach compulsory school age (7 years of age or will be reaching 7 years of age by December 31 in a given calendar year) until they attain the age of 18 or date of graduation from grade 12, whichever comes first. (Manitoba Regulation 468/88, Section 8)

3. Divisional and school policies and practices will reflect appropriate educational programming as defined by Manitoba Education.

### Procedures

1. Any request for student placement that differs from Guideline 1 must result in a written request to the Superintendent's Department before March 31, by the Principal or parent / legal guardian of the student, for a review of the student's grade-level placement.
2. The Principal will assist the review process by providing the following documentation to the Superintendent's Department:
  - Retention Consideration Report and Retention Assessment results (Light's Retention Scale; Student Retention Worksheet). These documents are available through the Superintendent's Department;
  - interventions that have been implemented, including, where applicable, Individual Education Plans (IEP's), or Adapted Educational Plans (AEP's);
  - a list of professionals, including clinicians, involved in the student's education and development;
  - classroom assessment results;
  - a summary of communications between the parent and school;
  - any other relevant information that pertains to the student;
  - current research on grade placement.
3. Following receipt of the above information, the Superintendent or designate will convene a meeting prior to April 30 with the Principal and any other staff agreed upon by them, to review the information.

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4. The Superintendent or designate will convene a second meeting to include the perspective of the parents / guardians of the child. The Superintendent or designate will invite parents / guardians, the Principal and any other parties considered relevant to the review.
5. The Superintendent or designate will inform the Principal, applicable staff, and the student's parents / guardians of the outcome of the review prior to May 31.

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