

Motion Date: April 2011

Revision Date: 2026-04-21-02

Policy 1011: Student Promotion, Retention, Late Enrollment & Return to School

Rationale:

To promote consistent student engagement and attendance, reduce barriers to participation, provide equitable late enrollment and re-engagement procedures, and ensure promotion and retention decisions are sound, evidence-based, and aligned with Manitoba requirements.

Scope:

Applies to all NNCEA students in Kindergarten through Grade 12, including newly enrolled, late-enrolled, returning, and non-attending students.

Guidelines

NNCEA practices in attendance, promotion, late enrollment, and re-engagement will be:

- Relationship-based, transparent, and non-punitive;
- Student-centered and supportive;
- Evidence-based and developmentally appropriate;
- Aligned with Manitoba legislation assigning promotion/assessment responsibility to the Principal in consultation with families and staff.

Definitions

Promoted: The Student has successfully achieved the required benchmarks and standards to be promoted to the next grade.

Placed: The student is being placed in the next grade, and has not necessarily demonstrated an understanding of the required benchmarks and or standards.

Retained: The student is being retained to their current grade (repeating the grade for the next year) either due to inadequate attendance or academic achievement.

Late Enrollment (Senior Years): Enrollment occurring after a semester has begun, subject to timelines and procedures outlined in Policy 1028.

Non-Attending Student: A student flagged as non-attending when absent without approved leave for 15 consecutive school days or meet criteria for disengagement and low attendance under Policy 1007, and without a re-entry plan.

Re-Engagement/Return to School Plan: A documented plan developed to support a student's successful return to regular school attendance and engagement.

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Excused Absence

An absence acknowledged by the school via phone, email, letter, or social media from the parent/guardian as valid for reasons including illness, medical appointments, bereavement, court obligations, cultural commitments, or other documented compassionate grounds.

Medical Documentation

Written verification from a licensed health-care provider confirming that a student was unable to attend school for health-related reasons and identifying the applicable dates of absence.

Cultural and Land-Based Commitments

Absences related to participation in cultural, land-based, or traditional activities that are integral to the student's cultural identity, family responsibilities, or community practices.

Examples include, but are not limited to:

- hunting
- fishing
- trapping
- harvesting
- ceremonies
- teachings with Elders or Knowledge Keepers
- cultural gatherings or community events
- other culturally significant activities occurring outside of school

These activities are recognized as important forms of learning and community engagement.

Consecutive Absence Requirement

If a student accumulates five (5) consecutive excused absences for health-related reasons, medical documentation must be provided for any additional absences to continue being recorded as excused.

Absences Without Documentation

Absences beyond five (5) consecutive days without required documentation may be recorded as unexcused until documentation is received.

Documentation should clearly indicate:

- dates the student was unable to attend
- confirmation of medical need
- any recommended accommodations, where applicable

To support academic engagement and early identification of chronic absenteeism, each student may accumulate up to fifteen (15) excused absences per semester, inclusive of:

- illness
- appointments

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- compassionate reasons
- other approved excused absences

Attendance and Early Intervention

Daily attendance is recorded and patterns monitored. Absenteeism triggers outreach and tiered support. Early patterns lead to family engagement and coordinated services.

Kindergarten to Grade 3 Promotion, Placement, and Retention Standard

Mandatory attendance standard for K–3 promotion remains 80% unless exceptions and documented plans justify alternative pathways.

Grades 4–8 Promotion, Placement & Retention Standard

Promotion decisions are based on evidence of learning, assessment data, attendance and engagement patterns, and professional judgment.

Retention decisions require documentation, specific supports, and engagement plans developed in consultation with families and teaching/support staff.

Placed The student is being placed in the next grade, and has not necessarily demonstrated an understanding of the required benchmarks and or standards.

Grades 9-12 Acquiring Credits

NNCEA has a minimum attendance standard of 75% for all grade 9 through 12 credit courses. Students who have an average attendance at the end of the term lower than 75% will not be granted course credit. Attendance percentages are calculated by = number of days present / number of possible days x 100.

IE: If a student attends 61 days out of a possible 83 days their attendance is:

$$61 \text{ divided by } 83 = .7349 \times 100 = 73.49\%$$

Excused absences are calculated as either a day attended or removed from the total days possible. The result of either equation would remain the same.

Senior Years: Late Enrollment Procedures (Grades 9–12)

(Derived from Policy 1028)

Enrollment Time Frames

Students may enroll during a semester under the following conditions:

- Early Late Enrollment Window (Up to 10 School Days Into Semester)**
 - Academic review by advisor;
 - Modified plans to help catch up;
 - Attendance expectations communicated.
- Extended Late Enrollment Window (Up to 20 School Days / ~1 Month)**
 - Principal approval required;
 - Numeracy/literacy assessment;
 - Student success and catch-up plan developed.
- After 20 School Days**

- Enrollment in regular courses is not permitted; students are offered alternative programming or enrolled in the next semester with supports.

Late Enrollment Supports

NNCEA provides coordinated supports for late-enrollment students including:

- academic advising & planning;
- individualized support and resource coordination;
- attendance monitoring and early engagement;
- social work support for underlying barriers.

Exceptions

Late enrollment after established windows may be considered under documented exceptional circumstances with Principal approval.

Senior Years: Return to School Policy (Re-Engagement)

(Derived from Policy 1029)

Non-Attending Criteria

A student may be flagged as non-attending if:

- Absent 15 consecutive school days without approved leave;
- Demonstrates disengagement despite interventions;
- Attendance falls below minimum thresholds without a re-entry plan.

Re-Enrollment and Re-Engagement

Re-entry is permitted when:

- The student meets with Academic Advisor and Attendance Officer;
- A Re-Engagement Plan is developed including attendance contracts, credit review, and academic/attendance goals;
- Support needs (literacy/numeracy, mental health) are assessed.

Students re-enrolling within 20 school days of semester start may re-enter regular courses; after that, placement depends on support plans and eligibility.

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Alternative Options

For students who cannot re-enter regular classes, NNCEA offers:

- modified credit recovery programs;
- life skills/enrichment pathways;
- scheduled re-entry the next semester;
- community-based or land-based education opportunities.

Documentation

All steps, plans, communications, and follow-up must be documented in PowerSchool and student files.

Communication and Appeals

Decisions around promotion, retention, or placement after late enrollment/return must be communicated in writing with clear rationale, plans, and next steps. Families may request a policy review within 10 school days of a decision.

Roles and Responsibilities

- **Academic Advisors:** Intake meetings, assessment coordination, support plan creation.
- **Attendance Officers:** Monitor attendance, outreach, re-engagement tracking.
- **Student Services:** Assess barriers, coordinate supports.
- **Teachers:** Provide learning evidence and classroom interventions. Principals: Lead decision-making, ensure policy alignment.

Cross-References

- NNCEA Policy 1007: Student Attendance
- NNCEA Policy 1028: Senior Years Late Enrollment
- NNCEA Policy 1029: Senior Years Return to School
- School-specific procedures for attendance reporting and intervention