

2025

Evaluating Non-Manitoba Course Completions for High School Credits

A Guide for
School Administrators

LAND TREATY ACKNOWLEDGEMENT

We recognize that Manitoba is on Treaty 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishinewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, the Inuit, and the Métis in the spirit of truth, reconciliation, and collaboration.

Evaluating Non-Manitoba Course Completions for High School Credits

A Guide for
School Administrators

2025

Manitoba Education and Early Childhood Learning

Manitoba Education and Early Childhood Learning Cataloguing in Publication
Data

Evaluating non-Manitoba course completions for high school credits : a guide
for school administrators

Includes bibliographical references

This resource is available in print and electronic formats.

ISBN: 978-0-7711-6748-5 (pdf)

1. High schools—Manitoba—Entrance requirements.
 2. School credits—Manitoba.
 3. School grade placement—Manitoba.
 4. Students, Transfer of—Manitoba.
- I. Manitoba. Manitoba Education and Early Childhood Learning.
373.12914

Copyright © 2025, the Government of Manitoba, represented by the Minister of
Education and Early Childhood Learning.

Manitoba Education and Early Childhood Learning
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply
with copyright law. If cases are identified where this has not been done, please
notify Manitoba Education and Early Childhood Learning. Errors or omissions
will be corrected in a future edition.

Any websites referenced in this resource are subject to change without notice.
Educators are advised to preview and evaluate websites and online resources
before recommending them for student use.

This resource is also available on the Manitoba Education and Early Childhood
Learning website at www.edu.gov.mb.ca/k12/docs/policy/op_credits/.

Disponible en français.

Available in alternate formats upon request.

CONTENTS

Introduction	1
Student Placement Considerations	2
Procedures for Evaluating Non-Manitoba Course Credits and Transcripts	3
Placement of Students with Interrupted Schooling	7
Frequently Asked Questions	8
References	12
Appendix A: Evaluation of Non-Manitoba Course Completions for High School Credits: Recording Form	14

INTRODUCTION

This document, developed by Manitoba Education and Early Childhood Learning (the department), outlines considerations, procedures, and resources to assist school administrators in making decisions about the educational credentials and appropriate placement of students who transfer to the Manitoba school system from another jurisdiction within or outside Canada, from a non-funded independent school in Manitoba, or from home schooling. Principals of schools are responsible for making placement decisions, as well as for determining whether non-Manitoba course completions should receive Manitoba high school credit(s). This authority is set out in the Education Administration Miscellaneous Provisions Regulation 468/88 R (<http://web2.gov.mb.ca/laws/regs/current/pdf-regs.php?reg=468/88R>) made under The Education Administration Act.

The department allows course credits completed in non-Manitoba schools by students who are registering in Manitoba schools to be evaluated and accepted as high school credits. Once accepted, these credits can be used to meet Manitoba high school graduation requirements.

Non-Manitoba credits refer to courses that are neither developed nor approved by the department. The course codes to be used in recording these credits are identified in this document, based on the current *Subject Table Handbook: English Program* (<http://www.edu.gov.mb.ca/k12/docs/policy/sth/index.html>) (Manitoba Education and Early Childhood Learning). A distinct code is used for each compulsory subject area. One code applies to all optional courses. No distinction is made between in-province and out-of-province learning. Non-Manitoba credits may have been completed in a school from out-of-province, in a non-funded independent school in Manitoba, or in home schooling.

Students entering Manitoba's public school system as resident pupils* or as international students** should have their pre-existing Grades 9 to 12 course completions evaluated to determine whether Manitoba credit(s) can be granted. Thereafter, they should be placed in courses that will allow them to obtain the Manitoba high school diploma and achieve their educational and career goals.

Occasionally, students of high school age with interrupted schooling may arrive with an educational background that amounts to less than expected for their age. Suggestions on the placement of these students are provided in this document.

* Resident pupils are entitled to an education in Manitoba public schools. The term *resident pupil* is defined in The Public Schools Act of Manitoba.

** An international student is a temporary resident: a foreign national who has applied for status in Canada and met obligations for holding a Temporary Resident Visa and/or possesses status under conditions of a Study or Work Permit.

STUDENT PLACEMENT CONSIDERATIONS

When determining a student's placement within the Manitoba school system, the school principal should take into account the following considerations:

1. Responsibility for determining the student's placement at a grade that is appropriate to the age and skill level of the student lies with the school.
2. The procedures and criteria used in the evaluation of non-Manitoba course credits should be clear, consistent, and reliable.
3. The approach to evaluating non-Manitoba course credits should take into account the diversity of educational systems in other jurisdictions and the student's age and skill level. Special consideration must be given to the student's previous learning opportunities, which may have been limited by difficulty accessing education, disrupted schooling, war, or other factors.
4. The same basic evaluation methodology should apply to all students, and results should be recorded to ensure consistency, fairness, and equity (see point 8, page 6). Evaluation of non-Manitoba course credits should take past practice into account. Over time, this record may help the school develop clear, consistent, and reliable procedures and criteria.
5. Students and their parent(s)/caregiver(s) should have adequate access to the results of the evaluation of non-Manitoba course credits. A local (school or divisional) appeal process should be in place.
6. It is recognized that school administrators require a margin of flexibility in making student placement decisions.
7. The Manitoba high school diploma is not to be issued solely on the basis of the evaluation of non-Manitoba course credits. Resident pupils in Grade 12 with the right to attend school in Manitoba must successfully complete at least one (1) Manitoba course credit (equivalent to 110 hours of instruction) in a Manitoba school before being awarded the Manitoba high school diploma. International students in Grade 12 with the right to attend school in Manitoba must attend high school for a minimum of two (2) semesters and successfully complete at least five (5) or six (6) Manitoba course credits, depending on the diploma program of study, in a Manitoba school before being awarded the Manitoba high school diploma.

PROCEDURES FOR EVALUATING NON-MANITOBA COURSE CREDITS AND TRANSCRIPTS

When a high school student transfers to a Manitoba school from another jurisdiction within or outside Canada, from a non-funded independent school in Manitoba, or from home schooling, the school principal should use the following procedures for evaluating the student's educational credentials in order to place the student in an appropriate educational setting.

1. Establish the validity of the documentation presented. The student's transcript should, other than in exceptional circumstances, be an official original document or a certified copy of the original. Generally, transcripts are issued by government departments/ministries of education. It may be necessary to meet with the student and their parent/caregiver to gather information.

Translation may be necessary.

- If possible, the student should submit a true and exact translation of the documentation.
- Where it is impossible or impractical for the student to provide translated documentation, translation with the help of school or community resources is an option (see point 11, page 11).

2. To determine the student's placement, attempt to situate the documentation within the framework of the education system from which it is issued. If it is impossible to evaluate all or most of the student's credits or if the student lacks certain credentials or transcripts, the school will want to determine at what minimum grade it can place the student and then move forward on a credit-by-credit basis. A follow-up evaluation of this initial placement should be undertaken to confirm the appropriateness of the placement.
3. For high school students, make efforts to equate the non-Manitoba course credits with similar courses offered in the Manitoba school system. If necessary, apply a variety of criteria to determine the student's type and level of educational programming:
 - **Duration:** What was the normal full-time duration of the school day? school year? Was it a credit system? How many hours were required per credit?
 - **Content:** What courses were studied? Were there compulsory versus optional courses? Can two or more courses be blended to meet Manitoba requirements for a single course credit?
 - **Type and quality:** In what type of programming was the student enrolled? Was it vocational? academic? advanced? Can the quality of the programming be determined?
 - **Level of achievement:** How was achievement recorded? Was it recorded by letter grades? by achievement level?

4. An immediate and informal evaluation of the student’s skill level may be necessary before the student’s transcript and records arrive. However, schools must be aware of provisions within the Appropriate Educational Programming Regulation 155/2005 (<http://web2.gov.mb.ca/laws/regs/current/pdf-regs.php?reg=155/2005>) made under The Public Schools Act that require a school board to “ensure that a pupil [who is eligible to be enrolled] is not denied educational programming . . . for more than 14 days after the pupil seeks to be enrolled in a school within the division or district, regardless of whether that school has received the pupil’s pupil file” (7[1]).
5. Course codes identified in the *Subject Table Handbook: English Program* (<http://www.edu.gov.mb.ca/k12/docs/policy/sth/index.html>) will allow school administrators to reflect the student standing properly at the time of admission. The codes will also help schools complete the graduation requirements charts on the provincial report card. Non-Manitoba credits are to be recorded with the appropriate codes identified in the following chart. Schools should use the designation “S” for “Standing” to report credits granted. Note that the modified (M) programming and the English as an additional language (E) programming course designations are not included in this chart. When evaluating non-Manitoba credits, determination of a modified course or an English as an additional language course is not required. Future adaptations and/or modifications can still be made with the development of an individual education plan (IEP).

Non-Manitoba Credits—Grades 9 to 12

Code	Title	System Name	Credits	Grade/Level
0142	Non-Manitoba Compulsory English Language Arts	NON-MB COMPULSORY ELA	1.0	12G 22G 32G 42G
0172	Hors Manitoba crédit obligatoire en français	HORS MB CRÉDIT OBLIG. EN FRANÇAIS	1.0	12G 22G 32G 42G
0143	Non-Manitoba Compulsory Mathematics	NON-MB COMPULSORY MATHEMATICS	1.0	12G 22G 32G 42G
0146	Non-Manitoba Compulsory Physical Education/Health Education	NON-MB COMPULSORY PHYS ED/HEALTH ED	1.0	12G 22G
0149	Non-Manitoba Compulsory Science	NON-MB COMPULSORY SCIENCE	1.0	12G 22G 32G
0148	Non-Manitoba Compulsory Social Studies	NON-MB COMPULSORY SOCIAL STUDIES	1.0	12G 22G 32G
0117	Non-Manitoba Optional Course(s)	NON-MANITOBA OPTIONAL COURSE	0.5 – 13.0	N/A

6. The Manitoba high school diploma is not to be issued solely on the basis of the evaluation of non-Manitoba credits.

- a. Resident pupils in Grade 12 with the right to attend school in Manitoba must successfully complete at least one (1) Manitoba course credit (equivalent to 110 hours of instruction) in a Manitoba school before being awarded the Manitoba high school diploma. This requirement does not apply to students who are receiving an individualized (I) programming designation. Students who are eligible to receive a Certificate of Completion for Individualized Senior Years Programming need to complete at least one year of instruction in the Senior Years.
- b. International students in Grade 12 with the right to attend school in Manitoba must attend high school in Manitoba for a minimum of two (2) semesters, and successfully complete at least five (5) or six (6) Manitoba course credits, depending on the diploma program of study, in a Manitoba school before being awarded the Manitoba high school diploma.

For international students in the English Program, no evaluation of non-Manitoba credits, challenge for credit, or substitution of credit is permitted on any of the following five (5) credits:

- English Language Arts 30S/E/M
- English Language Arts 40S/E/M*
- Mathematics 40S/E/M*
- Physical Education/ Health Education 40F/E/M
- History of Canada 30F/E/M

For international students in the Français Program, no evaluation of non-Manitoba credits, challenge for credit, or substitution of credit is permitted on any of the following six (6) credits:

- Français langue première 40S/M/L*
- English Language Arts 40S/E/M*
- Mathématiques 40S/M/L*
- Éducation physique et Éducation à la santé 40S/M/L
- Français langue première 30S/M/L
- Histoire du Canada 30S/M/L

* International students must also participate in any provincial assessment required by Manitoba, written in French or English.

For international students in the French Immersion Program, no evaluation of non-Manitoba credits, challenge for credit, or substitution of credit is permitted on any of the following six (6) credits:

- Français langue seconde 40S/M/L*
- English Language Arts 40S/E/M*
- Mathématiques 40S/M/L*
- Éducation physique et Éducation à la santé 40S/M/L
- Français langue première 30S/M/L
- Histoire du Canada 30S/M/L

7. Prepare an IEP for the student, if necessary. Consider questions such as the following:
 - What kinds of educational support(s) and programming will the student need to succeed?
 - What prior schooling did the student have?
 - What are the student's career aspirations?
 - Will the student choose to work or study after graduation?
 - What type of education and training will the student pursue?
 - What type of work will the student pursue?

An IEP is especially important for students with limited English or French language skills, significant interrupted schooling, or special needs. Refer to the department's website for resources and information on developing and implementing IEPs (<http://www.edu.gov.mb.ca/k12/specedu/iep/>).

8. Prepare and record an evaluation statement, both for the school's records and for the student's cumulative file. This record should include an evaluation report and copies of all documentation contributing to the evaluation of non-Manitoba course credits. The sample Evaluation of Non-Manitoba Course Completions for High School Credits: Recording Form provided at the end of this document is available online (http://www.edu.gov.mb.ca/k12/docs/policy/op_credits/) and may be downloaded and printed for this purpose.
9. If the decision resulting from the evaluation is not accepted by the student/parent/caregiver, a formal appeal process should be available to the student. This appeal process should begin at the school and progress to the school division. The final decision is the responsibility of the school board.

* International students must also participate in any provincial assessment required by Manitoba, written in French or English.

PLACEMENT OF STUDENTS WITH INTERRUPTED SCHOOLING

For students who arrive with a background of interrupted schooling, consider not only their educational needs (as discussed on page 2), but also an age-appropriate grade placement. Make this determination on the basis of each student's circumstances. Age-appropriate placement may be acceptable in one case and not in another. The intent is to offer the foundational schooling that will help each student succeed in and beyond high school.

Some students may benefit from being placed in a lower grade, allowing for more schooling to address their educational needs. Since granting credits does not replace formal schooling, a general rule of thumb is to place arriving high school students in Grade 9 as an initial placement. Prepare an IEP for the student based on an interview (with the student, parents/caregivers, and so on), portfolios, and an assessment in language, literacy, and other subject areas.

Consideration may be given to the student's previous complementary education, informal education, and strengths and skills. Course credits may be granted following an evaluation of the student's abilities. It is recognized that the school administration, having spoken with the student and parent/caregiver, and gathered and studied all available and pertinent information, is in the best position to make the decision regarding course credits.

A combination of approaches should help confirm the student's appropriate grade placement.

Refer to the department's website for resources and information regarding

- English as an additional language (EAL) programming for the English Program (www.edu.gov.mb.ca/k12/cur/eal/) and for the Français and French Immersion Programs (www.edu.gov.mb.ca/m12/progetu/ala/index.html)
- modifications (www.edu.gov.mb.ca/k12/specedu/programming/modification.html)
- individualized programming (www.edu.gov.mb.ca/k12/specedu/programming/programming.html)
- development and implementation of IEPs (www.edu.gov.mb.ca/k12/specedu/iep/)

FREQUENTLY ASKED QUESTIONS

School administrators encounter various situations and questions about granting credits for courses that are not completed at their school and about the availability of resources for evaluating non-Manitoba credentials. Answers to some frequently asked questions are provided below.

1. How should the school report non-Manitoba credits?

The non-Manitoba course codes allow the recording of non-Manitoba credits for one-half credit and one credit courses. Credits should be reported using the designation “S” for “Standing.” For further information, refer to the current *Subject Table Handbook: English Program* (www.edu.gov.mb.ca/k12/docs/policy/sth/index.html).

2. What if the student appears ready to or wishes to pursue post-secondary education and training or work?

Students who require a Grade 12 equivalency and who intend to proceed to post-secondary education and training or work should be directed to post-secondary education programs, or referred to “Recognizing Prior Learning (RPL)” (www.edu.gov.mb.ca/all/plar/index.html) (Manitoba Advanced Education and Training).

3. Until what age does an individual have the right to attend school?

Students have the right to attend school until they receive a Manitoba high school diploma or until the last school day of June in the calendar year in which they become 21 years of age, whichever comes first.

4. If a student was a resident pupil in Grade 9, 10, or 11, but not in Grade 12, can the student be issued a Manitoba high school diploma?

No. The student must be a resident pupil in Grade 12 to be eligible for a Manitoba high school diploma.

5. How should the Challenge for Credit Option be used when placing the student is difficult?

The department recognizes that, in exceptional circumstances, students may already have acquired the knowledge, skills, and attitudes of the learning outcomes of a particular course. The Challenge for Credit Option provides a process for students to demonstrate that they have achieved the learning outcomes identified in the Manitoba curriculum for a directly related course. Schools should consult their divisional policies and procedures related to the Challenge for Credit Option.

6. Can arriving students be credited for demonstrated skills in languages other than English and French?

The Special Language Credit Option provides for the recognition of Manitoba's linguistic diversity. High school students proficient in languages other than English or French are eligible for Special Language credits, which would be granted in addition to the non-Manitoba credits. For further information, refer to *Special Language Credit Option: A Policy and Administrative Handbook for Grades 9 to 12, with Responses to Frequently Asked Questions* (www.edu.gov.mb.ca/k12/docs/policy/lancredits/index.html) (Manitoba Education and Advanced Learning).

7. How do I know whether I should be using the non-Manitoba credits, the Challenge for Credit Option, or the Special Language Credit Option?

All three of the above options are designed for students who want to receive credit for learning they experienced outside the Manitoba education system (in another jurisdiction outside the province, in a non-funded independent school in Manitoba, or in home schooling). When a student arrives in a Manitoba high school, the school administrator should meet with the student and their parent/caregiver to discuss the various options.

One major difference between non-Manitoba credits and the Challenge for Credit Option is the way in which student achievement is to be reported. Non-Manitoba credits will be reported on the provincial report card and the transcript using the designation "S" for "Standing." No mark is to be given for these credits. The Challenge for Credit Option could have credits recorded on the report card and the transcript with a percentage grade. The percentage grade or the designation "S" for "Standing" on the transcript may have implications for post-secondary acceptance.

The Special Language Credit Option is another way for students to receive credits for courses taken outside the Manitoba education system. It is designed to acknowledge a student's proficiency with languages other than English or French. Depending on the student's situation, the school administrator may choose to grant the credits based on external credentials, in which case the designation "S" for "Standing" would be reported, or based on an examination, in which case a percentage grade may be reported.

8. What are the school's obligations in terms of a timely placement?

The Appropriate Educational Programming Regulation 155/2005 (<http://web2.gov.mb.ca/laws/regs/current/pdf-regs.php?reg=155/2005>) made under The Public Schools Act directs that all students in Manitoba, particularly those with special needs, are entitled to receive appropriate educational programming that fosters student participation in both the academic and social life of the school. Section 7(1) of the regulation states:

A school board must ensure that a pupil [transferring into a school] is not denied educational programming in the following circumstances:

- (a) for more than 14 days after the pupil seeks to be enrolled in a school within the division or district, regardless of whether that school has received the pupil's pupil file;
- (b) pending
 - (i) the conduct of any assessment, or
 - (ii) the preparation of an individual education plan for the pupil.

9. How should the school evaluate the standing of students arriving from other provinces/territories?

The Council of Ministers of Education, Canada (CMEC) offers information in its *Student Transfer Guide* (https://www.cmec.ca/768/Student_Transfer_Guide.html) "to assist receiving schools in placing secondary students who have recently moved from one province or territory to another, in a manner that will ensure that their education is as continuous as possible." Summaries of provincial and territorial curricula and graduation requirements can be found on the CMEC website.

10. How should the school evaluate the standing of students arriving from outside the country?

Elementary school students who are arriving from outside the country will be placed in an age-appropriate grade by the principal of the receiving school. This decision is informed by documentation (including attendance records, report cards, transcripts, and other assessment materials) as well as consultations with the student, their family, and school staff.

For secondary students who are arriving from outside the country, the principal of the receiving school will determine the total credit equivalency of the student's previous learning along with the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be recorded in the student's Manitoba Statement of High School Marks (transcript).

Final decisions regarding placement are made by the principal in consultation with the student, staff, and family. The principal will communicate the final placement decision and rationale to the student and their family. The credit equivalency total and the number of compulsory credits included will be recorded in the student's Manitoba Statement of High School Marks (transcript) through the school division's Student Information System.

11. **What other resources are available to school administrators in Manitoba?**

A variety of resources are available in Manitoba:

- Through its Language Bank Services (www.icmanitoba.com/services/language-bank/), the Immigrant Centre in Winnipeg responds to requests for translation and interpretation in multiple languages.
- The Manitoba Interfaith Immigration Council Inc. (MIIC) (<http://miic.ca/>) works primarily with immigrants of refugee origins. Volunteers or staff can assist with interpretation of some languages.
- The Manitoba Education and Early Childhood Learning website provides information and resources outlining graduation requirements for high school students (www.edu.gov.mb.ca/k12/policy/grad_require.html) and for mature students (www.edu.gov.mb.ca/k12/docs/policy/mature/).

REFERENCES

- Council of Ministers of Education, Canada (CMEC). *Student Transfer Guide*.
www.cmec.ca/768/Student_Transfer_Guide.html.
- Immigrant Centre. *Language Bank Services*.
www.icmanitoba.com/services/language-bank/.
- Manitoba Advanced Education Training. "Recognizing Prior Learning (RPL)." *Adult Learning and Literacy*. www.edu.gov.mb.ca/all/plar/.
- Manitoba. The Education Administration Act. C.C.S.M. c. E10. King's Printer—Statutory Publications, 1997. Available online at
<https://web2.gov.mb.ca/laws/statutes/ccsm/e010.php>.
- . The Public Schools Act. C.C.S.M. c. P250. King's Printer—Statutory Publications, 1987. Available online at <https://web2.gov.mb.ca/laws/statutes/ccsm/p250.php>.
- . The Public Schools Amendment Act (Appropriate Educational Programming). S.M. 2004, c. 9. King's Printer—Statutory Publications, 2005. Available online at
<http://web2.gov.mb.ca/laws/regs/current/pdf-regs.php?reg=155/2005>.
- Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*. 2010. Available online at www.edu.gov.mb.ca/k12/specedu/iep/.
- Manitoba Education and Early Childhood Learning. "English as an Additional Language (EAL)." *Curriculum*. www.edu.gov.mb.ca/k12/cur/eal/.
- . *Graduation Requirements*. www.edu.gov.mb.ca/k12/policy/grad_require.html.
- . "Individualized Programming." *Student Services*.
www.edu.gov.mb.ca/k12/specedu/programming/programming.html.
- . "Modification." *Student Services*.
www.edu.gov.mb.ca/k12/specedu/programming/modification.html.
- . "Planning and Programming for Students with Special Learning Needs." *Student Services*.
www.edu.gov.mb.ca/k12/specedu/programming/.
- . *Special Language Credit Option: A Policy and Administrative Handbook for Grades 9 to 12, with Responses to Frequently Asked Questions*. 2025. Available at www.edu.gov.mb.ca/k12/docs/policy/lancredits/.
- . "Student-Specific Planning and Individual Education Plans (IEPs)." *Student Services*.
www.edu.gov.mb.ca/k12/specedu/programming/iep.html.
- . *Subject Table Handbook: English Program*. Annual publication. Available online at
www.edu.gov.mb.ca/k12/docs/policy/sth/.

Manitoba Education and Early Childhood Education and Manitoba Advanced Education and Training. *Grades 9 to 12 Mature Student Graduation Requirements*. Manitoba Education and Youth and Manitoba Advanced Education and Training, 2025. Available online at www.edu.gov.mb.ca/k12/docs/policy/mature/.

Manitoba Interfaith Immigration Council Inc. (MIIC). Home Page. www.miic.ca/.

The above websites were accessed in May 2025. Any websites referenced in this document are subject to change without notice.

APPENDIX A: Evaluation of Non-Manitoba Course Completions for High School Credits: Recording Form

Evaluation of Non-Manitoba Course Completions for High School Credits: Recording Form

Evaluation of Non-Manitoba Course Completions for High School Credits
Recording Form

Manitoba

IMPORTANT: For optimal use of this PDF form, download it to your digital device and complete it using Adobe Acrobat Reader or another Adobe Acrobat product. A free copy of Adobe Acrobat Reader can be downloaded at <https://get.adobe.com/reader/>.

In evaluating non-Manitoba course completions for high school credits, prepare an evaluation report, both for the school's records and for the student's cumulative file. Complete a recording form, such as this one, and include copies of all applicable documentation.

Non-Manitoba Credits—Grades 9 to 12				
Code	Title	System Name	Credits	Grade/Level
0142	Non-Manitoba Compulsory English Language Arts	NON-MB COMPULSORY ELA	1.0	12G 22G 32G 42G
0172	Hors Manitoba crédit obligatoire en français	HORS MB CREDIT OBLIG. EN FRANÇAIS	1.0	12G 22G 32G 42G
0143	Non-Manitoba Compulsory Mathematics	NON-MB COMPULSORY MATHEMATICS	1.0	12G 22G 32G 42G
0146	Non-Manitoba Compulsory Physical Education/Health Education	NON-MB COMPULSORY PHYS ED/HEALTH ED	1.0	12G 22G 32G 42G
0149	Non-Manitoba Compulsory Science	NON-MB COMPULSORY SCIENCE	1.0	12G 22G
0148	Non-Manitoba Compulsory Social Studies	NON-MB COMPULSORY SOCIAL STUDIES	1.0	12G 22G 32G
0117	Non-Manitoba Optional Course(s)	NON-MANITOBA OPTIONAL COURSE	0.5 – 13.0	N/A

Evaluator/Student Advisor Name _____ Date _____
 Student Name _____ MET Number _____

Initial Evaluation

Date of initial placement: _____

Grade placement: Grade 9 Grade 10 Grade 11 Grade 12

Individual Education Plan (IEP) developed: Yes No Attached

Documentation used to evaluate credits: Attached

Notes:

Student Signature _____ Parent or Caregiver Signature _____
 Evaluator or Student Advisor Signature _____ Principal or Designate Signature _____

Page 1 of 2

se Completions

d (if any):

Parent or Caregiver Signature _____

Principal or Designate Signature _____

Page 2 of 2