



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

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STUDENT PROMOTION POLICY (P044)

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Preamble

As defined under article 233 of the Education Act (EA), the School Board establishes the rules for the promotion from elementary school to secondary school and for the promotion from the first to second cycle of secondary school, subject to conditions in the Basic School Regulation. These rules allow for a common approach to making informed decisions in relation to each student's academic journey, thereby promoting success.

1. Guiding Principles

The guiding principles of this policy are:

- To ensure fairness, consistency, and transparency in the administrative decisions to be made with respect to the transition of students from one cycle or program to the next while facilitating the continuity of their learning both within and across school contexts.
- To promote the coherence and continuity of each student's educational pathway while respecting the principle of equal opportunity and success for all;
- To promote consultation and partnership between teachers, professionals, administrators and parents.

2. Definitions

Cycle

The organization of periods of learning from preschool through Secondary 5 for which students acquire a body of knowledge and competencies as identified in the Quebec Education Program and the related Progressions of Learning. From preschool through Secondary 2, the periods are two years in length and from Secondary 3 through Secondary 5, the period is three years in length.

Promotion

Advancing a student who demonstrated sufficient attainment of competencies as identified in the official programs of the Ministry of Education.

Placement

The promotion of a student who has not satisfied the academic requirements of the program with their peer group in favour of the student's social and psychological well-being.

Transition Plan

A plan which identifies the support mechanisms required to facilitate success at the next academic level and/or cycle.

Multi-disciplinary team

A team composed of the school administrator, teacher(s), resource teacher and/or the relevant school-based professionals.

Promotion Committee

A committee at the secondary school level composed of a multi-disciplinary team and the guidance counsellor or equivalent, as required.

3. Scope

These rules of promotion and/or placement apply to all students enrolled in an elementary or secondary school of the Eastern Townships School Board, in accordance with the Education Act, the requirements and the rules set out in the Basic School Regulation, the Annual Directives for Instruction published each year by the *ministère de l'Éducation du Québec* (MEQ), the frameworks for the evaluation of learning, the Quebec Education Program, the Policy on the Evaluation of Learning, and the Special Education Policy of the *ministère de l'Éducation du Québec*.

The decisions rendered through application of this policy are maintained if a child changes schools within the school board.

4. Promotional Rules

4.1 Rules for Promoting Elementary Students from One Cycle to the Next (excluding end of the third cycle of elementary)

This policy outlines the guiding principles for the promotion of students from one cycle (or program in preschool) to the next excluding the end of the third cycle of elementary. Under the Education Act, the principal is responsible for approving “the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation” (Education Act, article 96.15-5). It is expected that the guiding principles of this policy will inform the school’s policies for promotion at the end of cycles when under their purview.

4.2 Rules for Promoting from the Third Cycle of Elementary to the First Cycle of Secondary

The promotion of students from elementary to secondary school generally occurs after 6 years of elementary school when the student has met the global objectives of the program of study as prescribed by the Ministry of Education.

4.3 Rules for Placement of Students from the Third Cycle of Elementary to the First Cycle of Secondary

For students with difficulties meeting or have not met the global objectives of the program of study, the principal of the elementary school shall establish a transition plan with the secondary school to ensure that support measures are put in place. This is intended to foster positive social and academic development of the student. This includes students following a program where particular subjects and/or competencies are modified.

4.4 Rules for Promotion of Students at the end of Five Years of Elementary School

- 4.4.1 Exceptionally, a student who meets all the objectives of the elementary program and has acquired sufficient social and emotional maturity to handle the daily rigors of secondary school may be promoted to secondary school after five years.
- 4.4.2 The principal shall ensure that the student has received instruction in the entire third cycle of elementary curriculum and has taken the mandatory end-of-cycle evaluations.
- 4.4.3 To determine the student's emotional and social maturity, the principal shall rely on the analysis of the multidisciplinary team.
- 4.4.4 A transition plan should be put in place.

4.5 Rules for Promotion from the First to the Second Cycle of Secondary

4.5.1 Automatic Promotion to the Second Cycle of Secondary:

A student is automatically promoted to the first year of the second cycle of secondary school if they have successfully completed (received at least 60%) in two of the three core subjects: Mathematics, English Language Arts, and French second language¹, and a majority of other subjects.

4.5.2 Conditional Placement to Cycle 2:

A student shall be admitted to the second cycle of secondary school if they have successfully completed the English or Mathematics program and half of the remaining courses. After consultation with the promotion committee, the decision will be based on information from the following sources:

- the student's learning profile, if applicable;
- the data contained in the confidential file, if applicable;
- the individualized education plan;
- the teachers' recommendations;
- the professionals' summary reports, if applicable.

4.5.3 Exceptional Placement

If a student does not successfully complete the requirements for automatic promotion or conditional placement to the second cycle of secondary school, the promotion committee shall review the measures required to ensure the student's success and create a transition plan for the following year. In exceptional circumstances, the principal may, after consultation with the promotion committee, determine that the child shall repeat the second year of the first cycle of secondary school where it can be articulated that this measure would be in the student's best interest. The decision will be based on information from the following sources:

- the student's learning & social emotional profile;
- the data contained in the confidential file, if applicable;
- the individualized education plan;
- the teachers' recommendations;
- the professionals' summary reports, if applicable.

¹ Français Langue d'Enseignement may replace French Second Language where offered.

4.5.4 Placement in Employment-Oriented Pathway

In accordance with articles 23.4 and 23.5 of the Basic School Regulation, a student may be referred to the employment-oriented training pathway. In this case, an analysis of the students file shall be carried out to determine whether the employment-based training pathways matches the needs, abilities, and interests of the students. This analysis includes:

- the history of the student's learning profile;
- the data contained in the confidential file;
- the intervention plan;
- the referral process;
- the teachers' recommendations;
- the professionals' summary reports, if applicable.
- parental consent, if a derogation to the minimal requirements is being considered

4.6 Rules for Retention of Students in the First Year of a Cycle

Students are not to repeat inter-cycle. Only as an exception, the Basic School Regulation allows for students in “elementary education and at the end of the first year of secondary school to, exceptionally and in their interest, remain for a second year in the same class if it is evident from their individualized education plan that such a measure is more likely to facilitate the student’s academic progress. The measure, which may be used only once during elementary education, must not result in the student being promoted to secondary school after more than 6 years of elementary school studies, subject to the power of the principal, at the end of that period, to admit the student to an additional year of elementary school studies” (Basic School Regulation, Article 13.1).

5. Roles and Responsibilities

5.1 School Board

The school board shall ensure the application of this policy.

5.2 Shared Responsibility for the Transfer of Information

The elementary school principal, the secondary school principal, and relevant staff will work together to share all pertinent information about each student who will be transitioning from elementary to secondary school. This includes the timely transfer of the student’s personal record.

5.3 Elementary Administration

The principal informs the parents of the promotion decision and indicates the decision on the report card.

For students who are not being promoted, the principal shall ensure that the multi-disciplinary team has reviewed the student’s file and that all required measures have been put in place.

5.4 Secondary Administration

The school principal establishes the promotion committee. The school principal has the authority to make the final decision on the promotion. They must take into consideration the recommendation from the promotion committee to render a decision in the best interest of the student, considering both their academic and social needs while respecting the principles set forth in this document. The principal shall inform the parents of the decision to promote and indicate the decision on the report card.

5.5 Promotion Committee

The promotion committee's purpose is to make recommendations on the promotion and/or placement of students from first cycle to the second cycle of secondary school.

6. Legal Framework & References

6.1 [Education Act](#)

6.1.1 Article 96.15.

The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraphs 5 and 6, of the members of the staff concerned,

(5) the rules governing the placement of students and their promotion from **one cycle** to the other at the elementary level, subject to the rules prescribed by the basic school regulation;

6.1.2 Article 96.17

Exceptionally, in the interest of a child who has not achieved the objectives of preschool education and with the consent of the child's parents, the principal may, after consulting with the teacher, admit the child, as prescribed by regulation of the Minister, to preschool education for the school year in which he would be eligible for admission to elementary school education, if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress. 1997, c. 96, s. 13; 2006, c. 51, s. 91; 2020, c. 1 2020, c. 1, s. 33

6.1.3 Article 96.18

Exceptionally, in the interest of a student who has not achieved the objectives or mastered the compulsory notional contents of elementary school education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school and with the consent of the student's parents, the principal may, after consulting with the teacher, admit the student, as prescribed by regulation of the Minister, to elementary school education for an additional school year, if there are reasonable grounds to believe that such a measure is necessary to foster the student's academic progress. 1997, c. 96, s. 13; 2006, c. 51, s. 92; 2020, c. 1 2020, c. 1, s. 3311.

6.1.4 Article 96.19

Each year, the principal shall submit a report to the school board on the number of students admitted under each of sections 96.17 and 96.18, on the date determined and in the form specified by the school board. 1997, c. 96, s. 13; 2020, c. 1 2020, c. 1, s. 3121

6.1.5 Article 233

Every school board shall establish rules governing promotion from elementary school to secondary school and from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the basic school regulation. 1988, c. 84, s. 233; 1990, c. 78, s. 54; 1997, c. 47, s. 22; 1997, c. 96, s. 71; 2020, c. 1 2020, c. 1, s. 3121; O.C. 816-2021 of 16.06.2021, (2021) 153 G.O. 2, 2103.

6.2 Basic School Regulation

6.2.1 Article 13

A student shall be promoted from elementary to secondary school after 6 years of elementary school studies; a student may, however, be promoted after 5 years of studies if he or she has achieved the objectives of the programs of studies at the elementary level and has acquired sufficient emotional and social maturity. It is up to the school service centre responsible for the elementary education of the student to determine whether or not that student satisfies the requirements of the elementary level. O.C. 651-2000, s. 13; O.C. 488-2005, s. 1; O.C. 699-2007, s. 1.

6.2.2 Article 13.1

For elementary education and at the end of the first year of secondary school, the school principal may, exceptionally, in a student's interest, allow the student to remain for a second year in the same class if it is evident from the student's individualized education plan that such a measure is, among possible measures, a measure more likely to facilitate the student's academic progress. The measure, which may be used only once during elementary education, must not result in the student being promoted to secondary school after more than 6 years of elementary school studies, subject to the power of the principal, at the end of that period, to admit the student to an additional year of elementary school studies in accordance with the Act. O.C. 699-2007, s. 2; O.C. 881-2007; O.C. 399-2010, s. 1.

6.2.3 Article 23.3

At the secondary level, the work-oriented training path comprises the following 2 training paths: pre-work training and training leading to a semi-skilled trade.

A student who is at least 15 years of age on September 30 of the school year in which he or she begins the training may enroll in either training path if the student's last report card of the school year or individualized education plan shows that

- (1) the training path, among all the training paths offered at the secondary level, is most likely to meet the student's interests, needs and abilities;
- (2) the student meets the special requirements for admission to pre-work training set out in section 23.4 or to training leading to a semi-skilled trade set out in section 23.5, as the case may be. O.C. 488-2005, s. 6; O.C. 712-2010, s. 3.

6.2.4 Article 23.4

A student may be admitted to pre-work training if the student has not achieved the objectives of the elementary level programs of studies for language of instruction and mathematics.

6.2.5 Article 23.5

A student may be admitted to training for a semi-skilled trade if

- (1) the student has achieved the objectives of the elementary level programs of studies for language of instruction and mathematics, but has not earned the credits in the first cycle of the secondary level in those subjects; and
- (2) the student meets the special requirements established by the Minister for admission to the program leading to the semi-skilled trade.

A student enrolled in training for a semi-skilled trade shall receive the following general education and practical training concurrently: