		Commission scolaire English-Montréal English Montreal School Board
POLICY:	PROMOTION POLICY	CODE: PS-17
Origin:	Pedagogical Services	
Authority:	Resolution #02-06-26-12, #13-09-25-13	
Reference(s):	Education Act (R.S.Q., c.1-13.3); Basic School Regulation (R.S.Q., c.1-13.3,s.447); MELS Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector.	

RATIONALE

The present Promotion Policy outlines the rules of promotion from one grade level to the next and from elementary school to secondary school. It is formulated in the context of the Certification of Studies and in conformity with the Education Act, which states that:

After consulting with the Parents' Committee, every school board shall establish rules governing the promotion from elementary school to secondary school, and from first cycle to second cycle of the secondary level, subject to the rules prescribed by the Basic School Regulation. (Education Act, s. 233)

POLICY STATEMENT

The English Montreal School Board (EMSB) recognizes and values the diversity of its community and is committed to the educational success of all its students. As such, the EMSB seeks to ensure that promotion decisions reflect the values of justice, equality and equity. Such decisions will therefore be based on fair assessment and evaluation practices and must respect the Education Act, the Ministry of Education Leisure and Sport (MELS) Basic School Regulation, and the orientations of the Quebec Education Program (QEP).

FIELD OF APPLICATION

The EMSB Promotion Policy applies to all students in Preschool, Elementary School and Secondary School as designated in the MELS Basic School Regulation (BSR).

PRINCIPLES

1. All students, parents and teachers shall be made aware of the orientations that guide the practices of each school regarding assessment, evaluation and promotion.

The placement of students shall be based upon demonstrated competencies as identified in the official programs of the MELS. For each student, the decision to promote is an informed decision taken in accordance with this policy.

2. The final evaluation and decision to promote shall be made as near to the end of the school year as possible. This decision shall be based upon a variety of up-to-date assessment practices carried out during the year.
3. Every alternative solution to student retention shall be explored by school teams, with a view to achieving educational success.
4. The school administrator(s), on proposal of the teachers and members of the staff concerned, is responsible for the placement of the students and their promotion from one cycle to another as prescribed in the Basic School Regulation. Promotion from one grade to the next within a cycle is also the decision and responsibility of the school administrator(s). This applies to all elementary and secondary schools of the English Montreal School Board.

OBJECTIVES

This Promotion Policy seeks to ensure:

1. That the promotion of each student is an informed decision made in collaboration with the school team including the in-school administrator(s) and the class teacher(s);
2. That the promotion of each student considered to be at risk is an informed decision made in collaboration with the school team including the in-school administrator(s), the class teacher(s), the resource teacher(s), the regional special education consultant, the school elementary psychologist (if necessary) and the high school guidance counsellor as well as any other professional deemed appropriate;
3. That appropriate support measures are put in place for each student whose promotion appears to be at risk;
4. That promotion decisions for each student are based on assessment and evaluation strategies that recognize individual needs and aptitudes.

RULES OF APPLICATION

Rules Governing the Promotion of Students from Elementary School to Secondary School

For elementary and secondary education, the pass mark is 60% for each subject.

A decision to promote a student from elementary school to secondary school shall be based on the student's final subject marks on the last report card in the second year of Cycle 3 (Grade 6). Each student who has attained the pass mark of 60% in the core subjects of Mathematics, English Language Arts and French Second Language shall be promoted to secondary school.

For each student who does not attain the pass mark of 60% in any of the three core courses at the end of Cycle 3 of elementary school, one of the following options shall be applied:

1. The student shall be assessed for particular learning needs and placed in an appropriate program at the secondary level;
2. The student shall be promoted and provided with suitable support at the secondary level.
3. **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 following a request, with reasons, made by the student's parents, the school administrator(s) may admit the student, as prescribed by regulation of the MELS, 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. (Education Act, s.96.18)
4. The in-school administrator(s) may make a recommendation to a student's parents that it may be in the student's best interest to be retained.

Rules Governing the Promotion of Students

1. Promotion to the Next Grade Level

For elementary and secondary education, the pass mark is 60% for each subject.

The promotion of a student to the next grade level shall be based on the student's final subject marks on the last report card of the school year.

Each student who has attained the pass mark of 60% in the core subjects of Mathematics, English Language Arts and French Second Language shall be promoted to the next grade level.

2. Certification of Secondary School Studies

The certification of secondary school studies shall be based on the administrative rules set out by the MELS in the Administrative Manual for the Certification of

Secondary School Studies in the Youth Sector. These rules shall be applied to the evaluation and certification of secondary school studies in general education in the youth sector.


Rules Governing the Recognition of Studies for Students from Other Boards within the Province or for Students Out-of-Province

1. Students from Other Boards within the Province

The recognition awarded by other accredited Quebec Schools shall be respected.

2. Students from Out-of-Province

In the case of students from other provinces or other countries, the provisions of the MELS Administrative Manual of the Certification of Secondary School Studies, General Education, Youth Sector regarding the granting of equivalencies shall apply.

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PURPOSE

The purpose of these procedures is to provide the rules and regulations governing the placement of students and their promotion from elementary school to secondary school, as well as throughout the elementary and secondary cycles.

ROLES AND RESPONSIBILITIES

These functions are prescriptive and described by excerpts of the Education Act.

Teachers' Rights

“In accordance with the educational project of the school and subject to the provisions of this Act...

“The teacher is entitled, in particular...

(2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted based on their progress.” (Education Act, s. 19)

Responsibilities of School Administrator(s)

“The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraph 5, of the members of the staff concerned:

(4) the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children, in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school board;

(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. (Education Act, s. 96.15)”

“Within respect to promotion from one year to the next within the same cycle, section 13.1 of the *Basic school regulation* continues to stipulate that this decision is the responsibility of the school principal.” (Our School’s Choices in Light of the Provincial Report Card, p.5)

Functions and Powers of School Boards

“Every school board shall ensure that the basic school regulation established by the Government is implemented in accordance with the gradual implementation procedure established by the MELS under section 459.” (Education Act, s. 222)

Functions and Powers of the MELS

“The Government may make regulations to be known as the “basic school regulation”.

“In addition, the basic school regulation may...

(4) establish rules on the evaluation of learning achievement and the certification of studies;

(5) determine the diplomas, certificates and other official attestation awarded by the MELS and prescribe the conditions under which they are to be awarded;” (Education Act, s. 447)

PROMOTION OF STUDENTS

In accordance with the Education Act (s.96.15, para.5), the school administrator(s) , on proposal of the teachers and members of the staff concerned, is responsible for the placement of the students and their promotion from one cycle to another as prescribed in the Basic School Regulation. Promotion from one grade to the next within a cycle is also the decision and responsibility of the school administrator(s). This applies to all elementary and secondary schools of the English Montreal School Board.

Pre-school

Children who reach the age of five before October 1 of the current school year and whose parents have submitted an application for admission shall be admitted to preschool education. (Basic School Regulation, s. 12)

The decision to promote a pre-school student to the next grade level rests with the school team including the class teacher and the in-school administrator. It is important to consider the readiness of the child to move on to the next level when deciding on student promotion.

Exceptionally, in the interest of a child who has not sufficiently developed the level of competency as prescribed in the MELS preschool education program and determined by the school team and following a request, with reasons, made by the child's parents, the school administrator(s) may admit the child, as prescribed by

regulation of the MELS, 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. (Education Act, s. 96.17).

Elementary

Children who reach the age of six before October 1 of the current school year shall be admitted to elementary school. (Basic School Regulation, s. 12)

For elementary, the pass mark is 60% for each subject. (Basic School Regulation, s. 28.1)

A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school board, according to their respective responsibilities. (Basic School Regulation, s. 28)

An elementary school student shall be promoted to the next grade level if he or she has obtained a final subject mark of at least 60% in the following core subjects: Mathematics, French and English Language Arts. The school team may also decide to promote a student who has not obtained a final mark of 60% to the next grade level as long as specific support measures are implemented at the beginning of the following school year. These support measures must be listed in the student's Individualized Educational Plan (I.E.P) so as to ensure the student's specific needs are being met.

A student shall be promoted from elementary to secondary school after six years of elementary studies; a student may however be promoted after five years of studies if he or she has achieved the objectives of the program of studies at the elementary level and has acquired sufficient emotional and social maturity.

It is up to the school board responsible for the elementary education of the students to determine whether or not that student satisfies the requirements of the elementary level. (Basic School Regulation, s. 13)

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 following a request, with reasons, made by the student's parents, the school administrator(s) may admit the student, as prescribed by regulation of the MELS, 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. (Education Act, s. 96.18)

High School

The promotion of a student to the next grade level shall be based on the student's final subject marks on the last report card of the school year.

For secondary education, the pass mark is 60% for each subject. (Basic School Regulation, s. 28.1)

The promotion of a student to the next grade level shall be **by subject**.

In accordance with the Education Act (s.96.15, para.5), the school administrator(s) , on proposal of the teachers and members of the staff concerned, is responsible for the placement of the students and their promotion from one cycle to another as prescribed in the Basic School Regulation. Promotion from one grade to the next within a cycle is also the decision and responsibility of the school administrator(s). This applies to all elementary and secondary schools of the English Montreal School Board.

“With respect to promotion from one year to the next within the same cycle, section 13.1 of the *Basic school regulation* continues to stipulate that this decision is the responsibility of the school principal.” (Our School's Choices in Light of the Provincial Report Card, p.5)

1. Core Courses

A student who, on the final report, obtains a final mark of less than 60% in English Language Arts, French Second Language or Mathematics, must repeat the subject. However, if the final mark is in the 50-59% range in any of these subjects at the Secondary I, II or III, the student may attend a Board-recognized summer school course. Upon successful completion of such a course, the student shall be promoted to the next level in that subject. For Secondary IV and Secondary V, students have the opportunity to re-take certain examinations in August, regardless of their final mark in June.

2. Compulsory Courses

Please refer to Appendix 1 (p. 9) of this policy for a complete list.

3. Decision to Repeat the Year

A secondary student who fails two or more compulsory core courses, and who is not entitled to attend summer school for any of those compulsory core courses due to the final mark being below 50%, should repeat the level or be placed in the most appropriate program. Exceptionally, a student with an IEP and a principal's recommendation may register for Summer School with a mark less than 50%.

4. **Repeated Failure**

A student who fails a course or a grade level for the second time is not required to repeat again. Instead the student should be referred to the school team to review the student's profile and make appropriate recommendations. If a student is placed in the next level in a continuing subject and passes, recognition may be granted by equivalence for the courses that were previously failed.

5. **Summer School**

Every year, the School Board shall approve a Secondary I, II or III summer school program for High School students who have obtained a final mark between 50-59% in designated subjects and levels. The results of summer school shall be evaluated only as pass (P) or fail (F). A student who has successfully completed an approved summer school course shall be promoted to the next level in that subject.

6. **Program Requirements**

Guidance counselors and school administrators will ensure that students are informed on their program requirements and the certification criteria designated by the MELS.

GUIDELINES FOR CERTIFICATION

1. Certification is the responsibility of the MELS. As specified in the Administrative Manual for the Certification of Students, General Education, Youth Sector, in order to qualify for a Secondary School Diploma, students in Secondary IV and V must satisfy the requirements of the MELS Certification System. The MELS shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the Secondary V level in addition to the following:
 - 6 credits in Secondary V language of instruction;
 - 4 credits in Secondary V second language;
 - 4 credits in Secondary IV mathematics;
 - 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
 - 4 credits in Secondary IV history and citizenship education;
 - 2 credits in Secondary IV arts education ; and
 - *2 credits in Secondary V ethics and religious culture or physical education and health.

**The MELS requires that all students be registered in both these courses so as to give the students all opportunities to acquire the compulsory credits required for certification.*

Credits earned in a vocational training program leading to a Diploma of Vocational Studies or to an Attestation of Vocational Specialization are taken into account when awarding the Secondary School Diploma. (BSR, s.32)

Credits accumulated in Secondary I, II and III are not taken into consideration in granting a Secondary School Diploma.

2. In accordance with the certification rules of the MELS, a passing mark and/or credits may only be granted if and when a student meets the requirements of a course based upon appropriate evaluation practices. If these requirements are not met, the student must repeat the course or be placed in the most appropriate course at the discretion of the school team.
3. The decision to promote shall be made as near to the end of the course as possible. This decision shall be based on an evaluation consisting of a final examination and/or any other forms of assessment carried out at various stages of the cycle.
5. The passing mark for all courses at the secondary level is 60%.

APPENDIX 1

BASIC SCHOOL REGULATION FOR SECONDARY SCHOOL EDUCATION

2012-2013

(ss 23 and 23.1)

In the first and second cycles of secondary school, the compulsory subjects taught each year are as follows:					
Compulsory Courses (2012-2013)	Number of credits per year				
	Secondary I	Secondary II	Secondary III	Secondary IV	Secondary V
Language of Instruction (English or French)	✓	✓	✓	6 credits	6 credits
Second Language (French or English)	✓	✓	✓	4 credits	4 credits
Mathematics	✓	✓	✓	4 or 6 credits	4 or 6 credits
Science and Technology or *Applied Science & Technology	✓	✓	✓	4 or *6 credits	
Physical Education and Health	✓	✓	✓	2 credits	2 credits
Ethics and Religious Culture	✓	✓		4 credits	2 credits
Arts Education	1 of the following 4 subjects: Drama, Visual Arts, Dance or Music			2 credits	2 credits
Geography	✓	✓			
History and Citizenship			✓	4 credits	
*Personal Orientation Project (POP)			✓	4 credits	
Contemporary World					4 credits
*Exploration of Vocational Training				2 or 4 credits	
*Entrepreneurship				2 or 4 credits	
Elective Subjects in the <i>General Education Path</i>			4 credits	4 or 6 credits	10 or 12 credits
Elective Subjects in the <i>Applied General Path</i>			4 credits	2 or 4 credits	10 or 12 credits

✓ Compulsory courses

* Compulsory to the Applied General Education Path

N.B. As of May 1st, 2012 the *Integrative Project* is no longer a Secondary 5 course that offers 2 credits. It is now offered as an elective.

**WORK ORIENTED TRAINING PATH
PRE-WORK TRAINING**

2012-2013

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.(BSR, s.23.4)

(ss 23.4)

A student enrolled in pre-work training shall receive the following general education and practical training concurrently:			
Compulsory Subjects (2012-2013)	Secondary I	Secondary II	Secondary III
General Education			
Language of Instruction (English or French)	✓	✓	✓
Second Language (French or English)	✓	✓	
Mathematics	✓	✓	✓
Technological and scientific experimentation	✓		
Geography, history and citizenship education	✓	✓	✓
Physical education and health	✓	✓	
Autonomy and social participation	✓	✓	✓
Unapportioned time	50hrs	50hrs	50hrs
Practical Training			
Preparation for the job market	✓	✓	✓
	World of work orientation	Work skills	Work skills

✓ Compulsory courses

In the third year of pre-work training, a student may take the 375 hours of preparation for a semi-skilled trade out of the prescribed time for the work skills program, if the student

(1) successfully completed the work skills program in the second year of training; and

(2) meets the special requirements established by the MELS for admission to the program leading to the semi-skilled trade.