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

RATIONALE

The present Promotion Policy 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)

Other relevant legal excerpts are included in Appendix 1 for the benefit of all involved in promotion decisions.

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 Basic School Regulation, and the orientations of the Quebec Education Program.

FIELD OF APPLICATION

The EMSB Promotion Policy applies to all students in Preschool, Elementary School and Secondary School as designated in the Ministry of Education Basic School Regulation.

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 Ministry of Education. 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 course/cycle as possible. This decision shall be based upon a variety of up-to-date assessment practices carried out during the course/cycle.
3. Every alternative solution to student retention shall be explored by school teams, with a view to achieving educational success.

OBJECTIVES

This promotion policy seeks to ensure:

1. that the promotion of each student is an informed decision made in collaboration with the appropriate concerned partners;
2. that appropriate support measures are put in place for each student whose promotion appears to be at risk;
3. 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

Each student who is deemed to have met the minimum expectations of the Quebec Education Program at the end of Cycle 3 of elementary school shall be promoted to secondary school.

For each student who does not meet the minimum expectations of the Quebec Education Program at the end of Cycle 3 of elementary school, one of the following three 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. at the request of the parents, the student may be retained in elementary school with a modified program if it is deemed the most appropriate alternative for his/her development.

Rules Governing the Promotion of Students During Secondary School

The administrative rules set out by the Ministry of Education of Quebec (MEQ) in the Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector 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, the provisions of the MEQ Administrative Manual for 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 during secondary school.

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 to his care.” (Education Act, s. 19)

Responsibilities of School Principals

“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 and after consulting with the governing board, in the case of proposals under subparagraph 3,

“(4) the standards and procedures for the evaluation of student achievement 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)

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 Minister under section 459.” (Education Act, s. 222)

Functions and Powers of the Minister of Education

“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 Minister and prescribe the conditions under which they are awarded.” (Education Act, s. 447)

GUIDELINES

Certification

1. Certification is the responsibility of the Ministry of Education of Quebec (MEQ). 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 MEQ Certification System. The Secondary School Diploma will be awarded to students who accumulate 54 credits in Secondary IV and V, at least 20 of which must be at the Secondary V level or in Vocational Education. The following credits are compulsory:

Secondary V English Language Arts	6 credits
Secondary V French Second Language	4 credits
Secondary IV History of Quebec and Canada	4 credits

Credits accumulated in Secondary I, II and III are not taken into consideration in granting a Secondary School Diploma. All courses successfully completed in Vocational Education are taken into consideration except for courses in programs of study leading to semi-skilled occupations (*Volet 2*).

2. In accordance with the certification rules of the MEQ, a passing mark and/or credits may only be granted if and when a student meets the minimum expectations of a program based upon appropriate evaluation practices. If these requirements are not met, the student must repeat the program or be placed in the most appropriate program 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.
4. The passing mark for all courses at the secondary level is 60%.

Placement of Students

1. *Extended French Programs*

Extended French Programs (EFP) include Post-Primary Immersion, Late Immersion and Bilingual programs. Each year, some students in these EFP's are enrolled in *Français langue maternelle* (FLM) at the appropriate level as well as in other subjects taught in French. However, students must earn Secondary V French Second Language (FSL) credits for certification. They generally earn these FSL credits in Secondary III instead of Secondary V. It is expected that students continue with at least one advanced French-language course until their graduation.

Secondary I

A student who experiences difficulty in one or more subjects taught in French at this level should not be transferred prematurely into the Core program, as experience indicates that the great majority of students complete the program successfully. However, in certain instances where interventions are not successful, the principal, after having consulted the student, the parents and the teachers concerned, shall determine an appropriate alternative placement based upon the particular factors of each case.

Secondary II

A student of an EFP in *Français langue maternelle*, in a local French Immersion course, in a Late Immersion course or in a Post-Primary Immersion course shall obtain four (4) Secondary IV credits after having passed the required FSL examination. Should such a student fail this examination, the student must attend summer school, if eligible, or repeat the course. However, in certain instances, the principal, after having consulted the student, the parents and the teachers concerned, shall determine an appropriate alternative placement based upon the particular factors of each case.

Secondary III

A student of an EFP in *Français langue maternelle*, in a local French Immersion course, in a Late Immersion course or in a Post-Primary Immersion course shall obtain four (4) Secondary V credits after having earned a passing mark in the MEQ High School Leaving compulsory examination in FSL. Should such a student fail this compulsory FSL examination, the student must attend summer school, if eligible, or repeat the course.

2. *Mathematics Programs*

Students in Secondary I and II who achieve 60% or more may move to the next level in Mathematics. At the Secondary III level, if a student achieves a combined average of 75% or more in Math 314 in his/her class mark and on the final June 314 exam, s/he may be placed in Math 436.

Promotion

1. *Pre-requisite 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, III or IV level, 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.

2. *Other Compulsory Courses*

Section 35 of the Basic School Regulations lists the compulsory subjects that a student must follow at each level, in addition to the pre-requisite courses referred to in 3.3.1 (see Appendix 2).

Decision to Repeat the Year

A Secondary I, II or III student who fails two or more pre-requisite courses, and who is not entitled to attend summer school for these courses should repeat the level or be placed in the most appropriate program.

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-based multi-disciplinary team to review the student's profile and make appropriate recommendations (e.g. modified program, alternative scheduling). 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.

Summer School

Every year, the School Board shall approve a summer school program for students who have obtained a 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.

APPENDIX 1

LEGAL EXCERPTS

Preschool Education

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

Following a request, with reasons, from parents of a child who has not achieved the objectives of preschool education, the principal may 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 measures will enable the student to achieve those objectives. (Education Act, s. 96.17)

Elementary Education

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

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 satisfied the requirements of the elementary level. (Basic School Regulation, s. 13)

The provision of the first paragraph of section 13 in respect of the mandatory promotion of a student from elementary to secondary school shall apply to students who begin their elementary education after July 1, 2000.

Students who begin their elementary education before July 1, 2000, shall normally be promoted after 6 years of elementary school, but must be promoted after 7 years of elementary studies. (Basic School Regulation, s. 36)

Following a request, with reason, from parents 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 basic school regulation for mandatory promotion to secondary school, the principal may admit the student, as prescribed by regulation of the Minister, to elementary education for an additional school year, if there are reasonable grounds to believe that such measure will enable the student to achieve those objectives or master those notional contents. (Education Act, s. 96.18)

Secondary Education

Promotion shall be determined on a program-by-program basis, unless there are special pedagogical situations or organizational constraints. (Basic School Regulation, s. 28)

APPENDIX 2

BASIC SCHOOL REGULATION FOR SECONDARY SCHOOL EDUCATION

Compulsory Subjects
2002-2003

SUBJECTS	NUMBER OF CREDITS PER YEAR				
	I	II	III	IV	V
Compulsory Subjects					
Language of Instruction (English or French)	6	6	6	6	6
Second Language (French or English)	4	4	4	4	4
Mathematics	6	6	4	6	4
Physical Education	2	2	2	2	2
Moral and Religious Instruction or Moral Instruction	2	2	2	2	
Art	4	4			
Biology			4		
Ecology	4				
Economics					4
Geography of Québec and Canada			4		
General Geography	4				
History of Québec and Canada				4	
General History		4			
Physical Science		4		6	
Home Economics		4			
Career Choice Education			1	1	1
Personal and Social Education	2		1	1	1
Introduction to Technology			4		
Elective Subjects	2		4	4	14

* For 2002-2003, this course may be replaced with the MEQ compulsory Art course.