

PROMOTION OF STUDENTS FROM ONE CYCLE TO THE NEXT

This policy governs the promotion of students as they transition from the third cycle in elementary school to the first cycle in secondary school, and from the first cycle to the second cycle in secondary school. It is aligned with applicable laws and legal frameworks. The provisions herein establish a standardized approach to making well-informed decisions concerning each student's academic progression, with the overarching goal of fostering their success.

1. Scope

These rules of promotion and/or placement apply to all students enrolled in an elementary or secondary school of the New Frontiers School cycle (NFSB). The decisions rendered through application of this policy are maintained if a student changes schools within the NFSB.

2. Guiding Principles

- 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.
- Promote the coherence and continuity of each student's educational pathway while respecting the principle of equity and success for all;
- Promote consultation and partnership amongst all stakeholders.

3. Definitions

Cycle	In accordance with article 15 of the Basic School Regulation: <i>“Elementary education is organized into 3 cycles of 2 years each. Secondary education is organized into 2 cycles: the first covers 2 school years and the second, 3 school years. A cycle is a period of learning during which students acquire knowledge and competencies in each subject area which prepare them for further studies.”</i> For example, grade 1 & 2 form cycle one of elementary school, grades 3 & 4 form the cycle two of elementary school.
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, support staff and the relevant school-based professionals.
Promotion Committee	A team composed of the school administrator, teacher(s), resource teacher, guidance counsellor or equivalent, and the relevant school-based professionals. While this policy addresses promotion from the first to second cycle of secondary school, schools may consider forming committees for students moving from grade 9 through 11 to provide greater input from the teachers of the students being discussed.

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. 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 rules for promotion at the end of cycles where 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 six 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 multi-disciplinary 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:

- Mathematics, English Language Arts, and French Second Language¹; or
- Two of mathematics, English Language Arts, and French Second Language¹ and the half of the remaining courses; or
- At least two of the following three subjects: French, mathematics, English and at least one of the following two subjects: social studies or science and technology.

4.5.2 **Conditional placement to cycle two:** 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 student 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.

4.5.4 Placement in work-oriented pathway

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

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

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.

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 six 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 Shared responsibility for the transfer of Information from elementary to secondary school

The elementary school principal, the secondary school principal, and relevant staff as determined by the school administration 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.

5.2 Elementary administration

The principal shall inform the parents of the promotion decision and indicate 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.

5.3 Secondary administration

The school principal establishes the Promotion Committee. The school principal has the authority to make the final decision on the promotion of a student. 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.

5.4 Promotion Committee

The Promotion Committee's purpose is to make recommendations on the promotion and/or placement of students from the first cycle to the second cycle of secondary school. The committee should be formed by May 15 of the current year. Decisions about placement should be made prior to the end of the school year and may be reviewed following summer school.

End.