



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

Policy n° 2025-ED-11:	Policy Regarding the Promotion of Students
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Approved:	Resolution n°	CC-250625-ED-0106
Revised: (As required):	Resolution n°	

*NOTE: In keeping with its commitment to respecting diversity, the Sir Wilfrid Laurier School Board uses gender-inclusive language in all its written communications. In cases where eliminating references to gender is not possible, gender-specific pronouns and possessive determiners are used solely for purposes of clarity and concision.*

## Preamble

This policy governs the promotion of students as they pass through the grade levels of both elementary and high school.

It is fully aligned with applicable laws and legal frameworks. The provisions herein establish a standardized approach to making well-informed decisions regarding each student's academic progression, with the overarching goal of fostering their success while ensuring consistency and flexibility in decision-making.

### 1.0 Scope

These rules of promotion and/or placement apply to all students enrolled in an elementary or secondary school of the Sir Wilfrid Laurier School Board.

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

### 2.0 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 grade / cycle / program to the next;
- To facilitate the continuity of student learning both within and across school contexts;
- Promote the coherence and continuity of each student's educational pathway while respecting the principle of equity;
- Recognize the importance of professional judgment in determining a student's readiness for promotion.

### 3.0 Definitions

**Articulation Meeting:** A structured meeting involving elementary and/or secondary school staff, including teachers, administrators, and support professionals, aimed at sharing student profiles, identifying support needs, and coordinating pedagogical strategies to ensure a smooth transition and continuity of services as students move from one cycle or level to another.

**Cycle:** In accordance with section 15 of the *Basic School Regulation*:

“A cycle is a period of learning during which students acquire knowledge and competencies in each subject area which prepare them for further studies.”

“Elementary education is organized into 3 cycles of 2 years each.”

Cycle	Grade Level
1	1 and 2
2	3 and 4
3	5 and 6

“Secondary education is organized into 2 cycles: the first covers 2 school years and the second, 3 school years.”

Cycle	Secondary Level
1	1 and 2
2	3, 4 and 5

**Promotion:** Advancing a student who has demonstrated the necessary attainment of competencies, as identified in the official programs of the Ministère de l'Éducation, to a higher-grade-level course.

**Placement:** The exceptional placement of a student who has not satisfied the academic requirements of the program.

**Multidisciplinary Team:** A team that may be composed of the school administrator, teacher(s), remedial/supporting teacher(s), and the relevant in-school professionals.

### 4.0 Teacher's Role in Assigning Grades

The teacher is responsible for assigning a result following the evaluation of the achievement of the students entrusted to the teacher's care. This ensures that grading remains an educational and professional responsibility, respecting the teacher's expertise in student assessment.

### 5.0 Promotional Rules

#### 5.1 Rules for Promoting Elementary Students Between Cycles

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*,” section 96.15(5) of the *Education Act*. In doing so, and in accordance with clause 4-9.04 vii) of

the Local Collective Agreement, the principal shall consult the Teacher Council and the concerned school personnel on these rules to ensure alignment with professional input and collective agreement requirements.

## **5.2 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 Ministère de l'Éducation. In accordance with section 233 of the *Education Act* and clause 4-9.05 a) v) of the Local Collective Agreement, this decision is subject to prior consultation with the Educational Policies Committee and the parents' committee.

## **5.3 Rules for Placement of Students from the Third Cycle of Elementary to the First Cycle of Secondary**

For students with difficulties meeting or who have not met the global objectives of the program of study, the principal of the elementary school shall meet 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. Special education consultants and professionals should be involved in determining the student's needs and proposing possible placements and/or accommodations.

Parents/guardians should be informed of all special education placements. Parents should be provided with an explanation regarding their child's educational pathway. Parental/guardian informed acknowledgement must be obtained for all special education placements.

## **5.4 Rules for Promotion of Students at the End of Five Years of Elementary School**

- 5.4.1 Exceptionally, a student who meets all the objectives of the elementary program and has acquired sufficient social and emotional maturity to handle the daily rigours of secondary school may be promoted to secondary school after five years.
- 5.4.2 The principal shall ensure that the student has received instruction in the entire third cycle of the elementary curriculum and has taken the mandatory end-of-cycle evaluations.
- 5.4.3 To determine the student's emotional and social maturity, the principal shall consult with the multidisciplinary team, which should include teachers and relevant support staff, and review the recommendations from the Pedagogical Services Department before rendering a decision.

## **5.5 Rules for Promotion within Secondary School – Cycle One (Secondary 1 and 2)**

### **5.5.1 Rules for Promotion from Secondary 1 to Secondary 2**

A student is promoted to the second year of the first cycle of secondary school if they have met all the following criteria:

- Successfully completed (received at least 60%) in at least two out of the three core subjects (English, Math, French).
- Earned a minimum of 26 credits.
- Achieved an overall weighted average of at least 60%.

### 5.5.2 Rules of Promotion from Secondary 2 to Secondary 3

A student is promoted to the first year of the second cycle of secondary school if they have met all the following criteria:

- Successfully completed (received at least 60%) in at least two out of the three core subjects (English, Math, French).
- Earned a minimum of 26 credits.
- Achieved an overall weighted average of at least 60%.

### 5.6 Rules for Promotion within Secondary School – Cycle 2 (Secondary 3, 4 and 5)

- In the second cycle of secondary school, the promotion of students is by subject.
- A student must pass the grade-level course in order to be promoted to the next level in a course, section 28 of the *Basic School Regulation*.
- There is a possibility of schools offering local evaluations or in the event of a Ministry evaluated course, offering the student a possibility to write MEQ exams in either the June, August or December/January session.
- In the event that a student passes a local examination or Ministry examination during a prescribed retake session, they will be promoted to the following level.

#### 5.6.1 Placement in Work-Oriented Training Path

Placement in the Work-Oriented Training Path, whether in the Pework Training program or in the Training for a Semiskilled Trade program, shall follow the admission rules outlined in sections 23.3, 23.4, and 23.5 of the *Basic School Regulation*.

An analysis of the student's file shall be carried out to determine whether the work-oriented training path matches the needs, abilities, and interests of the students as determined by the school principal. This analysis includes:

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

### 5.7 Rules for Retention of Students in the First Year of a Cycle at the Elementary Level

According to the *Basic School Regulation*, a student can only repeat a grade once during elementary school. This rule also ensures that students don't stay in elementary school for more than seven years before moving to high school. The student must not be older than 13-year-old while in elementary school.

Before making a retention decision, the school principal shall ensure that appropriate pedagogical interventions and support measures have been implemented to assist the student in meeting academic expectations. Input from both teachers and parents must be sought accordingly. Additional measures such as summer school, tutoring, and other support services should be considered and offered where feasible.

## **6.0 Roles and Responsibilities**

### **6.1 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 entirety of the student's personal records. This may be done via an articulation meeting.

To support a seamless transition, schools shall also share relevant pedagogical strategies that have been effective for individual students.

### **6.2 Elementary Administration**

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

### **6.3 Secondary Administration**

The school principal has the authority to make the final decision on the placement of a student in accordance with section 96.15 of the *Basic School Regulation*.

### **6.4 Teacher Consultation**

In accordance with the *Education Act* and the Local and Provincial Collective Agreements, the school board shall ensure that teachers are formally consulted through appropriate bodies and procedures (e.g., Teacher Council, Educational Policies Committee) on all matters related to the rules governing the promotion and placement of students from one cycle to another at the elementary level and from cycle one to cycle two at the secondary level.

## **7.0 Legal Framework and References**

This policy is established in accordance with, notably, the *Education Act*, sections 96.13(4), 96.15(5), 96.17, 96.18, 96.19, 232, and 233; the *Basic School Regulation*, sections 13, 13.1, 15, 23.3(1, 2), 23.4, 23.5(1, 2), 27, 28 and 34, and the Local Collective Agreement (2023–2028), clauses 4-9.04 vii) and 4-9.05 a) v).