

CIS Beijing

MS/HS Promotion & Graduation Policy

CISB MS/HS PROMOTION & GRADUATION POLICY Policy No: **CISBP07**

Subject: MS/HS Promotion & Graduation Policy

Effective date: February 2024

Revised: February 2026, February 2025

Due for next revision: February 2027

CIS Beijing Guiding Statements

SCHOOL MISSION

Developing Learners into
Passionate Leaders

SCHOOL VISION

Compassionate
Inquisitive
Successful
Balanced

SCHOOL VALUES

Community
Integrity
Resilience
Respect
Trust

SCHOOL MOTTO

Together is Better!

Table of Contents

SECTION ONE: Purpose	4
SECTION TWO: Attendance	5
2.1 Attendance and Promotion	5
2.3 Attendance and Academic Risk	6
2.4 Recording of Attendance	6
2.5 Excused Absences	6
SECTION THREE: Personalised Learning Plans (PLPs)	7
3.1 PLPs and Academic Progress	7
3.2 Role in Promotion and Graduation	7
3.3 Development and Monitoring	7
3.4 Intervention Process	8
3.5 Communication and Oversight	8
3.6 Whole-School Implementation	8
SECTION FOUR: Middle School Requirements	8
4.1 Middle School Monitoring Framework	8
4.2 MYP Grade 6-8 End of Year Requirements	9
SECTION FIVE: High School Requirements	10
5.1 High School Monitoring Framework	10
5.2 Grades 11–12 Monitoring and Support	11
5.3 MYP Grade 9 End of Year Requirements	12
5.4 CISB Pathways Programme (Grades 10 - 12)	13
5.5 MYP Grade 10 End-of-Year Promotion Benchmarks	14
5.6 IB Diploma Programme (IBDP)	15
5.7 IB Certificates	16
5.8 Canadian High School Programme	16
SECTION SIX: High School Graduation	17
6.1 Requirements	17
6.1.1 Subject requirements	17
6.2 Determination of Graduation Eligibility	19

SECTION ONE: Purpose

The CISB Promotion and Graduation Policy establishes a coherent whole-school framework for monitoring student learning, supporting academic growth, and determining eligibility for promotion and graduation.

This policy is designed to ensure that:

- Students make steady academic progress
- Concerns are identified early
- Timely and structured interventions are implemented
- Promotion and pathway decisions are evidence-based
- Graduation requirements are clearly defined and consistently applied

CISB is responsible for ensuring the best possible educational outcomes for all our students. CISB acts to ensure that all students have a personalized pathway to graduation, which maximises their chances of getting accepted into a wider range of best-fit universities.

Through structured academic monitoring — including attendance oversight, assessment benchmarks, Personalised Learning Plans (PLPs), Academic Contracts, Support Plans, and Pathways meetings — the school ensures that students receive appropriate intervention before formal promotion or graduation decisions are required.

Middle School

Promotion decisions prioritize academic growth, language development, skill acquisition, and social-emotional readiness. Early intervention systems are used to support students in meeting grade-level expectations and preparing successfully for High School pathways.

High School

Academic performance has direct implications for programme eligibility, graduation, and university access. From Grade 9 onward, results may contribute to post-secondary applications. As a result, promotion, pathway placement, and graduation decisions are made using clearly defined benchmarks and comprehensive academic data.

MS/HS leadership team make the final decisions regarding:

- **Grade-level promotion**
- **Conditional promotion**
- **Academic Contracts**
- **Programme pathway placement or transition**
- **Graduation eligibility**

Decisions are based on published criteria within this policy, cumulative academic data, documented interventions, attendance records, and the student's demonstrated readiness for continued study.

Student progress is continually monitored in the best interests of the student, and High School pathways may be reviewed and adjusted at the end of a semester or academic year where appropriate to ensure sustained progress toward graduation and alignment with university entrance requirements.

This policy reinforces CISB's commitment to high academic standards, structured support, and responsible decision-making grounded in compassion, integrity, and trust.

SECTION TWO: Attendance

2.1 Attendance and Promotion

Attendance at CISB is a fundamental component of academic progress, promotion, and graduation eligibility.

Regular attendance ensures that students:

- Access required instruction
- Participate in assessment and feedback cycles
- Meet programme and credit requirements
- Maintain progress toward promotion and graduation benchmarks

Attendance is monitored as part of the school's academic oversight and intervention framework.

2.2 Attendance Benchmarks

CISB expects students to maintain an overall attendance rate of **95% or higher** in order to remain fully engaged in the academic programme.

Students must maintain a minimum attendance rate of **90%** to remain eligible for:

- Promotion to the next grade level
- Continuation within their academic programme
- Graduation eligibility

An attendance rate below 90% is considered to place a student at academic risk.

2.3 Attendance and Academic Risk

Where a student's attendance falls below 95%, the school may:

- Monitor attendance more closely
- Initiate review through a Personalised Learning Plan (PLP)

Where attendance falls below 90%, the school will initiate structured intervention, which may include:

- Parent meeting
- Attendance monitoring plan
- Academic Contract
- Support Plan
- Review of promotion or graduation eligibility

Sustained low attendance may result in:

- Conditional promotion
- Programme review
- Credit review (where instructional time requirements are not met)

2.4 Recording of Attendance

Attendance is recorded daily during the morning homeroom session at 8:15am.

Students arriving after 8:15am must sign in at the school office. Failure to sign in may result in an unexcused absence.

2.5 Excused Absences

Absences due to unavoidable and documented circumstances (e.g., medical appointments, passport renewal, and family emergencies) may be recorded as excused.

Excused absences are reviewed in the context of academic progress and do not automatically exempt a student from late attendance monitoring where learning time has been significantly impacted.

SECTION THREE: Personalised Learning Plans (PLPs)

3.1 PLPs and Academic Progress

Personalised Learning Plans (PLPs) form part of CISB's whole-school academic monitoring and intervention framework.

PLPs support:

- Academic progress
- Promotion and graduation readiness
- Early identification of academic risk
- Timely and structured intervention

PLPs ensure that concerns are identified, documented, and addressed before formal promotion or graduation decisions are made.

3.2 Role in Promotion and Graduation

PLPs provide an ongoing record of:

- Academic performance
- Areas of concern
- Implemented support strategies
- Student response to intervention

PLPs inform:

- Academic Contracts
- Support Plans
- Promotion decisions
- Programme pathway decisions

Where a student is at risk of not meeting promotion or graduation benchmarks, a PLP serves as the primary documentation of support provided.

3.3 Development and Monitoring

PLPs are developed collaboratively by students and teachers and include:

- Targeted academic feedback
- Clearly defined improvement goals
- Agreed strategies and interventions

- Monitoring checkpoints and review dates

PLPs are reviewed regularly and updated following major assessment cycles.

3.4 Intervention Process

Where academic concerns are identified:

1. A PLP is initiated or updated.
2. Targeted strategies and supports are implemented.
3. Progress is monitored within defined timeframes.
4. If insufficient progress is demonstrated, escalation may occur through:
 - a. Academic Contract
 - b. Support Plan
 - c. Programme pathway review

This process ensures that intervention is proactive rather than reactive.

3.5 Communication and Oversight

PLPs are:

- Shared with parents
- Reviewed by school leadership
- Referenced in Academic Contract and Support Plan meetings
- Used to ensure consistency of support across grade levels

3.6 Whole-School Implementation

PLPs are implemented across all grade levels at CISB to ensure that academic monitoring, intervention, promotion, and graduation processes are coherent and aligned.

SECTION FOUR: Middle School Requirements

4.1 Middle School Monitoring Framework

4.1.1 Guiding Principles

CISB is committed to ensuring that all Middle School students make steady academic progress and receive timely support when challenges arise. Promotion decisions are guided by student wellbeing, academic growth, and readiness for continued learning.

4.1.2 Monitoring and Early Intervention

Throughout the school year, MS/HS Leadership monitors student progress using academic benchmarks, assessment data, teacher feedback, and Personalised Learning Plans (PLPs).

When a student demonstrates ongoing difficulty meeting grade-level standards, early intervention measures are implemented.

4.1.3 Academic Contracts

At the end of Semester 1, students who are not demonstrating sufficient progress toward grade-level benchmarks may be placed on an Academic Contract.

The Academic Contract provides structured support and clear communication with families and outlines:

- Specific areas requiring improvement
- Expected benchmarks for progress
- A defined timeline for review
- School-based supports and interventions
- Recommended strategies for learning at home

Academic Contracts are reviewed in meetings involving the student, parents, and MS/HS Leadership.

4.1.4 Promotion and Retention Decisions

Promotion decisions are based on a student's overall progress at the end of the academic year, as reflected in the Final Report and supporting evidence.

Where a student demonstrates persistent difficulty meeting grade-level expectations despite documented interventions and support, the school may determine that repeating the grade level is in the student's best academic interest.

Middle School promotion decisions prioritize holistic development, including academic growth, social-emotional wellbeing, and long-term success. MS/HS Leadership may promote a student when continued progression, alongside structured support, is determined to best serve the student's development.

4.2 MYP Grade 6-8 End of Year Requirements

4.2.1 General Academic Benchmarks

To be eligible for promotion, students must:

- Achieve a minimum of **28/56** on the Final Report

- Earn points from each of the following subject groups:
Language & Literature; Language Acquisition; Individuals & Societies; Science; Mathematics; Arts; Design; and PHE
- Achieve a minimum of **3/7 in each subject area**
- Maintain a minimum attendance rate of **90%**

4.2.2 English Language Benchmarks

Students must also meet the following MYP English Language Acquisition Phase and achievement level expectations:

Grade	MYP Phase	Overall Final Level	Criteria B Minimum	Criteria C Minimum
6	Phase 3	4	4	4
7	Phase 4	4	4	4
8	Phase 4	5	5	5

Students who are enrolled in a **higher English Language Acquisition Phase** or in **MYP English Language & Literature** are considered to have met the English language proficiency benchmark.

SECTION FIVE: High School Requirements

5.1 High School Monitoring Framework

High School academic performance is formally monitored to ensure students remain on track for graduation and can maximise university entrance opportunities. From Grade 9 onward, final report results may contribute to university applications, depending on institutional requirements.

5.1.1 Grades 9–10 Promotion

Students who do not meet end-of-year promotion requirements, as determined by the end of year Final Report, may:

- Be placed on an Academic Contract; or
- Be required to repeat the grade level.

Academic Contracts outline required improvements, timelines, school-based supports, and recommended home strategies. Contracts are reviewed with the student and parents in a formal meeting with Middle/High School Leadership.

Grade 10 students complete the CAT4 assessment. Results are reviewed alongside academic performance and teacher recommendations to support appropriate pathway selection.

5.2 Grades 11–12 Monitoring and Support

5.2.1 Guiding Principles

CISB is committed to ensuring that High School students remain on track for graduation and are appropriately prepared for post-secondary pathways. Promotion and pathway decisions are guided by academic performance, demonstrated growth, and long-term readiness for university or other post-secondary options.

From Grade 9 onward, final report results may contribute to university applications, depending on institutional requirements.

5.2.2 Monitoring and Pathway Review

Student progress in Grades 9–12 is monitored throughout the academic year using assessment data, teacher feedback, and Personalised Learning Plans (PLPs).

Mid-year and end-of-year reviews are conducted to ensure students remain appropriately placed within their selected pathway.

Grade 10 students complete the CAT4 assessment. Results are reviewed alongside academic performance and teacher recommendations to support informed pathway selection.

5.2.3 Support Plans

Students demonstrating academic difficulty may be placed on a Support Plan.

5.2.3.1 IB Diploma / IB Courses

Students who receive:

- **3 (SL)** or
- **4 (HL)**

on the Semester 1 Report Card will be placed on a Support Plan for those subjects.

5.2.3.2 Canadian High School Diploma

Students scoring below **70%** on the Semester 1 Report Card will be placed on a Support Plan for those subjects. Support Plans identify priority curriculum objectives, required interventions, and updates to the student’s PLP. Plans are reviewed with students and parents during Pathways meetings.

5.2.4 Academic Contracts and Promotion Decisions

Students in Grades 9–10 who do not meet end-of-year promotion requirements may be:

- **Placed on an Academic Contract; or**
- **Required to repeat the grade level.**

Students in Grades 11–12 who do not meet required standards (and at Semester 1 in Grade 11) may be placed on an Academic Contract.

Where sufficient progress is not demonstrated, the school may determine that the student:

- Repeat the grade level; or
- Transition to an alternative pathway to ensure progress toward graduation.

All decisions are made in the student’s best academic interest.

5.3 MYP Grade 9 End of Year Requirements

5.3.1 General Academic Benchmarks

- To be eligible for promotion to Grade 10, students must:
- Achieve a minimum of **28/49** on the Final Report
- Earn points from each of the following subject components on the Final Report:
- Language & Literature; Language Acquisition; Individuals & Societies; Science; Mathematics; and the highest mark from either Arts (Major), Design (Major), or PHE
- Achieve a minimum of **3/7 in all Final Report grade components**
- Maintain a minimum attendance rate of **90%**

5.3.2 English Language Benchmarks

Students must also meet the following MYP English Language Acquisition Phase and achievement level expectations:

Grade	MYP Phase	Overall Final Level	Criteria B Minimum	Criteria C Minimum
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9	Phase 4	5	5	5
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Students who are enrolled in a higher English Language Acquisition Phase or in MYP English Language & Literature are considered to have met the English language proficiency benchmark.

Only in exceptional circumstances will the school consider students who do not meet promotion requirements being granted conditional promotion to Grade 10. This will be based on a comprehensive review of all relevant evidence, including academic performance, demonstrated growth, attendance, and teacher recommendations.

Conditional promotion will be granted only when the school determines that the student has the capacity to meet the academic expectations of the Canadian High School pathway (Grades 11–12), with appropriate supports in place where necessary.

5.4 CISB Pathways Programme (Grades 10 - 12)



CISB Pathways Programme

5.4.1 Purpose

The highly successful CISB Pathways Programme, introduced in 2024, provides a structured and personalized framework to support successful graduation planning. The programme ensures that students are appropriately guided toward one of the following high school diplomas:

- Canadian (New Brunswick) High School Diploma
- International Baccalaureate (IB) Diploma
- IB Diploma students are also awarded the Canadian (New Brunswick) High School Diploma

5.4.2 Pathways Meetings

The programme includes scheduled individual meetings with all Grade 10, 11, and 12 students and their parents or registered guardians. Meetings are conducted with members of the High School Leadership Team and the University Guidance Counselor.

The purpose of these meetings is to align:

- Programme selection

- Subject selection
- Academic performance
- University pathway plans

5.4.3 Decision-Making Framework

Pathway advice and decisions are informed by:

- School grades and cumulative GPA
- CAT4 assessment results
- Subject selection
- Personalised Learning Plans (PLPs)
- Entrance requirements for specific university programs

Students are informed of university entrance requirements for their intended courses and institutions. University requirements are considered a determining factor in pathway selection.

5.5 MYP Grade 10 End-of-Year Promotion Benchmarks

5.5.1 Entry to the Canadian High School Programme

To enter the Canadian High School Programme, students must:

- Achieve a minimum of **28/49** on the final Grade 10 Report
- Earn points from: Language & Literature; Language Acquisition; Individuals & Societies; Science; Mathematics; and the highest mark from either Arts (Major), Design (Major), or PHE
- Achieve a minimum of **3/7 in all Final Report grade components**
- Achieve a minimum of **3/7 in the Personal Project**
- Maintain a minimum attendance rate of **90%**

English Language Requirements

MYP Phase	Overall Level	Criteria B	Criteria D
Minimum Phase 4	5	5	5

Students who are enrolled in a **higher English Language Acquisition Phase** or in **MYP English Language & Literature** are considered to have met the English language proficiency benchmark.

5.5.2 Eligibility for IB Certificates (Canadian Diploma Students)

Canadian High School Diploma students may enroll in IB Diploma Programme subjects (Certificates) provided that they:

- Achieve a minimum of **5/7** in the relevant MYP subject
- Receive a recommendation from the University Guidance Counselor

- Receive approval from the MS/HS Principal

5.5.3 Entry to the IB Diploma Programme

To be eligible to enter the IB Diploma Programme, students must:

- Achieve a minimum of **32/49** on the final Grade 10 Report
- Earn points from: Language & Literature; Language Acquisition; Individuals & Societies; Science; Mathematics; Personal Project; and the highest mark from either Arts (Major), Design (Major), or PHE
- Achieve a minimum of **4/7** in **all** Final Report grade components
- Achieve a minimum of **4/7** in the **Personal Project**
- **Achieve a minimum of 6/7 to study Mathematics and Science at Higher Level (HL)**
- **Achieve a minimum of 5/7 to study Mathematics and Science at Standard Level (SL)**
- Achieve a minimum of **5/7** to study other subjects at Higher Level (HL)
- Maintain a minimum attendance rate of **90%**

English Language Requirements

MYP Phase	Overall Level	Criteria B	Criteria D
Phase 5	6	6	6

Students who are enrolled in a **higher English Language Acquisition Phase** or in **MYP English Language & Literature** are considered to have met the English language proficiency benchmark.

5.6 IB Diploma Programme (IBDP)

5.6.1 Ongoing Continuation Requirements (Grades 11–12)

- To continue in and remain on track for graduation in the IB Diploma Programme, students in Grades 11 and 12 must meet the following requirements at each formal reporting period:
 - Achieve a minimum overall score of **30/42**
 - Achieve a minimum of **4 in all Higher Level (HL) subjects**
 - Achieve a minimum of **3 in all Standard Level (SL) subjects**
 - Be on track in the **Core (Extended Essay, Theory of Knowledge, CAS)**
 - Maintain a minimum attendance rate of **90%**
 - These requirements apply at all end of semester and end of academic year reporting periods.

5.7 IB Certificates

5.7.1 Grade 11 – End of Semester 1 Requirements

- To continue in IB Certificate courses, students must:
- Achieve a minimum of **3 in each IB subject**
- Be on track for **CAS**
- Maintain a minimum attendance rate of **90%**

5.7.2 Grade 11 End of Year and Grade 12 End of Semester 1 Requirements

- To continue in IB Certificate courses beyond Grade 11 Semester 1 and to remain on track for successful completion, students must meet the following requirements:
- Achieve a minimum of **4 in each IB subject**
- Be on track for **CAS**
- Maintain a minimum attendance rate of **90%**
- These requirements apply at the conclusion of Grade 11 and at the end of Semester 1 in Grade 12.

5.8 Canadian High School Programme

5.8.1 Ongoing Graduation Requirements (Grades 11–12)

- To be on track for Graduation from the Canadian High School Programme, students in Grades 11 and 12 must meet the following requirements at the conclusion of each semester:
- Achieve a minimum of **60% in each subject**
- Be on track for **CAS**
- Maintain a minimum attendance rate of **90%**

5.8.2 If Canadian High School Requirements Are Not Met

- If a student does not meet the requirements for being on track for Graduation from the Canadian High School Programme at any reporting period:
- The student will be placed on **Academic Probation**.
- An **Academic Contract** will be developed in consultation with the student, parents/guardians, Canadian Programme Coordinator, MS/HS Principal and University Counsellor.
- The Academic Contract will include:
 - Requirements for passing the course
 - Mandatory attendance at Student Support Sessions
 - Targeted academic intervention strategies with reference to Student Support Sessions
 - Requirements for home study
 - Schedule for re-assessment

- Ongoing attendance monitoring
- Scheduled progress reviews
- Students will be required to repeat assessments in the course(s) where the minimum requirement has not been met and may be required to complete additional assigned work to demonstrate achievement of required standards.
- Failure to meet the conditions outlined in the Academic Contract may result in:
 - Repeating the course
 - In Grade 12, being deemed not eligible for graduation in the current academic year
- All decisions will be made by **MS/HS Leadership** and communicated formally to parents/guardians.

SECTION SIX: High School Graduation

The CISB Canadian High School Diploma is issued by the New Brunswick Department of Education to students who meet all eligibility requirements as determined by CISB.

To graduate from CISB with a Canadian (New Brunswick) High School Diploma, Grade 12 students must fulfill the requirements outlined below. Graduation eligibility is subject to final review and approval by the CISB Leadership.

The International Baccalaureate (IB) establishes its own requirements for the award of the IB Diploma. IB Diplomas are issued by the International Baccalaureate Organization to students who meet the published passing criteria.

6.1 Requirements

6.1.1 Subject requirements

- Achieve a **minimum** of 100 Credit Hours (earned from Grades 10, 11, and 12)
- Achieve a minimum of 60% in the following compulsory courses
 - English Language Arts 10 Foundational or EAL Essentials A1.1-Expressions B1.2
 - English Language Arts Foundational 111/2/3 or EAL Essentials A1.1-Expressions B1.2
 - English Language Arts 121/2/3
 - Civics 10
 - Geometry, Measurement, and Finance 10

- Achieve the required Credit Hours from the following Clusters
 - Language Arts and Languages
 - Humanities
 - Mathematics
 - Science
 - Creative Arts
 - Wellness and Physical Education
 - Career Connected Learning

- Creativity, Activity, Service (CAS)

Satisfactorily complete all CAS requirements, including:

 - Required CAS experiences
 - The CAS project
 - Submission of all required reflections and documentation
 - Obtain final approval of CAS completion from the CAS Coordinator and DP Coordinator

6.1.2 English Language Proficiency Assessment (ELPA)

Students must pass the ELPA in Grade 9 in order to graduate with the Canadian High School Diploma. If students do not pass in Grade 9, they will then need to pass the English Language Language Re-Assessment (ELPR) in Grade 10, 11 or 12.

6.1.3 Joining After the start of High School

CISB ensures that students entering after Grade 9 meet the requirements of the Canadian (New Brunswick) High School Diploma by reviewing official high school transcripts and awarding credit for equivalent courses where appropriate. Students who do not have the necessary prior credits will not be offered a place at CISB.

6.1.4 Academic Achievement

- Achieve a **minimum final grade of 60% in all Canadian HS courses**, or a **minimum grade of 3 in all IB subjects**, as applicable
- Successfully complete all **required courses and programme requirements** for the CISB diploma and/or the International Baccalaureate programme
- Fulfil all **internal and external assessment requirements** as prescribed by course syllabi and programme regulations

6.1.5 Attendance

- Maintain a **minimum attendance rate of 90%** during the academic year
- Ensure that all absences are **appropriately documented and approved** in accordance with CISB attendance policies

6.1.6 Behaviour and Academic Integrity

- Remain in good standing with the school at all times

- Demonstrate compliance with standards of behaviour and ethical conduct
- Have no outstanding or unresolved breaches of the school's Academic Integrity Policy or Code of Conduct

6.1.7 Compliance with CISB Policies

- Comply with **all CISB policies and procedures**, including but not limited to:
 - Code of Conduct
 - Academic Integrity Policy
 - Attendance Policy
 - Acceptable Use of Technology Policy

6.1.8 Financial and Administrative Clearance

- Settle all tuition fees, fines, and other financial obligations owed to the school
- Return all school-owned property, including textbooks, library materials, and technology devices, prior to graduation

6.1.8 Examination Participation

- Attend and complete all required internal and external examinations, including IB examinations where applicable
- Comply with all examination regulations and procedures
- Note that failure to attend required examinations without approved justification may result in ineligibility for graduation

6.2 Determination of Graduation Eligibility

The CISB Leadership makes the final determination regarding graduation eligibility. Failure to meet any of the above requirements may result in the withholding of the Canadian (New Brunswick) High School Diploma, delayed graduation, or exclusion from graduation ceremonies, at the discretion of the school.