Kawartha Pine Ridge District School Board

Administrative Regulation

Regulation Name: Recognition of Student Success	**Regulation Code: ES-4.2.1**
Section: Education Services	**Policy Code Reference: ES-4.2**

Established: January 20, 2000
Revised or
Reviewed: April 23, 2009; May 23, 2019; July 2, 2024

1. OBJECTIVE

This administrative regulation is written in accordance with the guiding principles in Board Policy ES-4.2, Recognition of Student Success.

Administration and school staff will encourage all students to achieve to a level that is their personal best across all program areas and support appropriate opportunities for all students to be recognized for their efforts to excel.

Incentives such as awards, bursaries and scholarships are intended to recognize student growth, participation and accomplishment. These include day-to-day recognition, as well as that provided during formal ceremonies such as graduation.

2. DEFINITIONS

Administrative Regulation
A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

Board
The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

Board of Trustees
The elected governance branch of the Board.

Policy
A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

3.   APPLICATION

This administrative regulation applies to members of the Board community which includes, but is not limited to, students, staff, trustees, parent(s)/guardian(s), volunteers, visitors, service providers, and community agencies.

4.   RESPONSIBILITY

Responsibility for providing recognition for student success is assumed by:

4.1   The Director of Education: has oversight and jurisdiction in determining the parameters of this administrative regulation and the associated policy,

4.2   The Superintendent overseeing Recognition of Student Success or designate: responsible for setting directives within this administrative regulation and the associated policy,

4.3   The family of schools superintendent or designate: responsible for providing advice and guidance to principals, or designates, in carrying out their responsibilities under this administrative regulation,

4.4   The principal or designate: responsible for carrying out their duties under this administrative regulation.

5.   PROCEDURE

Each school shall develop plans for the recognition of student success, consistent with Board policy and responsive to the unique needs of the school, students, and community. These plans should prioritize equity and inclusion, considering factors such as student backgrounds, individual learning styles, and culturally responsive practices.

5.1   To ensure that school programs to recognize student success are designed and implemented in the best interests of all students, it is expected that each school will:

5.1.1   develop plans consistent with the associated policy and the specific needs of the students, school and school community;

5.1.2   involve school councils, when appropriate, in the development of plans related to the recognition of student success;

5.1.3   inform members of the school community about the school's plans related to the recognition of student success;

5.1.4   seek a variety of ways, in the school and in the school community, to recognize student progress and success;

5.1.5   seek and support community engagement in recognizing student progress and learning;

5.1.6   ensure that all students have the opportunity to excel in a variety of activities, as well as within their own programs of study;

5.1.7   ensure equity and diversity, in process and in outcomes, in matters of program and post-secondary pathways (i.e., apprenticeships, university, college and the world of work) and with consideration given to student identities and lived experiences and groups that have been historically disadvantaged including, but not limited to, Indigeneity, racial and ethnocultural communities, persons with diverse abilities, people with diverse gender identities and sexual orientations, as well as those of lower socio-economic status;

5.1.8   publicize significant awards events in school communication instruments;

5.1.9   invite Board officials and other dignitaries to special student success ceremonies and involve them according to a recognized protocol.

5.2   School plans should include factors such as the following:

5.2.1   suggestions of motivational approaches such as school social media posts, Edsby groups, hall displays, student support groups, classroom discussions, positive behavioural counselling and welcoming approaches to student involvement in activities that regularly invite all students to participate and succeed at a level that is their personal best;

5.2.2   encouraging actions of recognition such as announcements, personal congratulations, newsletter recognition, articles in the local media, notes to parent(s)/guardian(s) and any other appropriate means that regularly give positive feedback for good effort and accomplishment;

5.2.3   an expectation that all staff, volunteers and other school-based personnel be aware of and participate in the school's recognition of student success approach;

5.2.4   a plan by grade, division or curriculum area, of any formalized program of recognition and awards which result in recognition at a school level;

5.2.5   an outline of ceremonies, graduations or other special recognition events including time of year and general organization;

5.2.6   an assurance of equity and diversity in the recognition of students, in all programs and for all graduation destinations (i.e., apprenticeship, world of work, college, university);

5.2.7   an approach for informing the community about, and encouraging community sponsors to provide, donations, scholarships, bursaries, awards, certificates, or other incentives, ensuring that all such incentives and awards are consistent with Board policy;

5.2.8   principals ensuring that first time donor proposals of a monetary nature, are submitted to the Board of Trustees for approval;

5.2.9   a method of forwarding the names of Ontario Scholars, and other significant achievers in any area of school or community life, to the Director of Education for recognition;

5.2.10   a method of forwarding to the Board of Trustees, the names of students who have met the criteria for Board-initiated student recognition incentives and awards;

5.2.11   a protocol to ensure that Board officials and other dignitaries are invited to, and appropriately involved in, student success ceremonies; and

5.2.12   incentives or awards such as bursaries and scholarships meet a chosen criteria which, where possible, should be developed, collaboratively, by the donor and school and each incentive or award will:

   5.2.12.1   have a clear purpose;

   5.2.12.2   provide equality, unity, balance and fairness, ensuring unbiased recognition;

   5.2.12.3   include a clear outline of the criteria to achieve the incentive/award;

   5.2.12.4   clarify the frequency of presentation;

5.2.12.5   include a clear understanding of financing (i.e., initial and future costs);

5.2.12.6   recognize success and/or encourage positive student growth;

5.2.12.7   have the widest possible eligibility;

5.2.12.8   support the school philosophy as understood by students, parent(s)/guardian(s), community and staff;

5.2.12.9   ensure fairness and balance in terms of commercial advertising;

5.2.12.10   where applicable, be publicized in the school, in some manner, clarifying the name and type of award, the purpose, the selection criteria, and the terms and conditions to be accepted by the recipient; and

5.2.12.11   have a process for reviewing the continuance or discontinuance of incentives/awards.

6.   RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Board Policies:
B-3.2, Equity, Diversity and Inclusion
B-8.1, Partnerships in Education
ES-4.2, Recognition of Student Success

Administrative Regulations:
B-3.2.1, Equity, Diversity and Inclusion – Policies, Guidelines and Practices
B-3.2.3, Equity, Diversity and Inclusion – School and Community Partnerships
B-8.1.1, Partnerships in Education

7.   REFERENCE DOCUMENTS

Legislation:
Education Act, sections 169 (1), 173 (1), and 173 (2)

Other Documents:
Growing Success
Ministry of Education, Policy/Program Memoranda 53: Ontario Scholar Program