Kawartha Pine Ridge District School Board

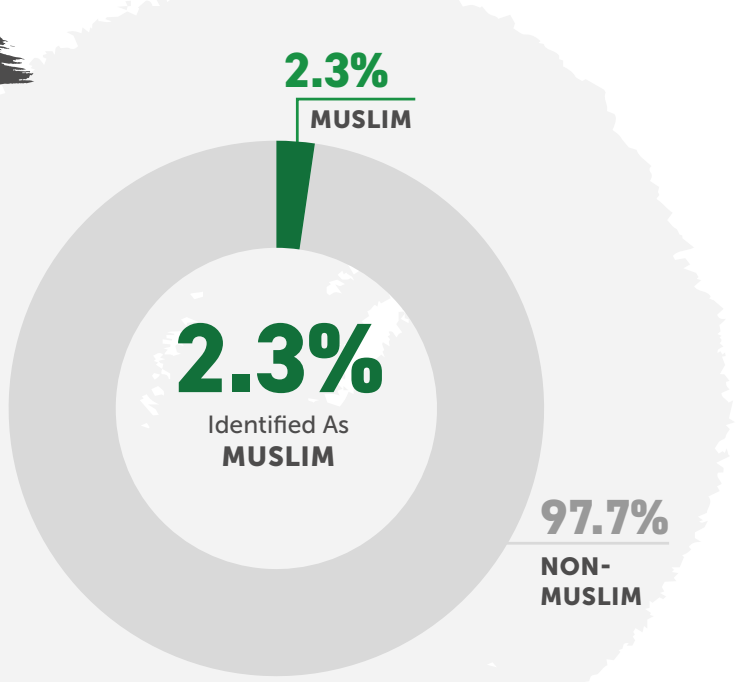
Census Portrait
MUSLIM STUDENTS
Academic Achievement and Well-being

In the 2018–2019 school year, the Kawartha Pine Ridge District School Board (KPRDSB) conducted its first Student Census. The census gathered demographic data about the backgrounds and experiences of KPRDSB students and school communities. This data is utilized to identify and address any barriers to student achievement and well-being, establish effective programs, and allocate resources according to student needs. Of the almost 30,000 students at KPRDSB in 2018-2019, parents/guardians completed the Student Census for 42% of students in JK-Grade 6, while 86% of students in Grades 7-12 completed the Student Census.

STUDENT POPULATION

in 2018-2019

2.3% of all survey respondents identified as Muslim

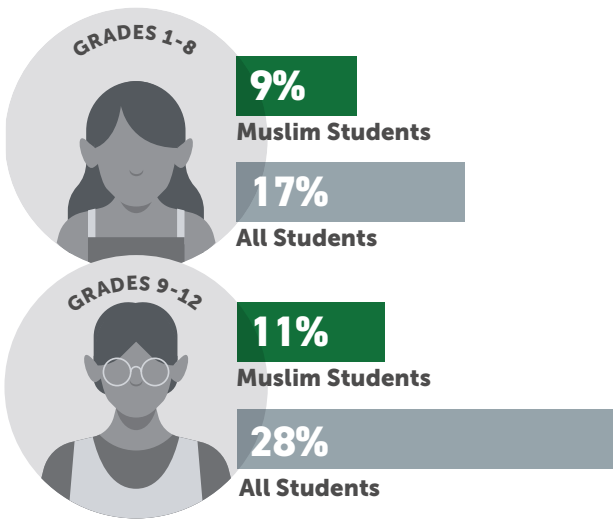


A toal of
462
KPRDSB students indicated that they have a **Muslim identity**, representing **2.3%** of all survey respondents.

Answer options included: Agnostic, Atheist, Buddhist, Catholic, Christian (non-Catholic), Hindu, Indigenous Spirituality, Jewish, Muslim, Sikh, spiritual (but not religious), no religions or spiritual affiliation, Shia, Sunni, another religion or spiritual affiliation not listed.

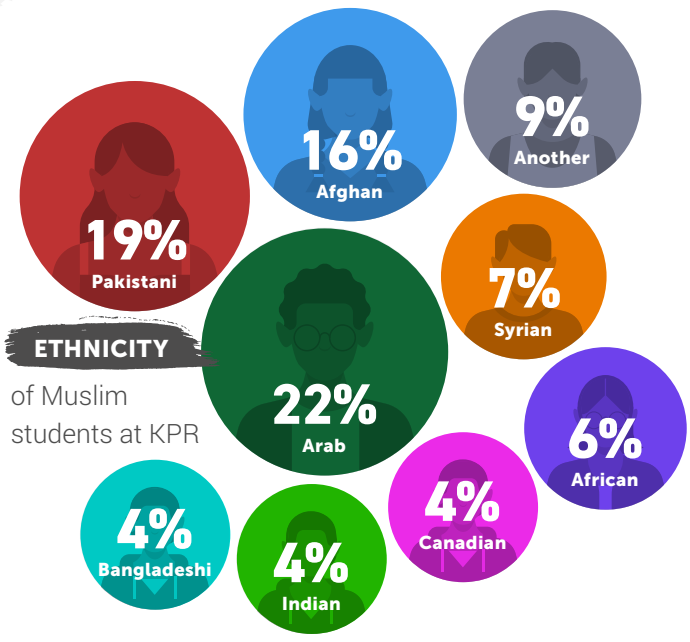
INDIVIDUAL EDUCATION PLAN (IEP)

% of students with an IEP (not gifted)



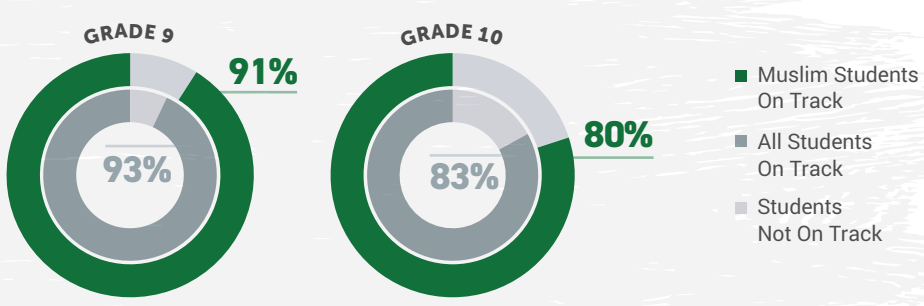
ETHNICITY

of Muslim students at KPR



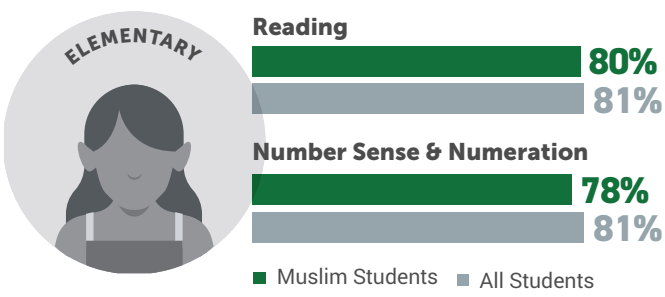
CREDIT ACCUMULATION

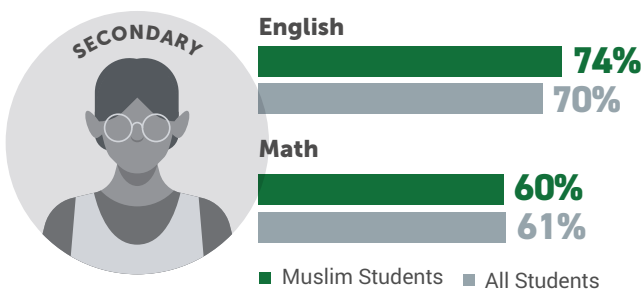
A student is considered to be on track to graduate with their peers if they have accumulated at least 8 credits by the end of Grade 9 and 16 credits by end of Grade 10.



READING AND MATH ACHIEVEMENT

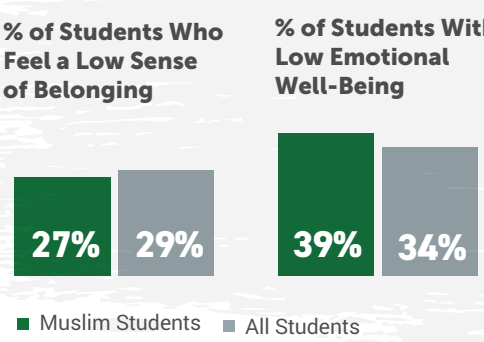
A student is considered to be achieving expectations when their report card mark meets the provincial standard of B.





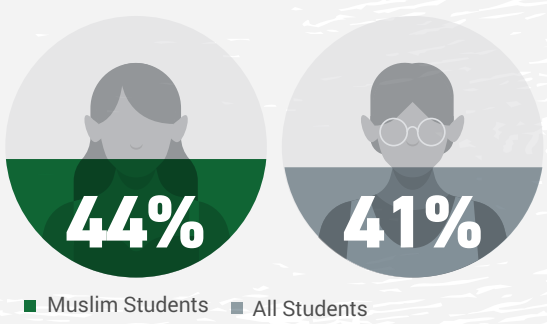
SENSE OF BELONGING

We know from student and parent experiences that a sense of belonging is connected to positive student achievement.



TRUSTED ADULT

Slightly higher proportion of Muslim students report not having a trusted adult in their school compared to all students (Grades 7-12).



COMMUNITY VOICES & KPR'S COMMITMENT

to Improving Academic Achievement and Well-being for MUSLIM STUDENTS

The Board Action Plan details KPR's commitment to realizing the Board's strategic plan priorities of inspiring excellence in learning, life and community.

In the 2022-2023 school year, the Kawartha Pine Ridge District School board has grown to over 35,000 students and we continue to be committed to working with students, families , and communities to combat all forms of oppression and racism. KPRDSB conducted a series of focus groups to gather community voice to inform our next steps.

EXCEL IN LEARNING (EL)

EL 1

Provide effective instruction and assessment that is authentic, culturally relevant and responsive.

> Cultural considerations for course offerings, programming, and lesson delivery are important. There are certain things that are not encouraged from a cultural and/or religious perspective, therefore, it is important to be aware and offer alternatives.

SUCCEED IN LIFE (SL)

SL 1

Embed principles of human rights to ensure equity and inclusion for all.

> Some Muslim students reported that they did not have an appropriate place to pray at schools. Or when they did pray at school some were exposed to inappropriate comments from their peers.

SL 2

Promote mentally healthy learning and work environments where everyone feels welcome, they matter, and they belong.

> More needs to be done to create anti-racist learning environments including educating students about systemic racism and microaggressions and ensuring that teachers and school leaders have the competence and courage to address issues when they do occur.

ENRICH OUR COMMUNITIES (EC)

EC 1

Build trust and collaborative relationships with students, staff, families and community.

> Some newcomer Muslim parents shared that without a true understanding of educational supports such as Individual Education Plans (IEPs), they may resist any assessment of their child. It is important to educate parents about IEPs so that students are able to access the needed support.