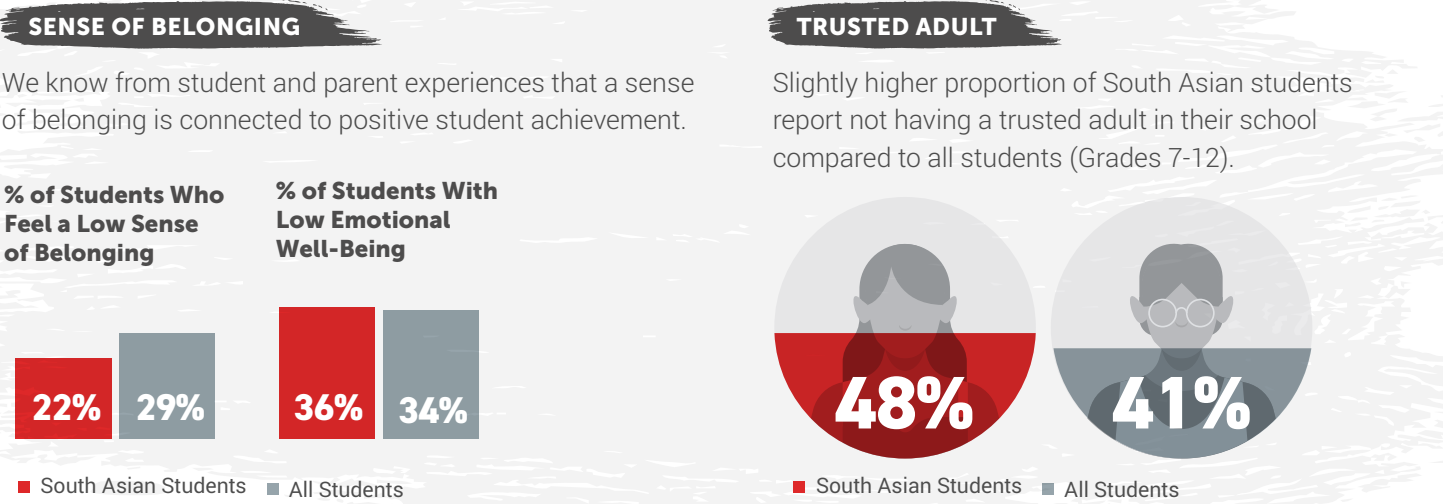
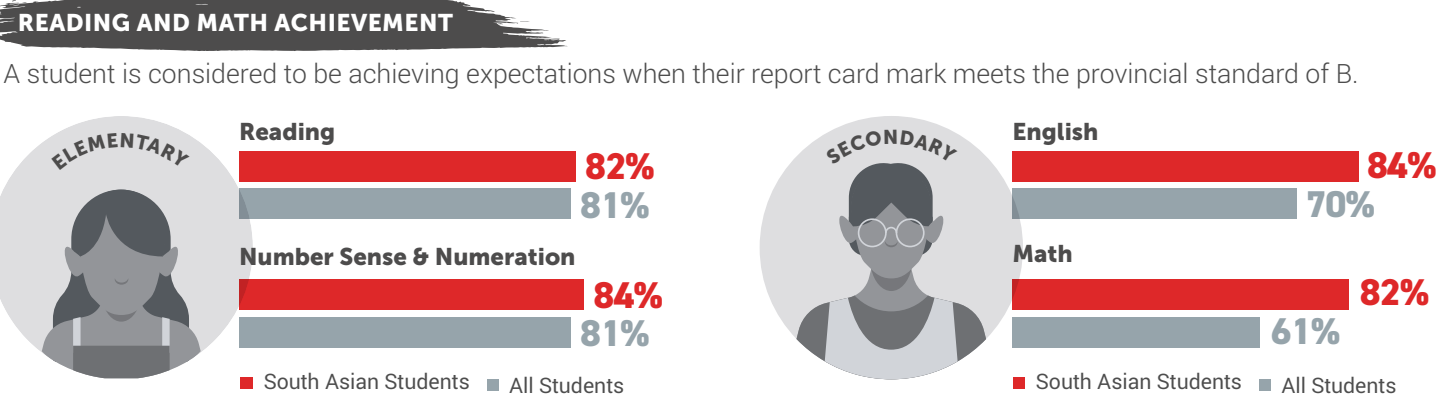
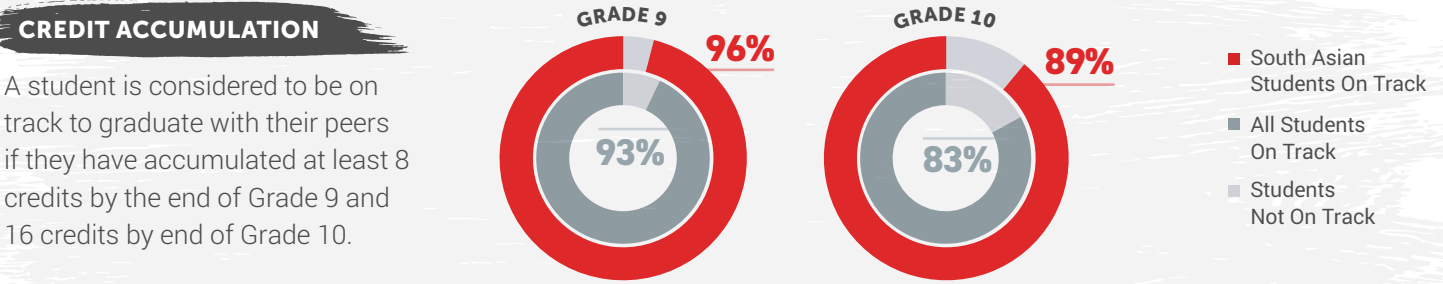
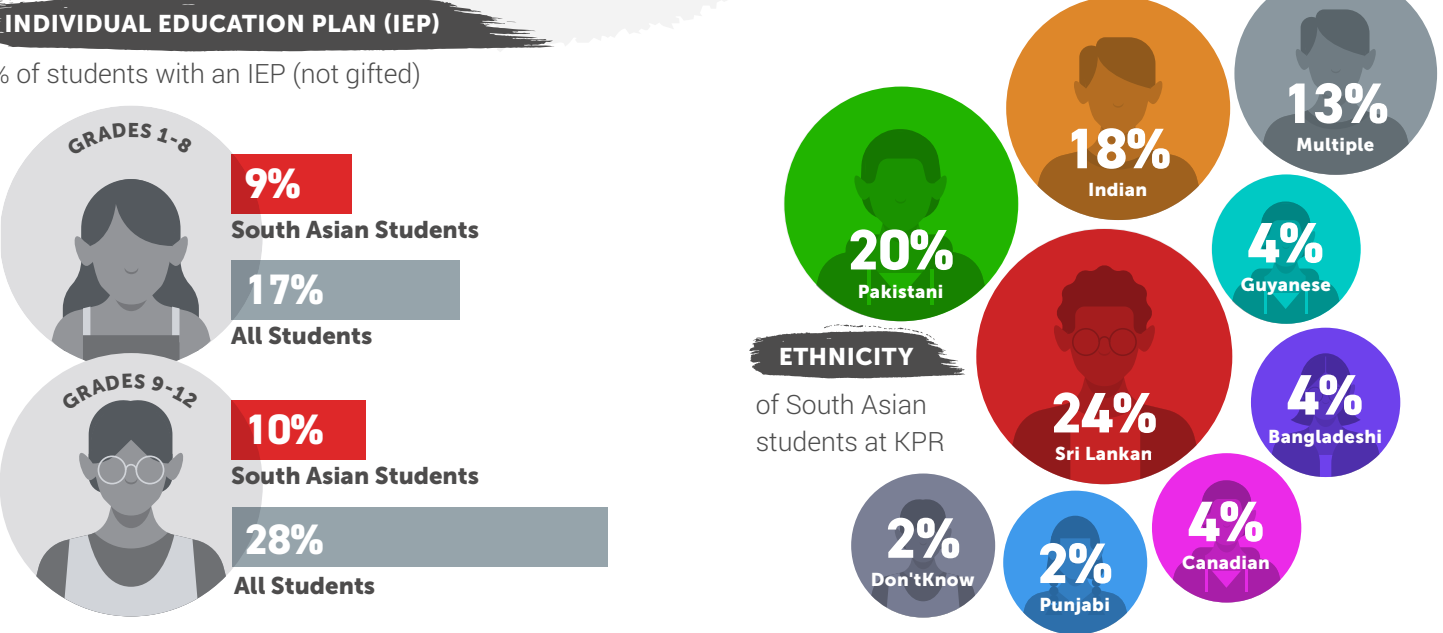
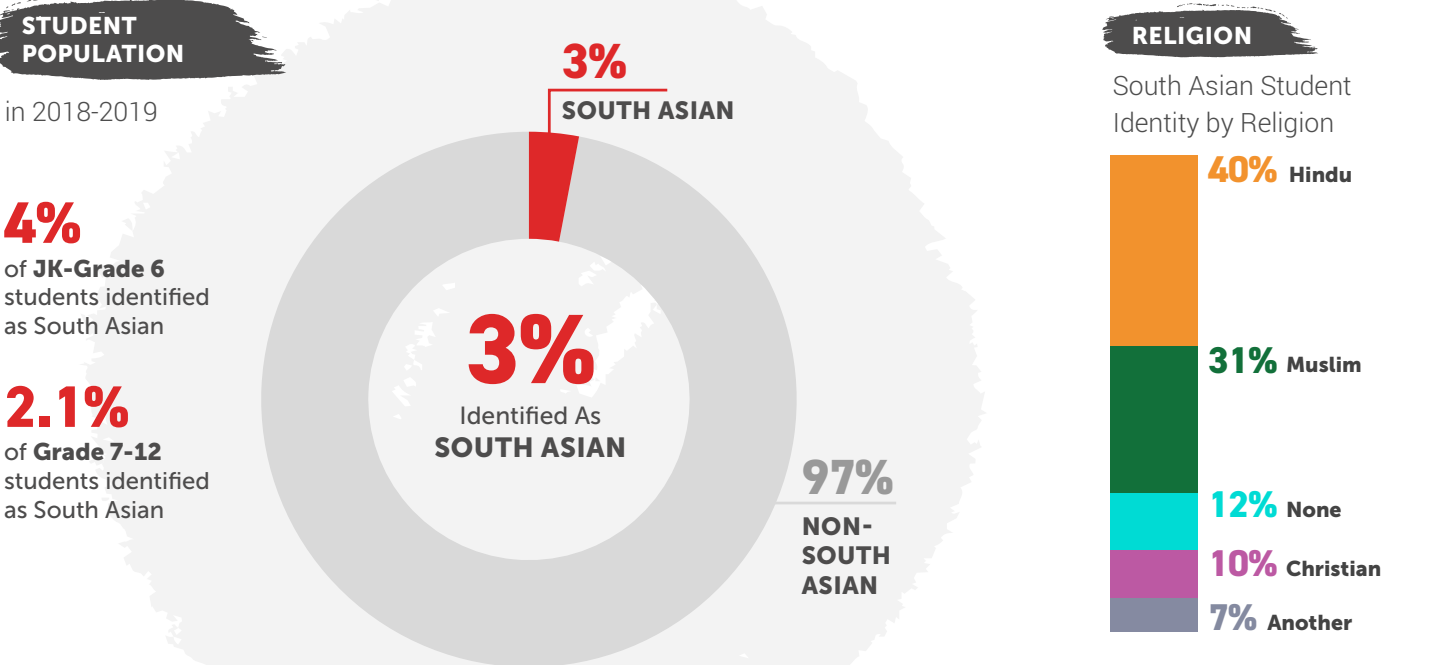


Census Portrait

SOUTH ASIAN 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.



COMMUNITY VOICES & KPR'S COMMITMENT to Improving Academic Achievement and Well-being for SOUTH ASIAN 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.

LEARNING MATTERS



EXCEL IN LEARNING (EL)

EL 1

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

“

Students are coming to school with different backgrounds and knowledge and they should be given work that challenges them.

”

BELONGING MATTERS



SUCCEED IN LIFE (SL)

SL 1

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

“

South Asian students reported experiences of racism in their learning environments and that these inappropriate behaviours are not always addressed, which impacts their mental health and achievement.

”

SL 2

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

“

Students shared that more needs to be done to create anti-racist classrooms including teaching about systemic racism and microaggressions. They also shared that adults need the competence and courage to address racist behaviours when they do occur.

”

RELATIONSHIP MATTERS



ENRICH OUR COMMUNITIES (EC)

EC 1

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

“

Because of the potential stigma in their cultures about mental health, South Asian students stated that they and their friends are sometimes reluctant to share their issues. It is for this reason, a trusted adult at school is so important.

”