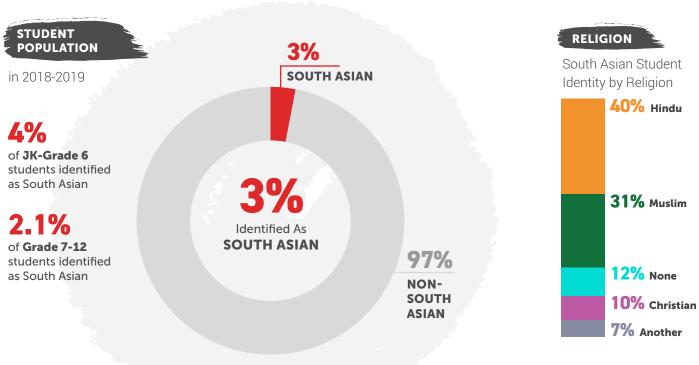
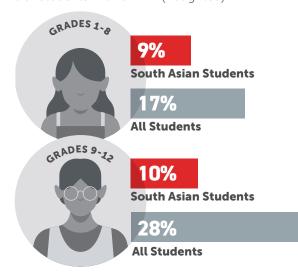


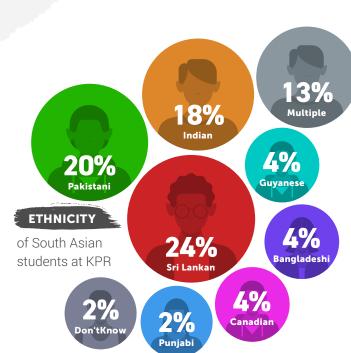
In the 2018–2019 school year, the Kawartha Pine Ridge District School Board (KPRDSB) conducted its first Student Census. The census gathered demographic data about the backgrounds and experiences of KPRDSB students and school communities. This data is utilized to identify and address any barriers to 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/quardians completed the Student Census for 42% of students in JK-Grade 6, while 86% of students in Grades 7-12 completed the Student Census.



INDIVIDUAL EDUCATION PLAN (IEP)

% of students with an IEP (not gifted)





South Asian

All Students

On Track

Not On Track

84%

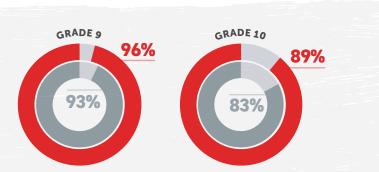
82%

Students

Students On Track

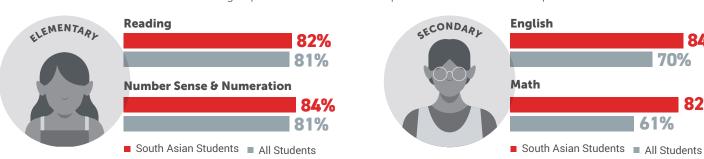
CREDIT ACCUMULATION

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.



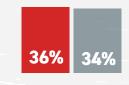
SENSE OF BELONGING

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

% of Students Who Feel a Low Sense of Belonging

% of Students With **Low Emotional Well-Being**

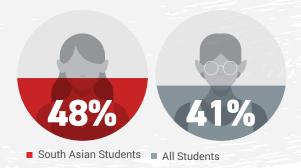




■ South Asian Students ■ All Students

TRUSTED ADULT

Slightly higher proportion of South Asian 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

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.



EXCEL IN LEARNING (EL)



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

66

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





SUCCEED IN LIFE (SL)



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

66

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.



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

66

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.





ENRICH OUR COMMUNITIES (EC)



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.