

Census Portrait

2SLGBTQ+ STUDENTS

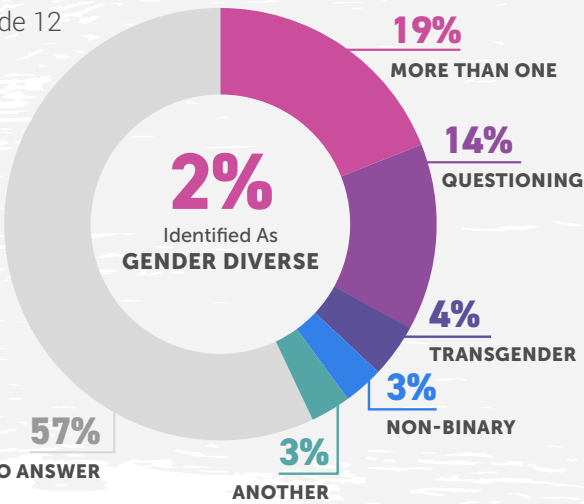
Academic Achievement and Well-being

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.

The survey asked parents and students additional questions about gender identity and sexual orientation. Responses from those additional questions were used to identify the students who identified as 2SLGBTQ+.

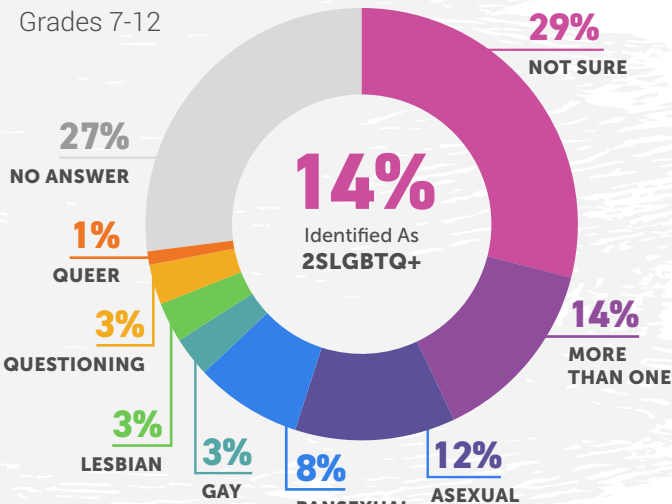
GENDER IDENTITIES

JK-Grade 12



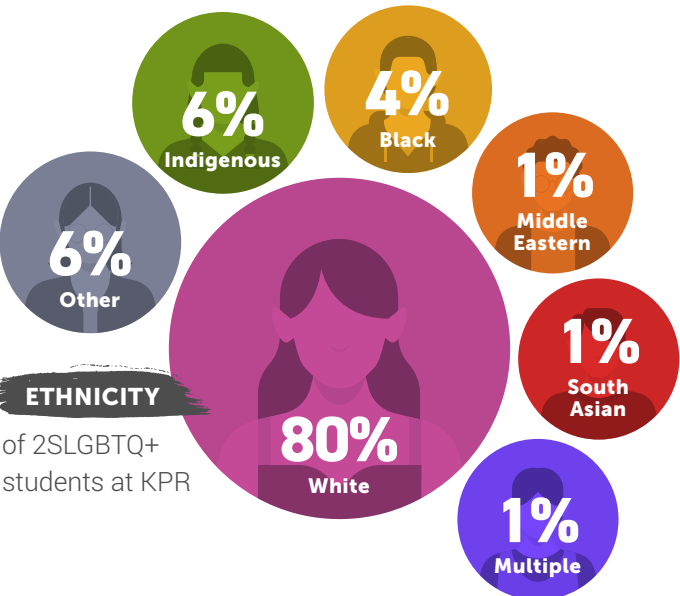
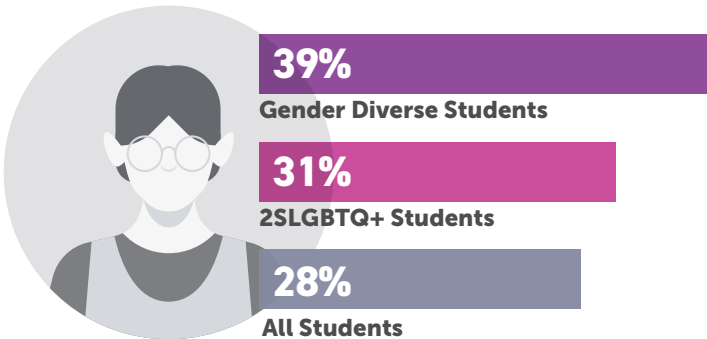
SEXUAL ORIENTATION

Grades 7-12



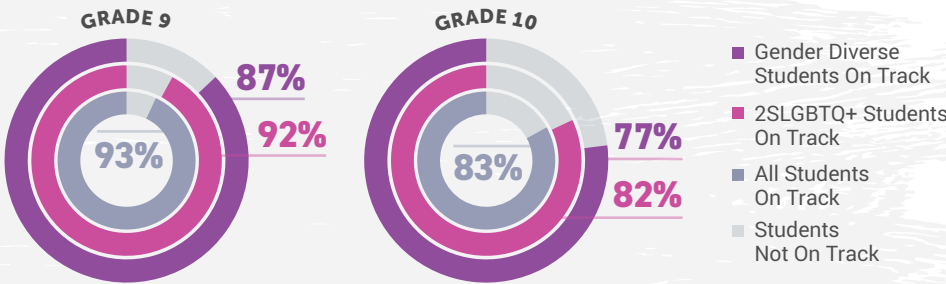
INDIVIDUAL EDUCATION PLAN (IEP)

% of students with an IEP (not gifted)



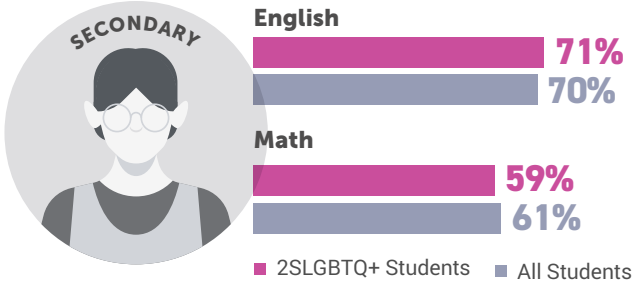
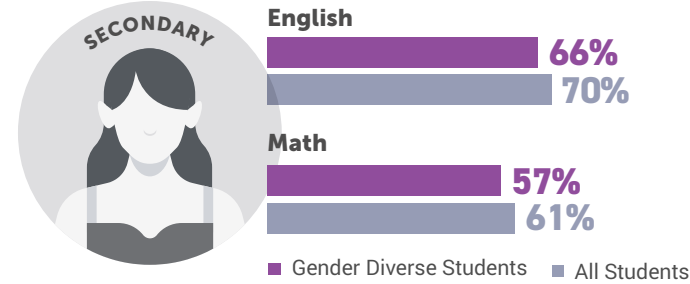
CREDIT ACCUMULATION

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.



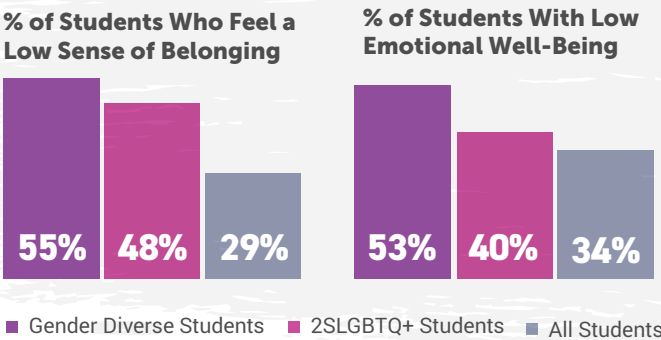
READING AND MATH ACHIEVEMENT

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



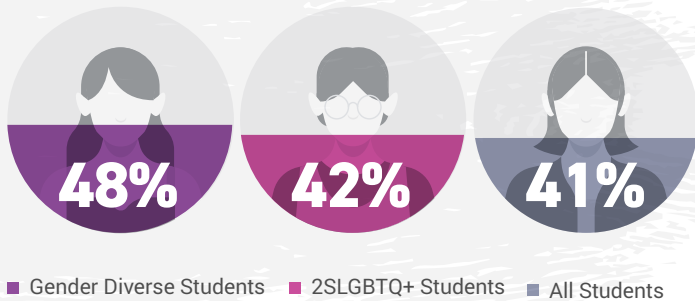
SENSE OF BELONGING

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



TRUSTED ADULT

Slightly higher proportion of 2SLGBTQ+ 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 2SLGBTQ+ 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.

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Schools should ensure they are visibly safe for students by including a statement of inclusion, positive space posters, and by offering books and other resources that are inclusive of all gender and sexual identities.

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“

Learning about queer families and 2SLGBTQ+ identities should be covered in an age-appropriate manner within the curriculum in all grades.

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BELONGING MATTERS



SUCCEED IN LIFE (SL)

SL 1

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

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More can be done to be inclusive of 2SLGBTQ+ students, including ensuring trans identities are reflected on registration forms and ensuring that students have access to all-gender washrooms.

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SL 2

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

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Schools could do more to ensure they are welcoming learning environments for 2SLGBTQ+ students. This includes educating teachers and other staff about these identities, accommodations that may be needed, how to create inclusive learning environments, and how to address issues that arise.

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RELATIONSHIP MATTERS



ENRICH OUR COMMUNITIES (EC)

EC 1

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

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Schools could do a better job of being inclusive to all types of families. Some classroom activities exclude children from queer families, in particular celebration on Mother's Day and Father's Day. These activities may also exclude students in single parent households or who may not live with both parents.

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There should be opportunities for queer families to gather and create community.

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