

Census Portrait

RACIALIZED STUDENTS

Academic Achievement and Well-being

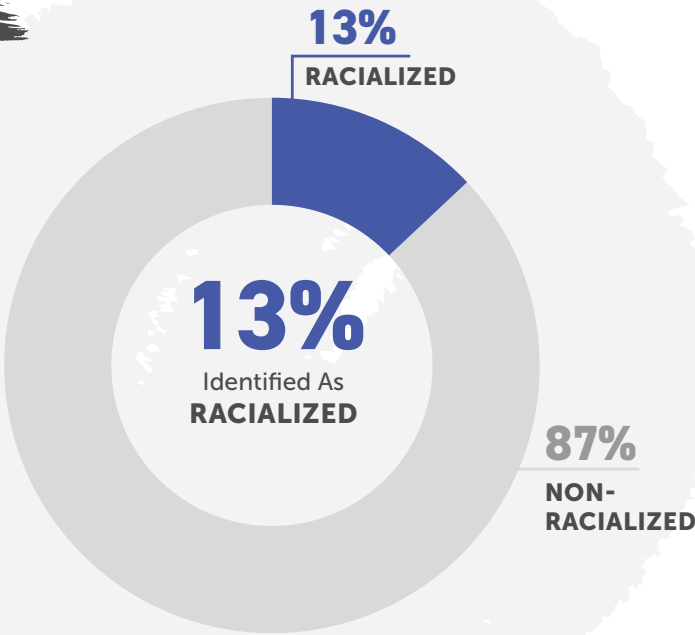
In the 2018–2019 school year, the Kawartha Pine Ridge District School Board (KPRDSB) conducted its first Student Census. The census gathered demographic data about the backgrounds and experiences of KPRDSB students and school communities. This data is utilized to identify and address any barriers to 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

12%
of JK-Grade 6
students identified
as Racilaized

13%
of Grade 7-12
students identified
as Racilaized

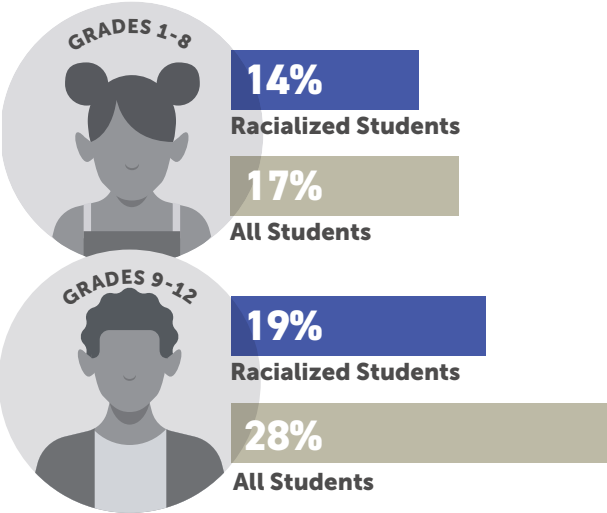


A total of
2,140
students identified as
racialized, representing **13%**
of all survey respondents.

Answer options included: Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, Southeast Asian, White, and a race or racial background not listed.

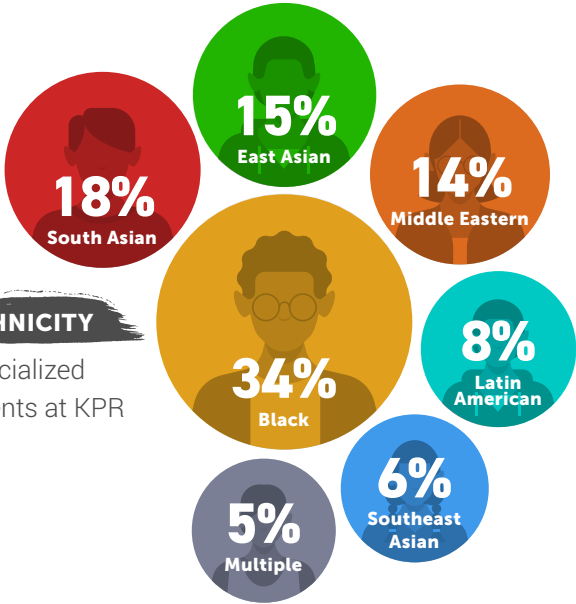
INDIVIDUAL EDUCATION PLAN (IEP)

% of students with an IEP (not gifted)



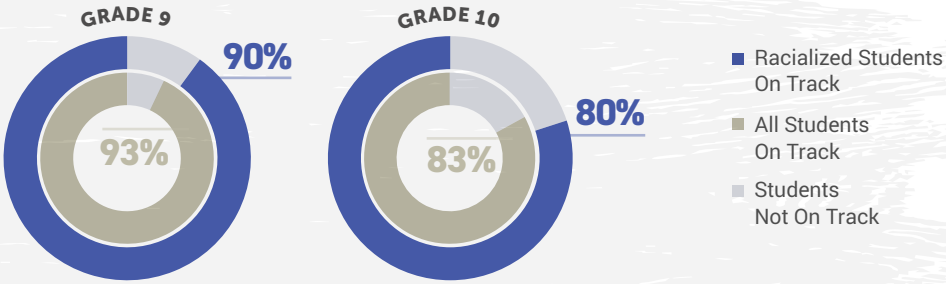
ETHNICITY

of Racialized
students at KPR



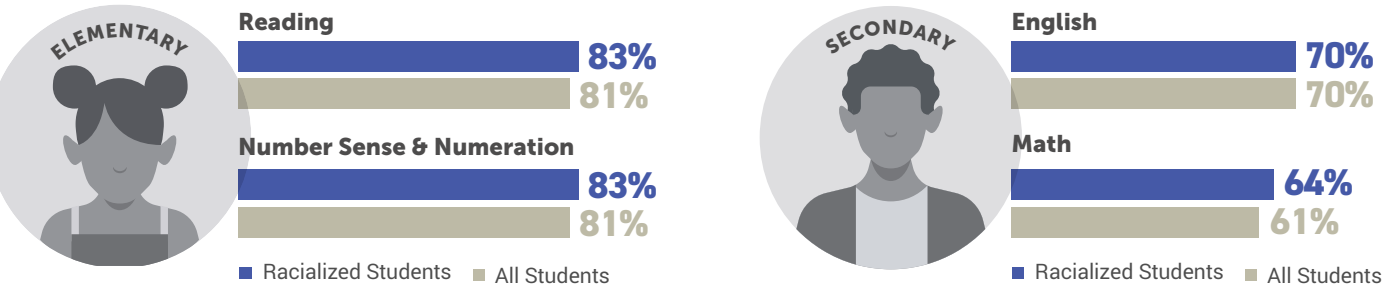
CREDIT ACCUMULATION

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.



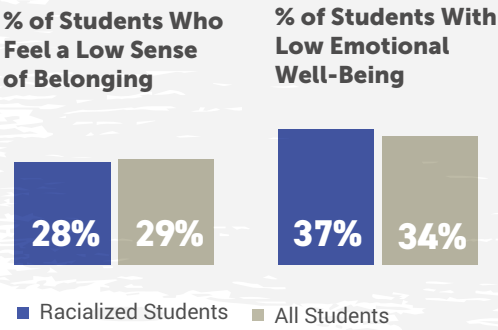
READING AND MATH ACHIEVEMENT

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



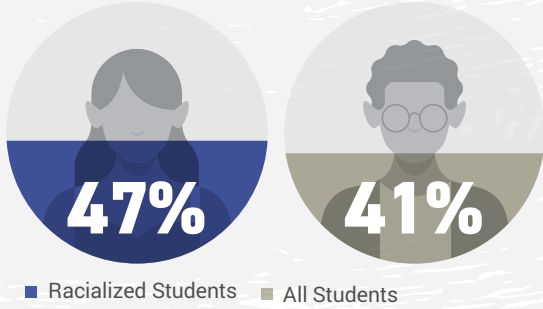
SENSE OF BELONGING

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



TRUSTED ADULT

Slightly higher proportion of Racialized 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 RACIALIZED 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.

“

More needs to be done to create anti-racist learning environments including educating students about systemic racism and microaggressions. Much more can be done to support teachers to actively foster anti-racist learning environments.

”

BELONGING MATTERS



SUCCEED IN LIFE (SL)

SL 1

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

“

Racialized students are sometimes guarded about the information they share about themselves, including cultural background, gender, race, and religion as it could put them at risk for bullying.

”

SL 2

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

“

Sometimes students are put in the position of having to educate adults about racism. We also need to consider intersectionality and other ways racialized students are being impacted at school.

”

RELATIONSHIP MATTERS



ENRICH OUR COMMUNITIES (EC)

EC 1

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

“

The lack of diversity among teachers and representation means some students feel they don't have a trusted adult in their school. Teacher representation is important.

”

“

Things are sometimes said by adults that make students feel uncomfortable. They don't have the courage to tell them it is a microaggression and it is hard for students to explain that what was said was wrong and made them uncomfortable.

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