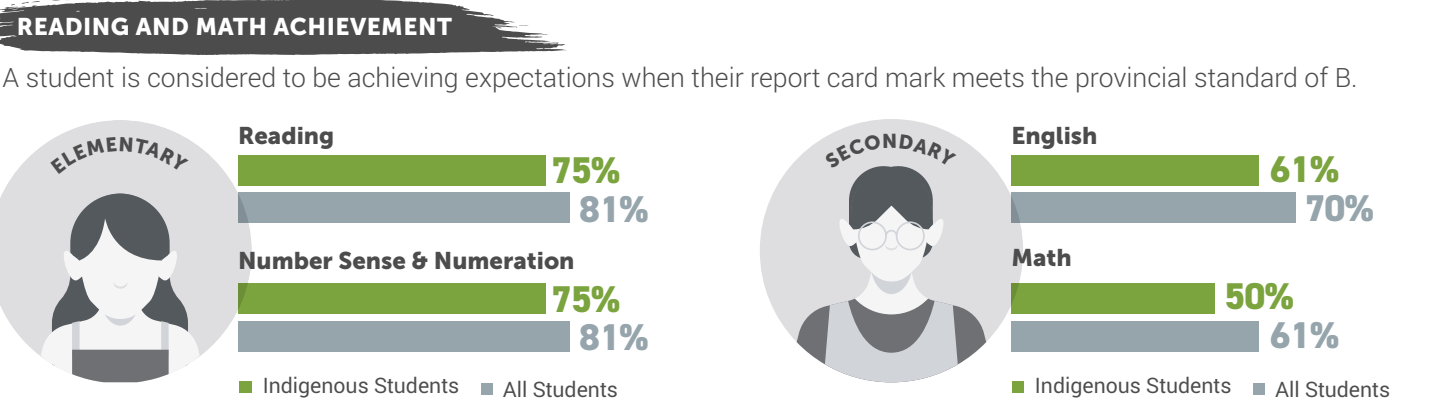
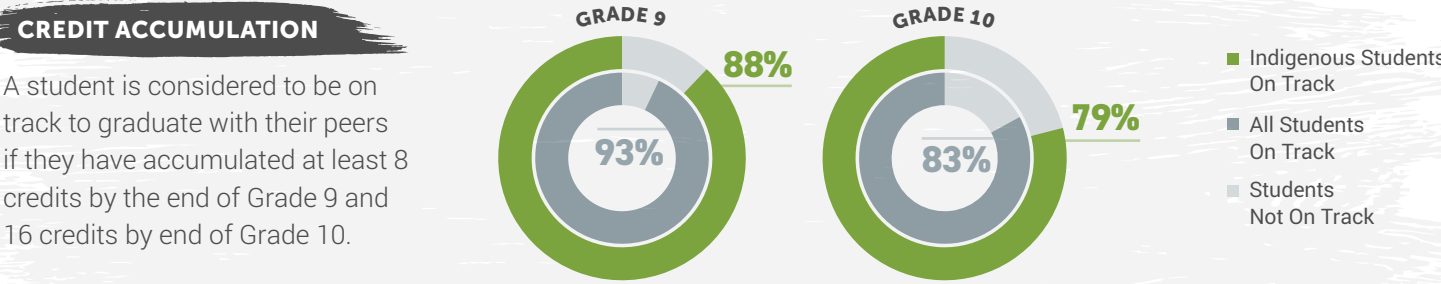
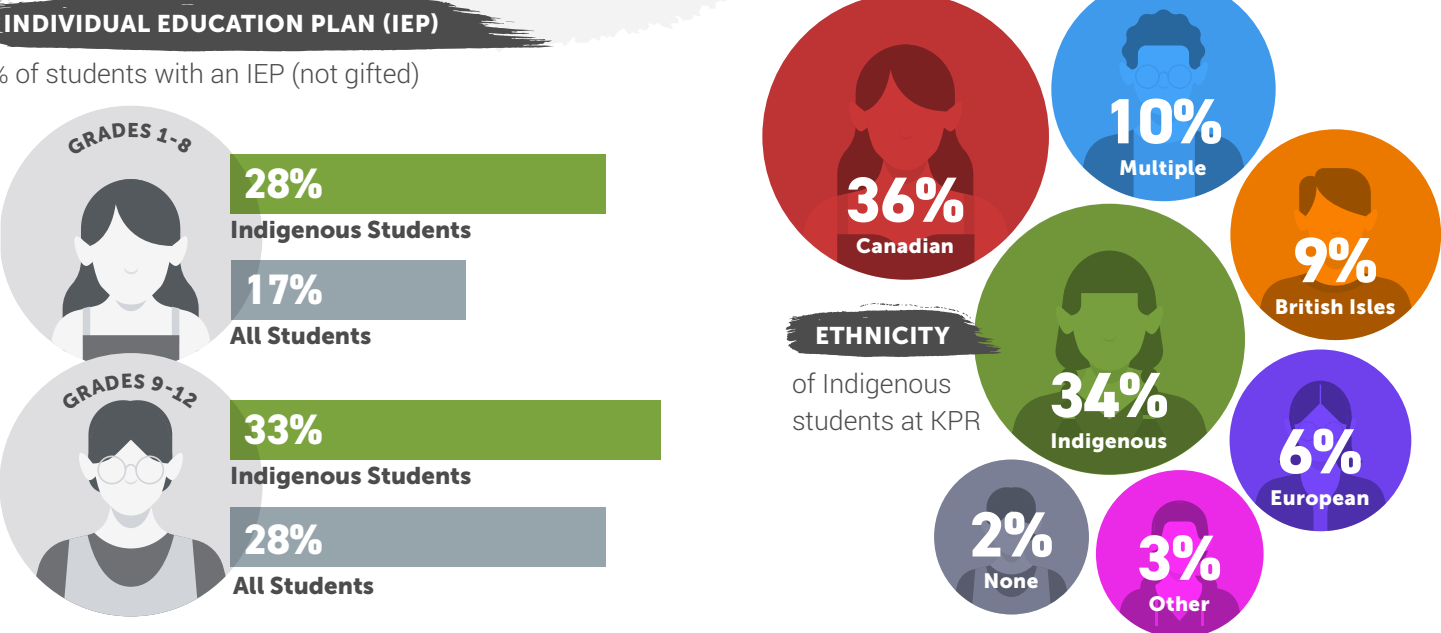
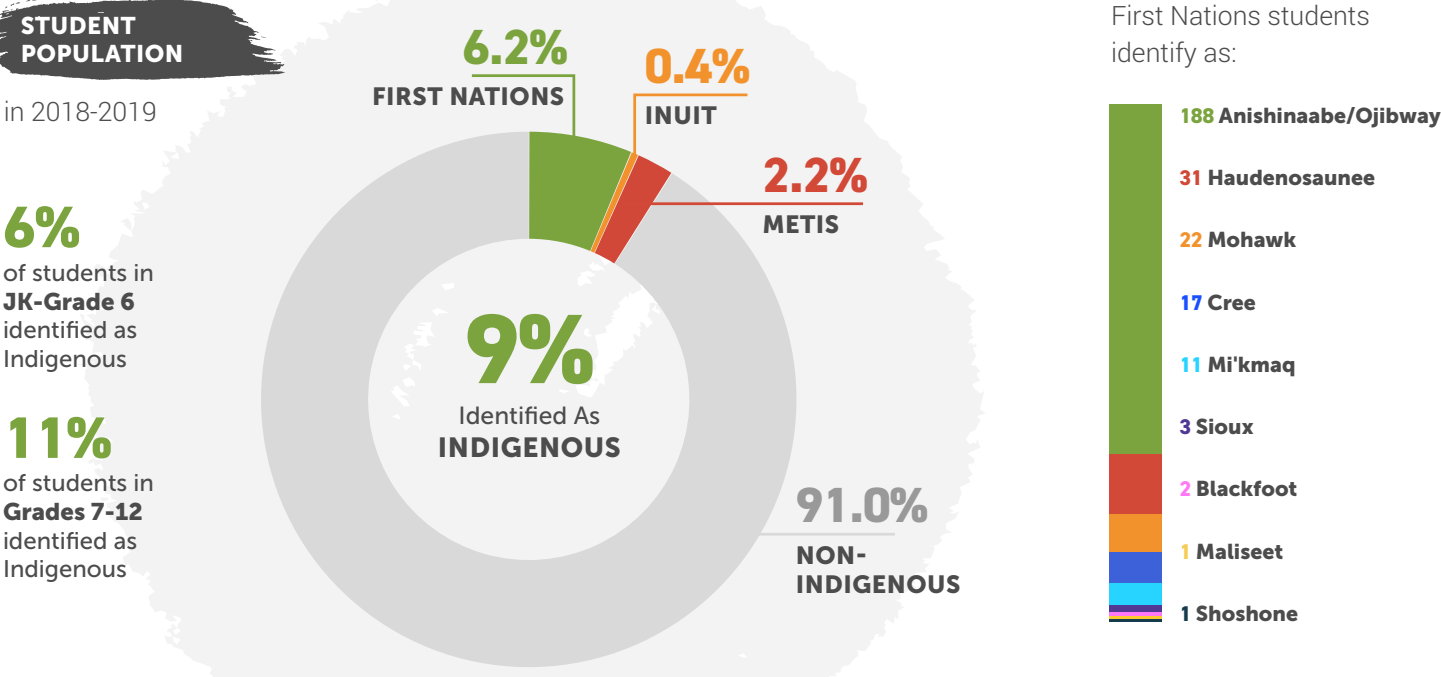


Census Portrait

INDIGENOUS 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 INDIGENOUS 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.

“

Given the connection between student well-being and education outcomes, it is important that Indigenous students experience identity-affirming material and lessons and see themselves positively reflected in the curriculum. To support this, all teachers need to have the knowledge, tools, and supports to integrate Indigenous education into their classrooms.

”

BELONGING MATTERS



SUCCEED IN LIFE (SL)

SL 2

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

“

Indigenous students whose Indigenous identities are not evident, may not disclose their Indigenous identity to their teachers and classmates to protect themselves from potential anti-Indigenous racism. Many Indigenous people have learned that there is safety in keeping their Indigenous identity hidden.

”

RELATIONSHIP MATTERS



ENRICH OUR COMMUNITIES (EC)

EC 1

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

“

Indigenous parents often don't have a good understanding of the difference between the applied and academic programs of study. They suggested that more information could be provided to parents and students that would help them make the decision about the most appropriate pathway.

”

EC 2

Strengthen relationships through Reconciliation by centring Indigenous voices and lived experiences.

“

Once my Indigenous identity is known by my teachers, I'm called on to talk about my culture or share my knowledge about Indigenous people; I don't always feel comfortable sharing, I'm just learning too.

”