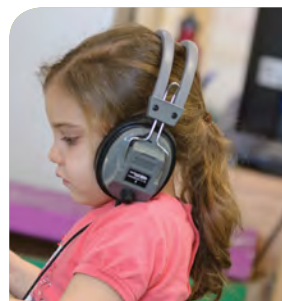
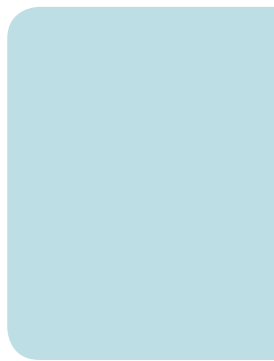




2024-2025  
Director's  
**Annual Report**  
to the Community



### **Land Acknowledgement**

The Ottawa-Carleton District School Board is located on the traditional, unceded homelands of the Algonquin nation. In acknowledging the land on which we learn and work, we acknowledge a responsibility to the Algonquin people and a responsibility to honour the Algonquin cultural protocols.

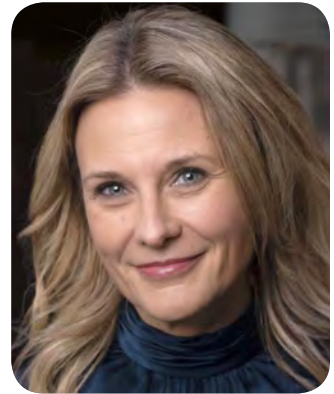
The 2024-2025 Director’s Annual Report to the Community provides a comprehensive overview of the previous school year. It celebrates our accomplishments, outlines the progress made on our strategic priorities, provides student achievement data, and shines the spotlight on the special moments.

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# Message from Stacey Kay

Director, OCDSB



## A Foundation for Student Achievement and Well-Being

It was an honour to return to the OCDSB this past November. In many ways, it felt like coming home; my roots in this community run deep after spending 23 years supporting our students — most notably those with special education needs. I returned with a clear understanding of the financial challenges facing our District and a conviction that every decision we make must be grounded in supporting our students' opportunities for learning and well-being.

## Achievement Through Stability

Students achieve their best when they feel secure in their environment. By listening to families, we are reducing barriers that can impact student achievement and well-being. This dedication is translating into strong academic outcomes.

Our 2024–2025 results show that this focus on the classroom is yielding results. I am proud to share that:

- 82.8% of our Grade 9 students met the provincial standard in Math, exceeding the provincial average.
- 85% of our students were successful on their first attempt at the Ontario Secondary School Literacy Test (OSSLT).
- We are successfully implementing the new Grade 9 and 10 exam framework, ensuring our students build the resilience and study habits necessary for post-secondary success.

## Well-Being: The Heart of the Classroom

Achievement and well-being are not separate goals; they are two sides of the same coin. I am committed to a “student-first” model that protects and supports all learners. Our focus continues to be on fostering a culture of belonging where every student feels seen, heard and celebrated.

By investing in professional development, elevating student leadership opportunities, and deepening family engagement, we strengthen the relationships that are essential to creating mentally healthy schools and classrooms. This year, our commitment to mentally healthy schools extended from the classroom to senior staff who modeled this priority by completing School Mental Health Ontario’s leadership course. Through this continued learning and focus, together we can ensure schools are places of success and belonging for every child.

## Strategic Investments for Student Success

To advance both academic excellence and student well-being, we launched a student-focused resource optimization project in late November to inform the 2026–2027 fiscal year, designed to keep essential support and resources in schools. To further support our families, we launched the Student and Family Support Office, designed to streamline the process for addressing questions and concerns from families. This ensures that each concern received is documented, assigned, and responded to efficiently.

## Looking Ahead

I have the utmost confidence in the talented staff of the OCDSB. By prioritizing teamwork and aligning our initiatives, we are cultivating a thriving, caring culture where shared excellence is the standard. Quite simply, our students’ success is our success.

Our families and community members are vital partners in this mission. Each week, as I visit our schools, I am inspired by the impact of your involvement. Together, we will ensure that every child and youth has the opportunity to thrive, remain curious and confident, and graduate fully prepared for their next chapter in life.

“

I am committed to a “student-first” model that protects and supports all learners. Our focus continues to be on fostering a culture of belonging where every student feels seen, heard and celebrated.

”

# About Us

As the largest school board in Eastern Ontario, the [Ottawa-Carleton District School Board](#) (OCDSB) proudly serves approximately 77,000 students across the 2,760 square kilometres of the nation's capital. Ranking as the seventh largest board in the province, we operate 148 diverse learning sites, including 116 [elementary](#) schools, 26 [secondary](#) schools, 5 alternate learning sites and 1 adult high school.

[Our schools](#) are vibrant, inclusive communities where staff nurture creativity and challenge students to reach their full potential.

Guided by our vision to foster the achievement, well-being, and dignity of every student, we remain committed to educating for success, inspiring lifelong learning, and building engaged citizens.



77,000  
STUDENTS



2,760  
SQUARE  
KILOMETRES



148  
LEARNING  
SITES

# Spotlight

## A Symphony of Impact: Nepean High School's Jeannie Hunter Wins 2025 MusiCounts Teacher of the Year

Jeannie Hunter, Head of Special Education and Fine Arts at Nepean High School, earned the prestigious [2025 MusiCounts Teacher of the Year Award](#). Celebrated during the Juno Awards' national broadcast, this honour recognizes Jeannie's three-decade commitment to music education. Her impactful work continues to inspire students and fellow educators throughout the entire Canadian musical community.



“

I accept this on behalf of all music teachers - what you do makes a difference every day. You build virtuoso human beings, providing students with a safe space to be themselves, to come together across backgrounds and circumstances, to grow, and to express who they are.

”

*Jeannie Hunter with the 2025 MusiCounts Teacher of the Year Award.  
PhotoCredit\_ CARAS \_ Brendan McAlpine*

## Jessica McIntyre, Glebe Collegiate Institute Teacher, Wins National Award for History Teaching Excellence

Jessica McIntyre of Glebe Collegiate Institute received the prestigious [Governor General's History Award for Excellence in Teaching](#). This national distinction celebrates her innovative work with Project True North, an initiative amplifying diverse voices often missing from traditional Canadian narratives. Jessica's dedication to inclusive history ensures that every student sees themselves reflected in our nation's diverse past.



Jessica McIntyre, Glebe Collegiate Institute teacher, (left) with Canada's Governor General, Her Excellency the Right Honourable Mary Simon. Photo Credit: MS Anne-Marie Brisson, Rideau Hall

“

Studying history gives our students sufficient arms to confront the future and reminds them of their own place and their own importance in our Canadian history. Ultimately, Project True North has really served to remind my students that their story, like all the stories that came before them, matters...

”

## Culinary Hero: Sandra Copeland Honoured for Nourishing Young Minds and Bodies

Sandra Copeland, a dedicated hero at Carson Grove Elementary School, was recognized by Metro Inc. for her [extraordinary community contributions](#). As the coordinator for vital food assistance initiatives, Sandra received 1 million Moi points for her fourteen years of service. Her unwavering commitment ensures that students have consistent access to nutritious meals, fueling their academic success.



“

One of the most magical parts of my day is introducing our diverse student population to a variety of foods that some may have never seen before. Seeing the smiles on their faces when they try something new brings me so much joy and keeps me going.

”

*Sandra Copeland, coordinator for the Breakfast Program, at Carson Grove Elementary School*

## OCDSB's Sandy Owens Champions Women in Education Technology Leadership

Sandy Owens, General Manager of Business and Learning Technologies, represented the District at the provincial ECNO Conference. Participating in a panel of female IT leaders, she discussed empowering the next generation through STEM partnerships. Sandy's expertise highlights the District's commitment to supporting women in technology while showcasing how staff leadership benefits the broader educational community.

*Sandy Owens, OCDSB General Manager of Business and Learning Technologies*

“

I am excited about the new Women in Leadership Coaching Program – it's exactly what's needed to help empower the next generation of female leaders in IT.

”



## Cappies Gala Celebrates OCDSB Excellence in High School Theatre



*OCDSB's West Carleton Secondary School students in action*

The 2025 Cappies Gala celebrated a stellar year for high school theatre, with several District schools earning top honours. Colonel By Secondary won eight awards, while West Carleton took home Critic's Favourite Play. Recognition also went to Sir Wilfrid Laurier and A.Y. Jackson for artistic excellence. Congratulations to all student performers for an incredible theatrical season.

## OCDSB's Storefront Program's Nancy Ford and Tanya Ashton honoured with the Everyday Hero award

The OCDSB's Storefront Program empowers young adults with intellectual disabilities to enter the workforce with confidence. Nancy Ford and Tanya Ashton received the [Everyday Hero award](#) at the 2025 Developmental Disabilities and Possibilities Conference for their leadership. As a Job Coach and Special Education Teacher, they remain the driving force behind this transformative and highly impactful initiative.



“

Nancy and Tanya have earned a well-deserved distinction! They teach and lead not for accolades but to profoundly and positively impact student trajectories as they transition from high school. Their work is absolutely heroic, and we could not be more proud of two amazing educators.

*Jason Rama, Principal of Ottawa Technical Secondary School*

”

*Nancy Ford (left) and Tanya Ashton with the Everyday Hero award at the 2025 Developmental Disabilities & Possibilities Conference*

**We are incredibly proud of our students and staff and their amazing achievements in their schools and communities!**



**Strategic Priority:**

# Learning

In the 2024–2025 academic year, we advanced our mission to provide innovative, inclusive, and high-impact education. By expanding diverse learning pathways and strengthening foundational supports, we have ensured that every student has the tools and opportunities to achieve their full potential.

## Expanding Student Pathways

We continue to diversify learning through immersive and flexible programming. This year, the Authentic Student Learning Experience (ASLE) and Specialist High Skills Major (SHSM) programs saw record participation and credit achievement. With eLearning reaching maximum capacity and the finalization of our accelerated apprenticeship plan, we are successfully bridging the gap between the classroom and the workforce.

## Advancing Instructional Excellence

Our commitment to academic rigour is driven by data and expert leadership. We launched a new Grade 9 literacy assessment tool and integrated structured supports within English Literacy Development (ELD). By investing in instructional leadership for administrators and specialized data training for educators, we have created a system-wide culture of evidence-based teaching.

## Strengthening Student Engagement

Targeted intervention remains at the heart of our success in fostering school belonging. Through the expansion of our attendance re-engagement initiative, we achieved a significant increase in overall participation.





## Strategic Priority: **Learning**

### Investing in the Future: Opening of Mino Mikan Elementary School



On June 11, 2025, Mino Mikan Elementary School celebrated its [official opening](#). Named “the good path” in Algonquin with guidance from Elder Albert Dumont, the school reflects a journey of growth and community.

The \$19.2 million facility opened to over 520 K–6 students in September 2024. The ceremony featured student-led tours, choir performances, a ribbon-cutting, and reflections from Elder Dumont and local officials. Families concluded the celebration with an evening art showcase. Mino Mikan stands as a vibrant foundation for learning, offering students a positive start on their educational path.



### **772 Students Enrolled | 40 Apprenticeship Programs**

A 10% increase in Specialist High Skills Major (SHSM) enrollment over last year.





## Strategic Priority: **Learning**

### Magical Makeover for Dunlop Public School Library



Dunlop Public School's library underwent a vibrant transformation through a partnership with Wildfire Designs Ottawa. Artists Emily and Bethany volunteered their time to paint a custom mural featuring the beloved "Dunlop Dragon," which has become a student favourite.

Beyond the artwork, the library was upgraded with cozy, comfortable seating to replace old plastic chairs. These enhancements have turned the space into a welcoming haven that fosters a lifelong love of reading. As students noted, the library is now an inspiring, "cozy" place for the entire school community to gather, grow, and explore.



**87%** Literacy Success Rate

OCDSB students outperformed the provincial average by 2% on secondary literacy tests.

**91%** Graduation Rate

Five-year graduation rates for the 2018-2019 cohort remain 1% higher than the provincial average.



## Strategic Priority: **Learning**

### **Bonjour to Blooket: French Learning Reimagined**



The annual [Core French Blooket Challenge](#) at John Young Elementary School turns language learning into an interactive competition. Using the Blooket platform, students test their knowledge of French grammar, vocabulary, and culture in a high-energy environment.

“

This is a great way for kids to learn French because it makes it exciting for kids to learn.

*Saeed, student*

”

This tradition reinforces a year’s worth of learning while fostering class camaraderie. Beyond the excitement, the challenge empowers students to take pride in their progress, with every participant receiving a certificate of achievement. By gamifying the curriculum, John Young demonstrates how innovative teaching methods can inspire a genuine passion for the French language and culture.



### **80% Re-connection Rate**

Successfully re-engaged previously disconnected students in Grades 7–10 with their education.

### **Enhanced Support Systems**

Scaled up initiatives to improve school presence and integrated structured literacy and numeracy supports into English Literacy Development (ELD) programs.



# Strategic Priority: **Learning**

## **The Past Comes to Life: Cedarview Students Shine at Regional Heritage Fair**

Fifteen students from Cedarview Middle School (CMS) represented the OCDSB with distinction at the [2025 Ottawa Regional Heritage Fair](#). Following a school-wide fair involving 170 participants, the top projects advanced to the Canadian War Museum to compete city-wide.

CMS students secured several prestigious honours, including the Ottawa Women’s Historical Society Award for a study on The Chateau Lafayette and the Ottawa Museum Network Award for research on Canadian currency. By diving into local narratives and diverse histories, these young historians demonstrated exceptional research skills and a deep commitment to preserving Canada’s rich cultural heritage.



**2,220 Co-op Participants +17%**

Student engagement in Cooperative Education rose by 17% in 2024-2025.



**100% eLearning Capacity**

Achieved full student enrollment across 160 distinct eLearning courses.



## Strategic Priority: **Learning**

### **OCDSB Students Impress at Hellenic History Competition, Take Home Grand Prize**



Students from the OCDSB’s International Certificate Program triumphed at the annual Hellenic History Competition in Montreal, claiming first place among 13 regional teams. The winning team, “Seleucid Smackdown”— comprising Galen M, John R, and Nicholas P — showcased mastery of Greek history spanning from 1500 BCE to the present.

Each winning member earned a \$1,000 prize and a commemorative plaque. Two additional OCDSB teams, “Delta League” and “Socrates’ Spanakopitas,” also demonstrated exceptional academic rigour and dedication. This victory highlights our students’ commitment to global studies and their success as outstanding ambassadors for the District on a national stage.

### **900+ Credits Earned | 400 Students**

The Authentic Student Learning Experience (ASLE) provides meaningful, experiential pathways for credit-deficient students.





# Strategic Priority: **Learning**

## **Kars on the Rideau Students' Radio Rendezvous with Astronaut**

Kars on the Rideau Public School students made history by speaking directly with astronaut Nicole Ayers aboard the International Space Station. Facilitated by the ARISS program, this live downlink brought space exploration into the classroom. Students engaged in a real-time Q&A about microgravity and life in orbit, bridging the gap between Earth and the cosmos. Educator Jennifer DiStefano described the event as a life-changing STEM experience. By connecting terrestrial classrooms with the stars, Kars on the Rideau ignited a passion for radio science and technology, leaving an unforgettable impact on its future scientists.



Students are here today making history and speaking with an astronaut, something they will probably remember for the rest of their lives.

*Jennifer DiStefano, Kars on the Rideau PS educator*



### **Grade 9 Literacy Assessment**



Developed a custom assessment tool to monitor and support student achievement early.

### **Instructional Leadership**

Strengthened the capacity of Principals and Vice Principals to lead school-wide learning initiatives.





## Strategic Priority: **Learning**

# 2024-2025 EQAO Provincial Assessments: **A Year of Progress**

The OCDSB is reporting an overall increase in the percentage of students meeting the provincial standard across almost all EQAO assessments compared to the previous year. These results reflect the intentional work of our staff to align instruction with student needs.

### Key Achievements:

**Elementary Literacy:** Scores rose by 2-5%, validating our focus on early reading screeners and intentional learning cycles.

**Secondary Mathematics:** We saw a significant 6% increase in Grade 9 Math. Notably, OCDSB students outperformed the provincial average in both Grade 6 and Grade 9 Mathematics.

**OSSLT Excellence:** Our students maintained a strong 87% success rate for first-time eligible students on the Ontario Secondary School Literacy Test.

## OCDSB vs The Province

ASSESSMENT AREA	OCDSB RESULTS	PROVINCIAL AVERAGE	DIFFERENCE
Grade 9 Mathematics	61%	58%	<b>+3%</b>
Grade 6 Mathematics	53%	51%	<b>+2%</b>
OSSLT (First-Time Eligible)	87%	85%	<b>+2%</b>
Grade 3 Reading	73%	74%	<b>-1%</b>



## Strategic Priority: **Learning**

**Leading the Way in Numeracy:** The OCDSB continues to outperform provincial averages in Mathematics at both the elementary and secondary levels. Our Grade 9 students achieved a +3% margin over the province, representing a significant return on our investment in the Math Achievement Action Plan.

### Building on Momentum: Our Strategy for 2026

The OCDSB is committed to turning this data into action. To ensure continuous improvement and long-term academic stability, we are:

**Sustaining Proven Support:** Continuing our successful 5-week support cycles and targeted instructional coaching to provide teachers with real-time insights into student progress.

**Strengthening Foundational Skills:** Deepening our focus on early literacy and numeracy in Kindergarten through Grade 3 to ensure students are prepared for later success.



**Simplifying Resources:** Streamlining central teaching tools to help educators easily access and implement high-impact literacy and math strategies.

**Data-Informed Instruction:** Empowering school leaders to use detailed achievement data to provide personalized supports for students and staff.

**A Focused Path for Literacy:** While our secondary students continue to excel on the OSSLT, our Grade 3 Reading results provide a clear roadmap for the coming year. We are responding to this 1% variance by deepening our commitment to early reading screeners and foundational literacy supports in the primary grades to ensure every student is reading at grade level by Grade 4.



## Strategic Priority: **Well-Being**

The District remains committed to fostering an educational environment where student well-being is a fundamental pillar of academic success. This year, we successfully operationalized our long-term goals through targeted action plans and enhanced community collaboration.

### **Strategic Mental Health Initiatives**

The development of a comprehensive annual Action Plan served as a roadmap for the district's Mental Health and Well-Being Strategy. To support this vision, we expanded professional training for staff, focusing on the creation of identity-affirming and mentally healthy classrooms. These efforts ensure that educators have the tools necessary to continue to cultivate inclusive spaces where students feel safe and supported in their daily learning.



### **Enhancing Attendance and Engagement**

Student presence in the classroom showed steady improvement this year, with attendance rates consistently exceeding provincial benchmarks. These gains will be bolstered by the launch of a District-wide Attendance Strategy and the continued success of our student re-engagement initiative. Together, these efforts ensure students are engaged in their learning and connected to their school communities.



### **Proactive School Climate and Safety**

Our commitment to restorative practices has contributed to building community, strengthening connections and repairing harm. Suspension rates remain significantly lower than historical and provincial levels.

### **Community and Caregiver Collaboration**

Recognizing that working in partnership with parents and caregivers is critical to student success, the District prioritized outreach through specialized mental health workshops. By providing families with practical information and strategies to support wellness at home, we strengthen alignment between home and school and ensure a more holistic support system for every student.



# Strategic Priority: **Well-Being**

## Cultivating Well-Being: Mental Health Champions



The Mental Health Champions initiative flourished in the 2024-2025 school year, empowering students to lead the way in fostering identity-affirming and supportive school environments. Starting with a launch in September 2024 for 19 secondary schools and culminating in a celebratory showcase in May 2025, over 180 participants engaged in leadership training and stigma-reduction workshops.

Students collaborated with OCDSB mental health staff to develop action plans, featuring creative initiatives like “smash the stigma” events and mindfulness labs. By centring the ideas and leadership of students, this initiative has successfully turned passion into practice, ensuring students are at the forefront of mental health awareness and promotion in their schools.



### **Anti-Hate Toolkit:**

A comprehensive resource designed to help educators identify and challenge hate and oppression. It includes practical tools such as “language to interrupt,” administrative protocols, and learning modules to foster safer school cultures.



# Strategic Priority: **Well-Being**

## Empowering Families: OCDSB Speaker Series



The OCDSB Speaker Series continues to bridge the gap between home and school by providing parents, caregivers, students and educators with access to leading experts and evidence-based strategies.

Sessions were held on a variety of important topics such as Building Better Tech Habits (Media Smarts), The Power of Play (Hannah Beach), Decolonizing Autism (Dr Grant Bruno), Bullying Prevention (Dr Deborah MacNamara), Navigating the Challenges of School Refusal and Avoidance (OCDSB Attendance Counsellors & Parents Lifeline of Eastern Ontario) and Substance Use, Vaping and Youth Well-Being (Rideauwood).

From navigating school avoidance to exploring the role of play in emotional health, these webinars offered practical tools to support student well-being. By addressing critical topics that are meaningful to families, the series fosters a collaborative community dedicated to student success.

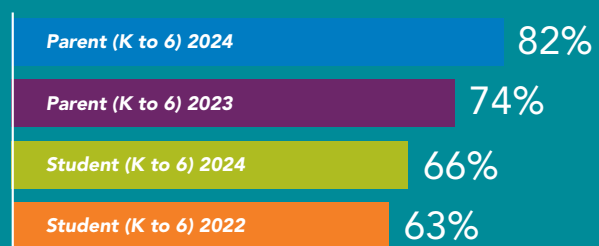


## EDUCATOR-STUDENT RELATIONSHIPS

### Strengthening Connections:

Parent favourability regarding student-staff relationships has trended upward over the last two years. Further, we continue to see the majority of students reporting positive connections with adults.

Student Relationships with Adults at School  
% Favorable (Agree or Strongly Agree)





# Strategic Priority: Well-Being

## Pride Month: A Celebration of Belonging and Diversity



Throughout June 2025, the [OCDSB](#) celebrated [Pride Month](#) with vibrant, student-led initiatives that reinforced our commitment to human rights, equity, and inclusion. From flying the Pride flag to hosting community BBQs and curated library displays, schools across the District created spaces where 2SLGBTQ+ students, staff, and families felt truly seen and valued.



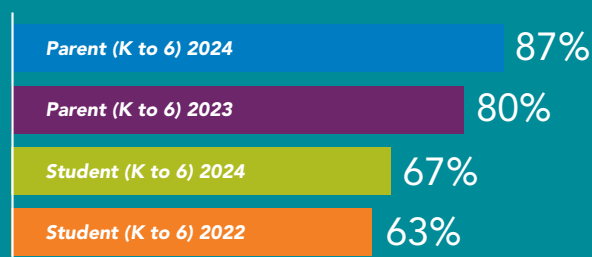
A highlight was Ridgemont High School’s third annual Pride Picnic, organized by their Gender and Sexuality Alliance (GSA) under the motto “Possibility Through Community.” These celebrations go beyond symbols; they are vital opportunities to uplift 2SLGBTQ+ voices, honour history, and stand together against discrimination year-round.

### EDUCATOR-STUDENT RELATIONSHIPS

#### Sense of Belonging:

Parents report a stronger sense of school belonging for their children than students feel personally.

Student Sense of Belonging and Social Connectedness  
% Favorable (Agree or Strongly Agree)





## Strategic Priority: **Well-Being**

### Connecting Communities: Merivale High School's Mental Health Success



During Mental Health Week, Merivale High School hosted its inaugural [Community Resource Fair](#), connecting over 500 students with local support services. Organized by the Merivale Minds Matter club, the event transformed the school into a hub of well-being, featuring a “Community Booth Passport” to encourage meaningful engagement with mental health and career resources.

This fair was the capstone of a year dedicated to destigmatization through initiatives like “Mythbusters: Mental Health Edition”, self-care reminders and gratitude walls. By bridging the gap between students and mental health resources available through the school and community, Merivale fostered a powerful sense of empowerment, ensuring students know exactly where to find support.

“

Students were all smiles and expressed heartfelt appreciation for the opportunity to learn about the wide range of mental health supports available right here in our Ottawa community.

*Merivale teacher Pat Nikolovski*

”

### Elementary Attendance:

Since 2022, there has been a 15% increase in Grade 1–8 students attending at least 90% of school days.



**15%**

### Provincial Comparison:

The overall OCDSB attendance rate outperformed the provincial average by 4%.



## Strategic Priority: **Well-Being**

### **Tackling the Stigma: Ottawa REDBLACKS Visit Bell High School**

In March 2025, the roar of the crowd was replaced by heartfelt dialogue as Ottawa REDBLACKS players [visited Bell High School](#). Devonte Dedmon, Bralon Addison, Zack Pelehos, and Kene Onyeka traded helmets for candid conversations about mental health and resilience.

Interviewed by senior students, the athletes shared personal stories of overcoming educational and life obstacles, emphasizing that seeking support is a sign of strength. This powerful connection helped destigmatize mental health for students in Grades 7–10, proving that even professional athletes prioritize self-care and goal-setting while navigating life’s challenges.



“

All of the players showed us we need to push for our dreams even if that means redirecting them sometimes.

*Grade 8 student*

”

### **Mental Health Literacy Modules:**

Research-based modules for Grade 7/8 Physical Education and Grade 10 Careers ensure students have access to reliable, evidence-informed mental health education across the District.



### **Inspire and Inquire, Your Mental Health Q&A Video Series**

A student-driven video series that empowers youth to address peer-identified mental health themes, providing relatable insights and essential information.



**Strategic Priority:**

# Social Responsibility

This year, the District made significant strides in fostering inclusive learning environments, deepening community roots, and modernizing our schools to better serve students and families.

## Valuing our Students' Identities: Equity and Human Rights

We are invested in culturally responsive programming for students so that they see themselves reflected in our environments.

## Strengthening Community and Family Ties

Authentic engagement is the cornerstone of our school culture. Through District-wide focus groups and community listening sessions, we have created meaningful opportunities for families to share their perspectives and influence our direction. To provide holistic support, we have strengthened our partnerships with cultural, health, and youth-service organizations. These collaborations provide essential wraparound services that support family well-being and build a foundation of trust between our schools and the diverse communities they serve.



## Student Voice and Diversity Forums

### Student Voice Conference:

A targeted initiative to build leadership and gather actionable feedback, resulting in expanded trade classes and simplified co-op processes.



### Identity-Based Forums:

#### Rainbow Youth Forum:

Hosted ~550 students and staff over two years (27% increase this year) to support 2SLGBTQ+ inclusion.



**Black Youth Forum:** Hosted ~530 students and staff over two years, focusing on "Black Joy," representation, and well-being.



## Strategic Priority: **Social Responsibility**



**Hope in Motion:  
West Carleton's  
Record-Breaking Relay**

West Carleton Secondary School demonstrated the power of collective action in May 2025, raising a [record-breaking \\$147,000 for cancer research](#) during their annual Relay For Life. Organized by dedicated student leaders, the event drew 550 participants who walked the track in solidarity.

The day featured moving testimonials from survivors and high-energy community activities, showcasing a significant leap from the \$100,000 raised in 2023. Led by top fundraisers like Grade 11 student Yaseen H., the initiative united students across all grades and local businesses, proving that student-led leadership can drive extraordinary change for a vital cause.

## Family and Community Engagement

### Engage OCDSB:

The online platform facilitated vital feedback from 85,647 community members on numerous projects, strengthening our commitment to transparent and inclusive consultation.



### Community Partnerships:

Partnered with 30+ organizations (cultural, health, and youth services) to provide wraparound support and build community trust.





# Strategic Priority: **Social Responsibility**

## Community in Action: The Ottawa Summer Food Drive



The second annual Ottawa Summer Food Drive concluded with an extraordinary achievement, delivering 90,000 pounds of food to the Ottawa Food Bank and Ottawa Community Housing Foundation. This monumental effort saw 16 OCDSB schools collect 11,000 pounds of donations, which were bolstered by a generous 79,000-pound match from Khalsa Aid Canada and local partners.

From creative 'alphabet prompts' at Castlefrank Elementary to long-term food security projects at Dunning-Foubert, student leadership was at the heart of this success. This initiative ensures vital support during the summer months, proving that our schools are powerful hubs of compassion and community.



“

Our schools are more than just places of learning; they are hubs of community and compassion.

*Juliet Robinson,  
System Principal of  
Equity, Inclusion and  
Anti-Oppression*

”



### Annual Eco-Conference:

This professional development event for K-12 educators features 39 facilitators connecting environmental education with subjects like math, science, and Indigenous Land-Based Teachings.





# Strategic Priority: **Social Responsibility**

## Roots for the Future: Reforestation at MacSkimming

In May 2025, approximately 80 students from four OCDSB high schools united at the MacSkimming Outdoor Education Centre to [plant 2,000 native trees](#). By planting species like white pine and black walnut, students from Nepean, Cairine Wilson, Longfields-Davidson Heights, and South Carleton are actively transforming former agricultural land into vital carbon sinks.

Since 2012, this ongoing initiative has seen over 10,000 seedlings planted, restoring local biodiversity and combating climate change. This hands-on experience empowers a new generation of environmental stewards, leaving a living legacy of sustainability and collective climate action across our District.



### Family Conference:

Over 1,300 families participated in conferences over the last two years focused on advocacy, student pathways, and inclusive learning.

OVER  
**1,300**  
FAMILIES



# Strategic Priority: **Social Responsibility**

## **A Global Feast: Brookfield's Taste of Cultures**

Brookfield High School's 'Taste of Cultures' Potluck united over 300 community members in a vibrant celebration of diversity. Hosted by the School Council, the event featured a global feast with dishes from 40 families, representing heritage from Lebanon and Vietnam to Colombia and Ukraine.

Beyond the culinary journey, the evening fostered deep connections through games, a "community tree," and cross-cultural dialogue. By sharing traditional flavours and stories, Brookfield families strengthened their bonds and celebrated the rich cultural tapestry of their school, proving that food remains a universal language for building a welcoming and inclusive community.



### **Biodiversity and Research:**

A two-year collaboration with the University of Ottawa involves biodiversity studies across 20 sites, including the integration of bee nesting boxes into lesson plans.



### **Outdoor Education Centres:**

Over 45,000 students have utilized the 502-acre outdoor classrooms over the past two years, engaging in curriculum-based hands-on learning.

**45,000+**



# Strategic Priority: **Social Responsibility**

## **Blue Hue of Hope: OCDSB Schools Unite to Amplify Voices of Children with Apraxia**

In May 2025, Queen Elizabeth and Glen Ogilvie Public Schools wore blue to observe Apraxia Awareness Month, shining a light on Childhood Apraxia of Speech (CAS). This grassroots initiative, led by educator and parent Holly Taylor, supports 'Apraxia Warriors' who face challenges with motor planning for speech.



My hope is that this circle of support will continue to expand, because I firmly believe in the inherent right of every child to express themselves.

*OCDSB educator Holly Taylor*



By fostering a visible environment of empathy, these schools highlighted the importance of early intervention and inclusive communication. The growing tradition underscores the OCDSB's commitment to ensuring every child feels seen and supported, proving that a dedicated community can help every student find their voice and communicate with confidence.



### **Nature Nooks:**

60 schools (41%) have completed the program, adding over 160 trees.



### **Tiny Forests:**

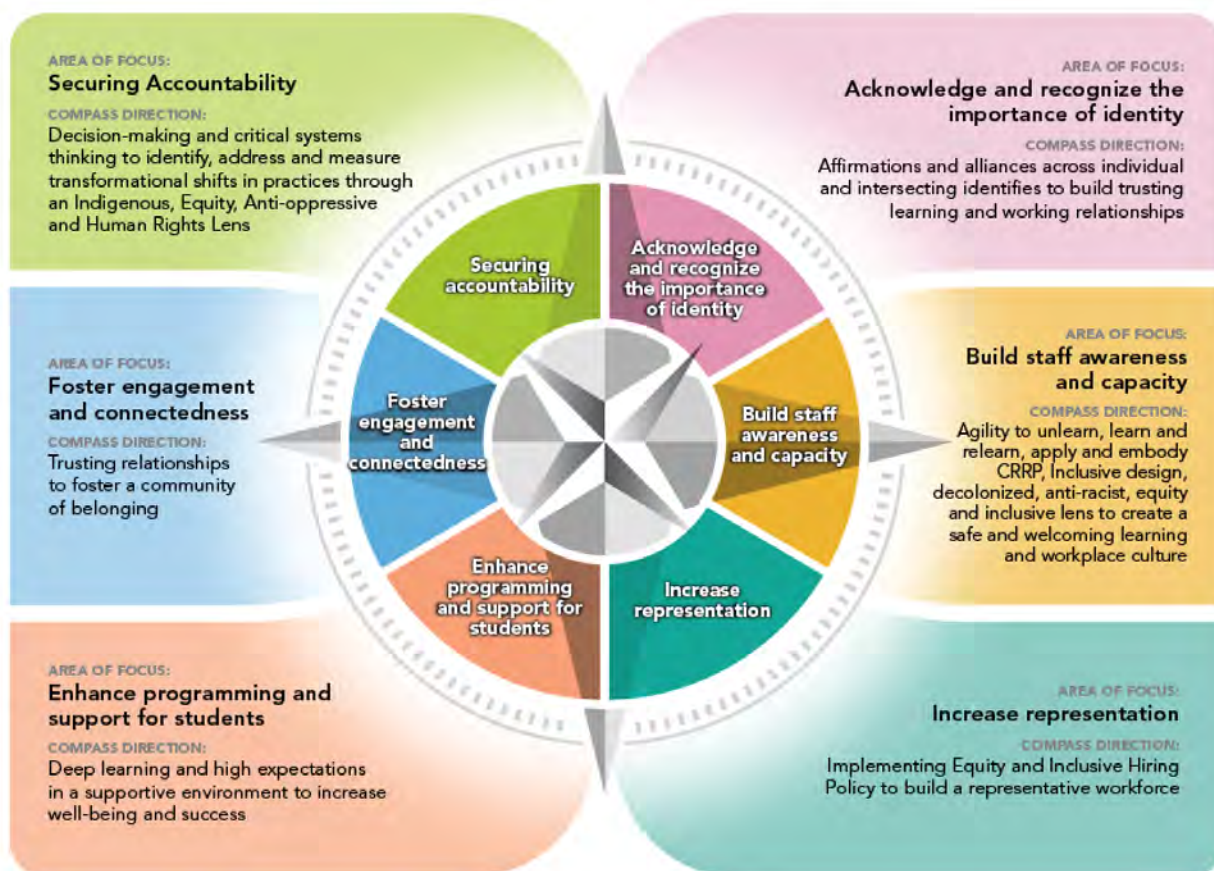
Two Miyawaki forests have been planted at York Street and R.E. Wilson, with three more planned for this summer.



# Indigenous Education

## Indigenous, Human Rights and Equity Roadmap

The OCDSB launched a new [Indigenous, Human Rights and Equity Roadmap](#) for 2024-2028, guided by a compass of six key focus areas:



“

When you know our stories, you know the needs and the barriers that can stop us from learning.

*OCDSB student*

”

While the Roadmap’s journey from 2020-2023 focused on building relevant structures, the 2024-2028 Roadmap will take us on a journey to embed more transformative and responsive practices to foster a more equitable and inclusive learning and workplace culture.

Further, it aims to more distinctly differentiate and highlight Indigenous practices to reflect Indigenous practices to be consistent with Algonquin Protocols and the Truth and Reconciliation Commission’s Calls to Action.



“

This (launch) event represents both a milestone and a promise. It's a commitment to honouring Indigenous knowledge and ensuring that our languages and cultures are sustained for generations to come.

*Launch event attendee*

”

### OCDSB Launches First-Ever Inuktitut Language Course

In February 2025, the OCDSB launched the [Inuktitut language credit course](#), which is the first board in Ontario to offer this course. This groundbreaking course marks a crucial step in the OCDSB's commitment to Indigenous language revitalization and education. The launch was seen as a long-overdue recognition of the importance of Inuit language and culture in education.



*Design by Spruce Creative Inc.*

### 'Echoes of the Land' Program

The "Echoes of the Land" pilot program, launched in 2024-2025, centres Indigenous knowledge and perspectives in two schools in Grade 9 Geography, Grade 10 History, and Grade 11 English. Following the success and positive reception of these programs, the District plans to embed this model in all high schools by 2026-2027.

# Modernizing Our Spaces to Empower Our Students

At the OCDSB, we believe that a student’s environment is their “third teacher.” Over the past year, our Facilities and Planning teams moved beyond simple maintenance, embarking on a mission to transform aging infrastructure into modern, flexible, and sustainable learning hubs.

Modernization is about more than aesthetics; it is about equity. Whether it is the installation of state-of-the-art HVAC systems to ensure optimal air quality, the redesign of Innovation Labs to support hands-on STEM learning, or the expansion of dual-track accessibility, every dollar invested in our buildings is a direct investment in the student experience. By focusing on energy efficiency and inclusive design, we created spaces where every child—regardless of their school’s age—can feel comfortable, inspired, and ready to thrive.

## Breathe Easy: Health & Wellness

To ensure healthy and comfortable learning environments, we **transformed air quality** through widespread HVAC and air conditioning upgrades at schools such as Arch Street, Bayview, and Carson Grove. These mechanical improvements — ranging from fresh air unit and heat pump replacements at A. Lorne Cassidy ES to chiller upgrades at Hillcrest HS and Sir Guy Carleton SS — ensure our systems are robust, efficient, and reliable.

98%

of classrooms with  
MERV-13 filters

15+

Major HVAC  
overhauls.

## Dignity and Access for All

Inclusivity and accessibility remained at the forefront of our construction priorities. **We removed physical barriers** by installing elevators at Churchill AS, Hillcrest HS, and Sir Winston Churchill PS. Furthermore, **we enhanced student dignity and access** through the construction of universal and inclusive washrooms at numerous locations, including Brookfield HS, Huntley Centennial PS, and Longfields-Davidson Heights SS. We also tailored environments to meet specific learner needs, completing designated Autism Spectrum Disorder (ASD) classroom and yard alterations at Barrhaven PS, Knoxdale PS, and Ridgemont HS.

3 New  
elevators

8 New universal  
washrooms

3 Autism  
Spectrum  
Disorder  
classroom and  
yard renovations

## Sustainable Foundations

Our dedication to sustainability and modern learning extends from the roof down to the playground. We **reduced our carbon footprint** through solar photovoltaic installations at sites like Pleasant Park PS, Sir Wilfrid Laurier SS, and West Carleton SS, alongside district-wide LED lighting upgrades and window replacements.

Inside our schools, we reimagined educational spaces, including the science lab and family studies renovations at West Carleton SS and the learning commons updates at Nepean HS. Finally, we **greened our outdoor environments** through “Tiny Forest Initiatives” at Manor Park ES and Queen Elizabeth PS, ensuring our students’ connection to the environment flourishes both inside and outside the classroom.

These investments ensure our buildings are not just operational but are resilient assets that will provide long-term system stability and serve the community for decades to come.

**3** New solar sites

**100%**

LED lighting transition progress

**2** Tiny Forests planted

## “Bringing the Curriculum to Life Outdoors”

At Manor Park and Queen Elizabeth Public School, modernization hasn’t just happened inside the classroom walls. This year, we introduced the Tiny Forest Initiative — a high-density, native-species planting method that creates a self-sustaining mini-ecosystem in just a few years.

These forests serve as more than just green space; they are living laboratories. Our students are now:

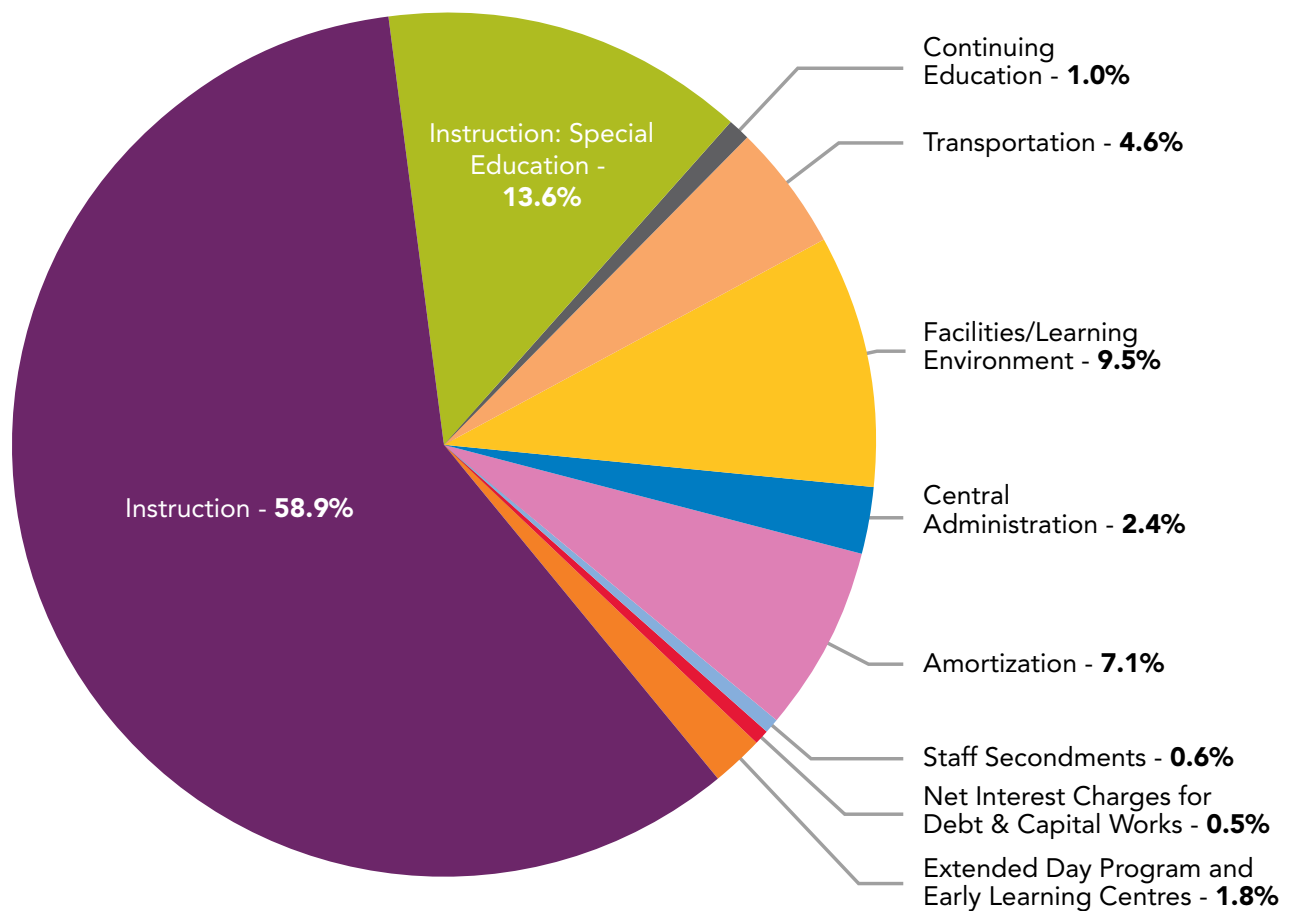
- **Engaging in Citizen Science:** Tracking local biodiversity and soil health.
- **Fostering Well-being:** Utilizing the “Nature Classroom” as a space for reflection and mental health breaks.
- **Building Sustainability Leadership:** Learning firsthand how local action contributes to global climate resilience.

By greening our school grounds, we are ensuring that our students’ connection to the environment is nurtured every time they step outside.



# Financial Update

The District released its financial results for the 2024-2025 school year, showing an operating deficit of \$5.4 million. Without one-time offsets, the deficit would have been about \$20 million. Because the Board has run four consecutive deficits, all of its reserves have been depleted. To address the current accumulated deficit and restore long-term stability, OCDSB staff—under the guidance of the provincially appointed Supervisor — have implemented a student-focused resource optimization project. This plan will assist in eliminating the debt and return the Board to a balanced budget while prioritizing student programming and classroom supports.



# Director's Executive Council

## DIRECTOR'S OFFICE AND ASSOCIATE DIRECTOR



**Stacey Kay**  
Director of Education and Secretary of the Board



**Brett Reynolds**  
Associate Director of Education, Academic

## SERVICES



**Kevin Gardner**  
Chief Financial Officer



**Reg Lavergne**  
Superintendent of Program Services



**Shawn Lehman**  
Superintendent of Employee Services



**Jesse Mark**  
General Counsel – Governance and Legal Services



**Sandy Owens**  
Executive Officer of Technological Support Services



**Kate Stoudt**  
Superintendent of Learning Support Services



**Carolyn Tanner**  
Human Rights and Equity Advisor

## SUPERINTENDENCIES



**Prince Duah**  
Superintendent of Education, Central



**Mary Jane Farrish**  
Superintendent of Education, East



**Amy Hannah**  
Superintendent of Education, West



**Marva Major**  
Superintendent of Education, North West



**Kristin Riddell**  
Superintendent of Education, South East



**Walter Piovesan**  
Superintendent of Education, South

# Education Foundation of Ottawa 2024/25 Impact Report



Since 2005, the Education Foundation of Ottawa has served as the independent charitable arm of the Ottawa-Carleton District School Board (OCDSB), the largest school board in Eastern Ontario with approximately 77,000 students.

The Foundation’s mission is to reduce the economic barriers that impact student learning and well-being by providing financial and in-kind support to students across the OCDSB. The positive impact made in the lives of students facing economic challenges would not be possible without the generosity of donors.



To learn more about the Foundation’s work and how you can support it, please visit [educationfoundationottawa.ca](http://educationfoundationottawa.ca)



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