



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



2023-2024
Director's
Annual
Report
to the
Community



Message from the Director



It is a pleasure and a privilege to provide the Director's Annual Report to the Community, my first as Director of Education at the Ottawa-Carleton District School Board.

As I reflect upon the 2023-2024 school year, I am inspired by the energy and enthusiasm of our students as they engaged in authentic, meaningful tasks both inside and outside of the classroom, as well as the dedication and diligence of our staff as they prepared so thoughtfully for these learning experiences. I am also very grateful for the care and commitment of our support staff, on site in schools and across central departments, ensuring that our spaces are truly great places to learn. During my weekly visits throughout the school year, it was incredible to witness, first-hand, the extraordinary nature of our teaching and learning environments!

The staff work plan established for the past school year provided both challenges and opportunities as a large, complex institution of public education. Centred on the strategic priorities of learning, well-being and social responsibility, there were a number of key activities and events, initiatives and projects that shaped our collective endeavours on behalf of students, staff and school communities.

With respect to achievement, for example, the OCDSB formalized a process for early reading screening and early literacy intervention for students in Kindergarten to Grade 2 at the elementary level. The District also initiated its first Mathematics Achievement Action Plan (MAAP) with an emphasis on monitoring and supporting the progress of students in de-streamed classes in Grades 9 and 10 at the secondary level.

In regard to mental health and wellness, for instance, the OCDSB developed a strategy to support work-life balance for staff, celebrating and showcasing the importance of rejuvenation and renewal. Further, the District enhanced community partnerships with local mental health professionals and para-professionals, including counselors and therapists, in order to provide additional supports and resources for students.

I am inspired by the energy and enthusiasm of our students as they engaged in authentic, meaningful tasks both inside and outside of the classroom.

As it pertains to human rights and social justice, the District evolved its strategies for anti-hate and anti-oppression, in collaboration with community agencies and organizations, as well as student leaders and employee resource groups, through capacity building sessions related to IDEA – inclusivity, diversity, equity and accessibility – along with the augmentation of resources as part of the anti-hate toolkit.

The District also continued to grow in its understanding of Indigenous ways of knowing and living, through collaboration with members of our Indigenous community. The key learnings shared will continue to shape our move forward in addressing the 'Calls to Action' of the Truth and Reconciliation Commission.

Last, but certainly not least, the OCDSB embarked on a 'Vision Exercise' to reimagine programs and/or services offered, system-wide, during the 2023-2024 school year. The elements of the vision include: early years and childcare services; elementary and secondary programming; as well as adult and continuing education. The program review at the elementary level was launched in the Spring of 2024 to begin the change management process of this exciting, renewed vision.

Each and every one of these endeavours, and so many more as you will undoubtedly read herein, represent the spirit of this organization... the synergy of systemness that emerges between its amazing people and their action plans... in the very service of our students, our staff and our school communities.

I trust that you will be exhilarated by the contents of this annual report as a celebration of all that can be accomplished when we work together for public education! Enjoy!



Dr. Pino Buffone
Director of Education

Message from the Chair



The 2023-2024 school year was a year of transition for the OCDSB as we settled into the business of implementing our Strategic Plan for 2023-2027. The Board started the year with changes of leadership. We welcomed Pino Buffone as our newly appointed Director of, bringing all his experience as Director in the Renfrew County DSB and as a former member of the senior staff of the OCDSB. We also welcomed our new student trustees for 2023-2024, Emma Hong and Malaika Kamanzi. In September, Trustee Justine Bell stepped down as Vice-Chair and I was elected to replace her. A further change occurred in November 2023, when I succeeded Trustee Lyra Evans as Chair.

The Board's work plan for 2023-2024 was centred on focusing our decision-making on students, in keeping with the three pillars of our Strategic Plan: Learning, Well-Being and Social Responsibility.

In support of the Board's commitment to Truth and Reconciliation, we created an Indigenous Student Trustee position in September, and our first Indigenous Student Trustee, Ezio De Stefano, was elected by Indigenous students in the spring of 2024 to take office for the 2024-2025 school year. We also wrote to the Minister of Education requesting a change in legislation to allow the OCDSB to appoint an Urban Indigenous Trustee as a voting member of the Board. In January we also added an Indigenous Community Representative position to the membership of the Special Education Advisory Committee.

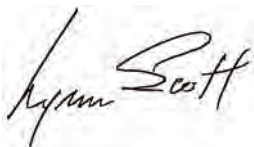
The Board developed an advocacy strategy regarding provincial funding for education, directing staff to develop an analysis of needs in the areas of transportation, special education, mental health and well-being, facilities and capital costs, employee replacement costs and cybersecurity, as part of the 2024-2025 budget process. A presentation was made to the province's Standing Committee on Finance and Economic Affairs in January, and meetings were held with Ottawa Members of Provincial Parliament (MPPs) to share briefing documents outlining our concerns about cost pressures and their impact on our students.



During the year, new collective agreements were ratified with all staff bargaining units, ensuring labour peace until August 2026. The Board also approved a new Education Development Charges by-law that will generate funding over the next five years to acquire new school sites to accommodate anticipated growth in enrolment. In June, we approved a balanced budget.

Potentially the most significant decision the Board made was to initiate a comprehensive review of all elementary programs in the OCDSB. Over the last number of years, our in-house data has increasingly shown that our complex elementary program structure is not working well for all students. De facto streaming limits future pathways for some students. Staffing issues disproportionately impact some programs more than others. Families choosing a program for young children may not be aware of the longer-term implications of a particular choice. The current structure is neither as effective nor as equitable as it could be. The Board therefore initiated the Elementary Program Review, gathering preliminary input through a broad community consultation in April and May. The results of the consultation, together with internal data and external research reviews, will support staff work to develop possible new models for our elementary programs, for consideration in 2024-2025.

As we move forward into 2024-2025, we are firmly focused on student achievement and well-being, having laid the groundwork for maintaining stability while we work out what changes will enable more students to achieve personal success, confident in their own identities, and well grounded in foundational skills such as reading and mathematics.



Lynn Scott
Chair of the Board

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About Us

Located on the unceded and unsundered homelands of the Anishinaabe Algonquin people, the Ottawa-Carleton District School Board (OCDSB) is an English public school board, which serves more than 77,000 students in the City of Ottawa. As the largest school board in eastern Ontario, it offers students a wide variety of learning opportunities in elementary and secondary schools and continuing education programs.

Everyone is welcome at the OCDSB. The District is proud to support families of various faiths/creeds and students who represent more than 300 ethnic/cultural backgrounds. We believe every student has the right to learn, feel safe and be welcome no matter their ancestry, background, ability, race, religion/creed, gender or who they love.

At a glance

148 schools,
including:

115 elementary

26 secondary

(including Adult High School)

2 virtual schools

(OCV Elementary and OCV Secondary)

5 secondary alternate
programs

77,900+

students

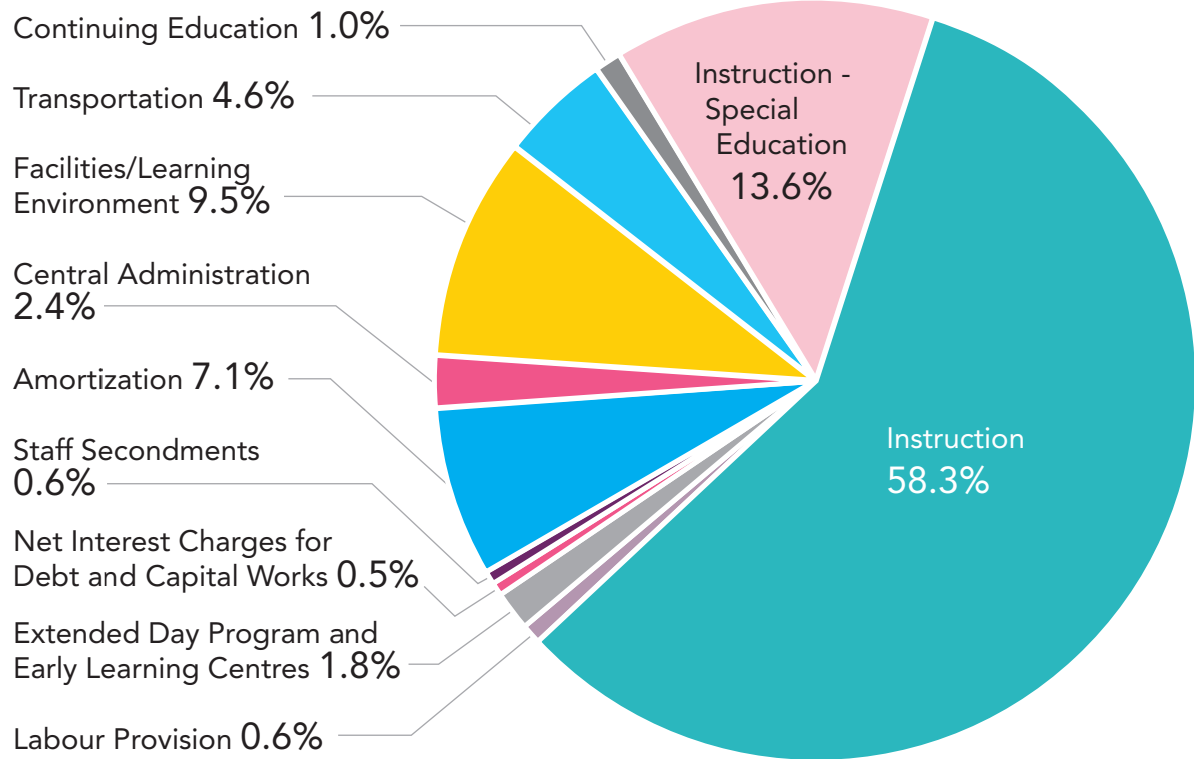
(as of March 2024)

8,700+

full-time equivalent staff

(as of October 2024)

Approved 2024-2025 Budget Expenditures





Elementary Programs

Schools offer a bilingual Kindergarten program with 50% English instruction and 50% French instruction. From grade 1 to 8, programs offered include English with Core French, Early French Immersion, Middle French Immersion and the Alternative English Program.

Elementary Program Review

In the spring of 2024, the OCDSB launched an Elementary Program Review to look at our programs (English with Core French, Middle French Immersion, Early French Immersion, Alternative and Ottawa-Carleton Virtual), along with special education and English as a Second Language supports and services. The review sought to rethink what programming the OCDSB offers, how and where it is accessed, whose needs are being served and how schools may be redesigned to better meet the needs of current and future generations.



Public consultations were held with the OCDSB community. Valuable feedback was received from 4,294 respondents about current elementary programming that could improve program quality and accessibility for all students. In September 2024, the public consultation report was released as a summary of the community's input, along with a contextual report, which provides an in-depth look at the District data gathered and relevant external research on inclusive education and bi/multilingual programming.

Early Learning

Early Learning and Child Care supports for families include:

67

Licensed Extended Day programs supporting over **4,400** children in 2023-2024.

3

Licensed Early Learning Centres (Toddler [18 months] and Preschool [2-5 years]) supporting over **120** children.

8

EarlyON Child and Family Centres supporting caregivers, child care providers and children, offering programs from birth to age 6. Children made an estimated **18,529** visits and adults made an estimated **13,163** visits to the Centres.



All of these will inform the elementary review and the development of proposed model(s), which will be presented in the winter of 2025. An active community engagement campaign will continue to gather feedback from advisory committees, community members, staff and students. Trustee decisions on the recommended model(s) and implementation will be made in the spring of 2025. If approved, the new elementary program model(s) will begin to be implemented in the fall of 2026.

This work is guided by three overarching principles:

- **community-based education** - the recognition of each school site as core to the community allows for the localization of coordinated supports related to learning, well-being and social responsibility, as well as the effective and efficient operationalization of the organization;
- **dynamic, bilingual teaching and learning environments** - the ability to offer programming in English and French for all students at each school site, along a continuum of bilingualism organized by subject area/discipline, allows for confidence, proficiency and achievement in both official languages; and
- **continuum of inclusion** - the provision of support at each school site allows for an array of assistance for all learners, including multilingual learners and students with special needs, with the potential for full inclusion, withdrawal assistance and/or specialized classes.

Learn more about the program review, our research and next steps on our consultation platform, Engage OCDSB, at engage.ocdsb.ca.

6 Language Instruction for Newcomers to Canada (LINC) Child Care Programs (managed by Continuing Education) to support adult learners, and Literacy and Basic Skills (LBS) programs with free on-site childcare for children aged 6 months to 6 years. The Centres provide care for approximately **300** children per year.

28 OCDSB Elementary Schools have Child Care agreements with Third Party Operators.



Secondary Programs

Secondary students earn credits in a variety of subjects, including English, French (Core or Immersion), Math and Science and have the opportunity to learn through a range of pathways and specialized programs.

Specialized Programs:

- International Baccalaureate (IB) Programs
- High Performance Athletic Program
- Specialized High Skills Major (SHSM) Programs
- Secondary Alternate Programs
- Adult High School
- A secondary school dedicated to Arts education
- Launch Program – School Within A Collage (SWAC) in partnership with Algonquin College

OCDSB Pathways:

The OCDSB offers a diverse selection of courses and learning opportunities for students to choose from. These courses and opportunities support students in reaching their goals, motivate them to pursue more education and help them identify and work towards a career pathway.

Whether learning happens in the classroom, in the workplace, or in the community, every course and learning opportunity can be equally valued and prioritized if it meets the student's interests and needs, helps them explore opportunities and supports achievement of their goals.





2023-2024 highlights of some of these courses and learning opportunities include:

- Over **5,119** credits earned through part-time, full-time, paid and virtual Cooperative Education.
- Over **541,175** hours logged working with community partners through Cooperative Education and Experiential Learning programs.
- **1,017** students enrolled in the Ontario Youth Apprenticeship Program (OYAP), including 51 students enrolled as pre-apprentices or apprentices with full Registered Training Agreements.
- **30** students enrolled in reach-ahead apprenticeship learning, earning credits at both Algonquin College and the OCDSB.
- **189** Dual Credit students earned a credit at Algonquin College while working on their high school diploma.
- **54** credits earned at Algonquin College through Ontario Youth Apprenticeship Program (OYAP) Level 1 Dual Credits.
- **6** credits earned at St. Lawrence College through OYAP Level 1 Dual Credits.
- **35** students graduated through the School Within a College (SWAC) program, earning consecutive OCDSB and Algonquin College credits.

Our Continuing Education department offers a variety of programs for children and adults. Programs include Adult Cooperative Education; International Languages; Language Instruction for Newcomers to Canada (LINC) & Care for Newcomer Children; Non-credit English as a Second Language (ESL); Literacy and Basic Skills (LBS) including Academic Upgrading, Workplace Training and Adaptive Learning; and Night School and Summer School including subject, ESL and equity-based credit courses.

International and Indigenous Languages Programs (IIL):

- ## Summer School and Night School:

- **5,810** secondary Summer School students enrolled (113 in Credit Recovery, 3,492 in Reach Ahead, 1,697 in eLearning, 382 in Co-Op and 126 in Focus on Youth Co-Op).
- **1,088** elementary (grades 6-8) Summer School students enrolled.
- **1,978** students participated in fall and winter Night School.



Outdoor Education (Bill Mason and MacSkimming Centres):

- **24,037** students attended the OCDSB Outdoor Education Centres (including 5,272 students through the “Every Student Attends” program).
- **796** classes visited the 502-acre classroom.
- **648** Indigenous students attended the Centres through a partnership with the OCDSB Indigenous Education Team.

Adult Programs:

- **2,669** adult learners participated in the Language Instruction for Newcomers to Canada (LINC) program offered online and at six OCDSB locations. Onsite childcare was provided for infants, toddlers and preschoolers in the Care for Newcomer Childcare (CNC) program.
- **2,552** adult learners participated in the daytime and/or evening non-credit English as a Second Language (ESL) program offered online and at six OCDSB locations.
- **279** adult learners participated in the Academic Upgrading and Workplace Training and Adaptive Learning Program as part of Literacy and Basic Skills (LBS). Onsite childcare was provided for infants, toddlers and preschoolers.
- **176** students participated in the Adult Secondary Credit Program.



Additional Programs:

- **2,345** students participated in the Literacy and Numeracy Program (during the school year and in the summer)
- **129** students participated in the equity-based programs (Black Youth and Rainbow Youth)
- **270** students participated in the Autism Spectrum Disorder/Developmental Disabilities Summer Learning Program

Strategic Plan Update

This report provides a summary of progress made on the 2023-2027 Strategic Plan for the OCDSB, focusing on the key priorities of Learning, Well-Being and Social Responsibility.

Learning

Key Outcomes: The OCDSB has largely met or exceeded provincial standards in literacy and numeracy. There has been an expansion of learning pathways through programs like Authentic Student Learning Experience (ASLE) and Specialist High Skills Major (SHSM), with increased student engagement. However, equity-seeking communities continue to face challenges.

Actions Taken: Implementation of K-12 Literacy and Math Action Plans, including new screening tools and educator training. A review of elementary programs is underway to enhance quality and accessibility. Destreaming efforts have shown success in improving access to academic pathways for underserved students.

Future Goals: Maintain or exceed provincial standards in assessments, reduce achievement gaps for equity-seeking groups and continue to improve program quality and accessibility.



Well-Being

Key Outcomes: The OCDSB has renewed its focus on mental health, prioritizing a tiered approach that is culturally responsive and identity-affirming. The development of a Safe Schools Action Plan and an Employee Wellness Strategy are key steps in this direction. An identity-based data and school climate survey has provided valuable insights.

Actions Taken: Implementation of mental health initiatives, including parent workshops and student modules. The launch of a Safe Schools Reporting Tool and Anti-Hate Toolkit, along with enhanced training for educators, are aimed at improving safety and well-being.

Future Goals: Increase educator capacity in mental health support, expand community partnerships, enhance data utilization and improve student engagement and attendance.



Social Responsibility

Key Outcomes: The OCDSB is committed to addressing disparities highlighted in the 2019 Valuing Voices Student Survey. The *Indigenous, Equity and Human Rights Roadmap* has guided initiatives like the creation of an Indigenous Student Trustee position and cultural competency training. The 2024 Valuing Voices Survey will provide further data on student experiences.



Actions Taken: Revision of the *Indigenous, Equity and Human Rights Roadmap*, hiring of Indigenous educators and the launch of a new survey. The OCDSB has also shown commitment to environmental sustainability through a composting program and a new paperless process for Enterprise Resource Planning (ERP).

Future Goals: Update exit outcomes, support changes outlined in the Equity Roadmap, expand the composting project, infuse technology into learning, develop an Artificial Intelligence (AI) framework and update relevant policies.

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.

2023-2027 Strategic Plan

Mission:
To build a learning community that provides students with equitable opportunities to reach their potential and develop into respectful, creative, and knowledgeable community members who contribute to society.

Learning
What does success look like?

- Improved student literacy
- Improved student achievement in mathematics
- Improved program quality and accessibility for all students

Well-Being
What does success look like?

- Improved student mental health supports and resources
- Enhanced safety to support the cultural, emotional, and physical well-being of all students and staff
- Improved employee well-being and engagement
- Improved educator-student relationships built on empathy, understanding, and respect for differences

Social Responsibility
What does success look like?

- Continued progress toward reconciliation with Indigenous peoples
- Strengthened student voice and leadership through fair and ethical decision-making
- Improved environmental sustainability

Our Values
 Equity, Inclusion and Accessibility
 Responsible Resource Use
 Community Building
 Leadership Development

EXIT OUTCOMES – What we want for our graduates

CHARACTERISTICS		SKILLS	
Goal-oriented	Innovative/Creative	Ethical Decision-makers	Digitally Fluent
Collaborative	Globally Aware	Academically Diverse	Effective Communicators
Resilient		Critical Thinkers	

Overall, the OCDSB has made significant progress in advancing its strategic priorities. The focus on equity, well-being and student success is evident in the initiatives undertaken. The collection and analysis of data through surveys and assessments will continue to inform future planning and improvement efforts.

2023-2024 EQAO Results

The Education Quality and Accountability Office (EQAO) assessments are provincial tests designed to assess students' literacy and numeracy skills at key points in students' kindergarten to Grade 12 education. School and District EQAO results for the 2023-2024 school year are available on the EQAO website.

The table below summarizes last year's EQAO results across the different assessments for all students and includes comparisons for previous years:

Assessments	% Meeting Provincial Standard					
	2021-2022		2022-2023		2023-2024	
	OCDSB	Province	OCDSB	Province	OCDSB	Province
Grade 3						
Reading	74%	73%	72%	73%	71%	71%
Writing	66%	65%	64%	66%	62%	64%
Mathematics	61%	59%	61%	60%	62%	61%
Grade 6						
Reading	85%	85%	84%	84%	81%	82%
Writing	84%	84%	83%	84%	79%	80%
Mathematics	52%	47%	52%	50%	52%	50%
Grade 9						
Mathematics	57%	52%	55%	54%	55%	54%
OSSLT						
First-time eligible	87%	82%	89%	85%	87%	85%
Previously eligible	92%	85%	71%	63%	60%	52%

Key Observations:

- Participation rates remain high in 2023-2024, signalling active engagement, particularly in the earlier grades.
- Compared to the province, OCDSB students were more likely to meet the provincial standard in mathematics (Grade 3, 6 and 9).
- The data demonstrates relative stable performance over time, with some slight increases and decreases.
- Math has remained particularly consistent, with a 1% increase in Grade 3.
- There were small decreases in the areas of reading and writing, particularly in Grade 6 writing.
- Previously-eligible Ontario Secondary School Literacy Test (OSSLT) data must be interpreted with caution given the impact on the timing/availability of the assessments during the pandemic.



Using this Data to Support Student Learning:

This data will play an important role in identifying trends to inform specific strategies in support of student learning. In collaboration with central departments, the Research, Evaluation, & Analytics Department (READ) will work to ensure that school administrators can derive comprehensive insights from their school-level data. This may include analysis of EQAO performance by math strands and skills, perceptual data, cohort tracking, alignment with report card data, etc. This can inform targeted and personalized support for students and staff, fostering a more effective learning environment.

Promoting Equity and Inclusion

Overall, the 2023-2024 school year saw a strong focus on equity and inclusion within the OCDSB. Through partnerships, programs, events and professional development, the district worked to create safe and welcoming spaces for all students, address systemic barriers and promote understanding and respect for diverse identities.

Equity Focus and Initiatives:

- **Promoting Equity and Inclusion:** The OCDSB Equity team worked to create safe and inclusive learning environments by developing resources, facilitating workshops and forging partnerships with community organizations, faith-based groups and other stakeholders.
- **Roadmap Progress:** The 2020-2023 Roadmap saw 85% of its priorities completed, establishing structures to address systemic barriers. A new Roadmap for 2024-2028 is in preparation.



Partnerships and Community Engagement:

- **Internal Collaboration:** Partnerships with Learning Support Services (equity-centered trauma-informed education), Indigenous Education Team (resources for staff and educators), Employee Services (equitable hiring and aspiring leadership program), Safe Schools (anonymous reporting tool) and the Human Rights and Equity Advisor (policy and procedure reviews), Program and Learning, Student Achievement Through Equity (SATE) and Family and Community Engagement (FACE).
- **External Partnerships:** Collaboration with various organizations like the Palestinian Canadian Congress, OMEC (Ottawa Muslim Educators working group), Jewish Federation of Ottawa, Inuuqatigiit Centre, Compsych, Safer Spaces, Rainbow Service Provider Network, Rick Hansen Foundation and others to understand community needs and provide resources.
- **Community Engagement:** Engagement with community leaders and organizations, including Dr. Aisha Sherazi, Rabbi Blum, the National Council of Canadian Muslims and the Centre for Holocaust Education and Scholarship; visits to cultural and religious sites; and "Bridging the Gap" presentations on Inuit culture in partnership with Inuuqatigiit Centre for Inuit Children, Youth and Families.



The 2020-2023 Roadmap saw 85% of its priorities completed, establishing structures to address systemic barriers.

Programs and Events:

- **System Leaders' Events:** At the 2023 System Leaders' Day, keynote speaker Randell Adjei emphasized the importance of a single caring adult in a school and the role schools play in shaping students' self-perception of their individual or intersecting identities. Patricia DeGuire, Chief Commissioner of the Ontario Human Rights Commission, addressed system leaders in February, kicking off a round of consultations with students and staff to seek recommendations on how to address anti-Black racism for their soon-to-be released report.
- **Cultural Observances:** Assemblies and events were held to celebrate Black History Month, Islamic Heritage Month, Asian Heritage Month, Holocaust Education Month and Sikh Education Month. Resources were shared for National Indigenous History Month, National Day for Truth and Reconciliation, Treaties Recognition Week and other Indigenous dates of significance.
- **Pathways and Resume Support:** In collaboration with Jaku Konbit, the Sankofa Centre served as a hub for Pathways presentations and resume workshops, empowering students in their educational and career aspirations.

- **Identity-Affirming Spaces:** Google Hangouts, Student Associations (Muslim, Black, Jewish, Palestinian and Gender Sexuality Alliance), Employee Resource Groups and virtual Staff Drop-In Sessions led by the Indigenous Education team provided spaces to feel a sense of belonging and support.
- **Youth Forums:** The 20th Annual Rainbow Youth Forum and the 7th annual Black Youth Forum provided spaces for students to connect and celebrate their identities.
- **Black Expo and Parent Network:** The OCDSB's participation in the Black Expo led to the formation of the Black Parent Network.
- **Black Graduation Coach Program:** Coaches at Ridgemont and Woodroffe High Schools provided academic and post-secondary support, including a Black Mental Health Conference.
- **Indigenous Summer Learning Program:** 35 students participated in Indigenous language learning and learning on the land through the Indigenous Summer Learning program



Hiring, Resources and Training:

- **Hiring:** A new Palestinian Equity Instructional Coach position was created, and two new Inuktitut language instructors were hired.
- **Holocaust Education:** Training for Grade 6 Social Studies teachers in partnership with the Centre for Holocaust Education and Scholarship.
- **Anti-Hate Toolkit:** Training for school staff on addressing hate and discrimination. Completion of Antisemitism module.
- **Capacity Building and Professional Development:** Sessions on topics including addressing anti-Black racism, Islamophobia, antisemitism and anti-Asian racism; supporting the needs of 2SLGBTQ+ individuals; supporting Indigenous education and delivering the *Understanding Contemporary First Nations, Métis and Inuit Voices* grade 11 English course; and confronting and preventing hate.

District News

New Schools to Support Growing Communities

The OCDSB welcomed students and staff to Wazoson Public School, a new kindergarten-grade 6 school in Barrhaven. Thanks to an investment of \$24.2 million from the Ontario government, construction of the school began in the spring of 2022 and it opened to students and staff in January 2024.

In addition, the Ontario government announced that the OCDSB will receive funding for a new elementary school in Orleans and two additions to secondary schools in Kanata. This investment of nearly \$60 million will create approximately 1,500 student spaces, plus additional child care in the new elementary school.

OCDSB Speaker Series

The OCDSB Speaker Series provided free virtual information sessions led by expert speakers, staff and community partners to offer parents/caregivers and educators access to innovative ideas in education.

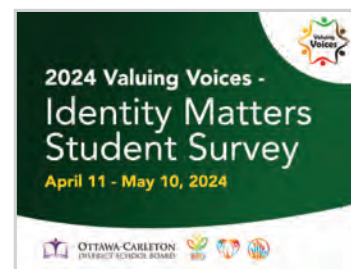


Listening to Student, Staff and Community Voices

The OCDSB launched Engage OCDSB, a new online platform that offers families, students, staff and community members the opportunity to provide feedback on policy and program reviews, the budget process and other initiatives they care about. The Engage OCDSB platform hosted 10 consultations in 2023-2024.

The 2024 Valuing Voices Student Survey collected insights on student identity and school climate in schools across the District. The survey received 47,153 valid responses, for a participation rate of 61% of students from kindergarten to Grade 12.

The OCDSB also invited Indigenous students and parents/caregivers to participate in the Indigenous Languages Survey to help create effective plans to support language revitalization actions for First Nation, Inuit and Métis students in the OCDSB.



Safe Schools Reporting Tool

The OCDSB created a new Safe Schools Reporting Tool – a private and anonymous way for students to share their concerns if they are feeling unsafe or worried about a friend or classmate.

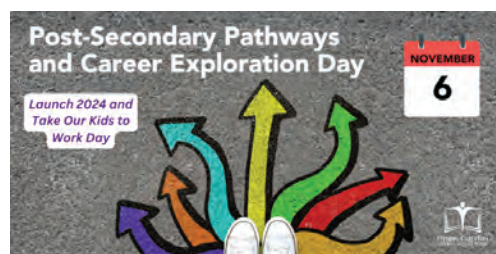


OCDSB Family Conference

230 participants gathered at Brookfield High School in November for the annual OCDSB Family Conference, featuring keynote speaker Randell Adjei and expert-led workshops designed to help educate, engage and empower families.

Preparing for High School, Post-Secondary and the Workplace

In November, secondary students explored post-secondary pathways and careers. Grade 9 students joined Take Our Kids to Work Day, while students in grades 10-12 attended Launch 2023, a virtual career exploration conference.



In addition, a virtual All About High School information night was held in November, inviting grade 7-12 students, parents/caregivers and staff to learn about subjects, programs and other aspects of high school. Multilingual Welcome to High School information sessions were also held for Ukrainian and Afghan families.



Kindergarten and High School Information Nights

OCDSB schools hosted information sessions throughout January and February to help families prepare for the transition to kindergarten and high school. Families had the opportunity to visit their local school, meet the staff and get answers to their questions.

Black History Showcase: Honouring Black Excellence

During Black History Month, a showcase was held at Longfields-Davidson Heights Secondary School. Sponsored by the OCDSB's Family and Community Engagement team, the event was organized in collaboration with Future Paths Network, V2V Project and the Somali Centre for Family Services.



Transition Planning for Youth with Developmental Disabilities

The OCDSB held virtual Q&A sessions and two resource fairs to support youth with disabilities in their transition to life beyond high school. The fairs connected families with local services and helped students with disabilities learn how to navigate and succeed in the workplace.



Mental Health Week Wellness Challenge

For Mental Health Week in May, the OCDSB's Mental Health Team and student-led Youth Action Committee on Mental Health teamed up to create daily challenges which encouraged families and students to focus on their mental health and well-being.

Rainbow Youth Forum and Black Youth Forum

In May, the Rainbow Youth Forum brought together 250 students, 60 educators and 25 community partners for a high-energy, engaging event. Student-led workshops offered a great space for participants to learn and connect.



The seventh annual Black Youth Forum, held at the University of Ottawa, brought together African, Black and African-Caribbean students to explore the theme "Black Unity Through the Senses" and share their experiences to positively impact future opportunities. Approximately 240 OCDSB students in grades 9-12 joined 50 adults, including OCDSB staff and uOttawa students.



Open Trails

More than 1,200 people visited the OCDSB's 502-acre outdoor classroom during the September and May Open Trails days at the MacSkimming and Bill Mason Outdoor Education Centres.

Elementary Program Review: Public Meetings

In addition to an online survey that received 2,381 contributions, the OCDSB held seven public meetings for the Elementary Program Review in May. Approximately 280 participants attended to provide their input through small group discussions with Principals, Trustees and Superintendents.

School News

Celebrating Young Entrepreneurs at Untapped 2024

As part of the Entrepreneurship Pilot Project funded by the Ministry of Education, students at 20 OCDSB high schools gained hands-on experience in all aspects of launching and running a business. At the Untapped 2024 Conference, hundreds of grade 8-12 students came together to showcase their businesses and social enterprises at the National Arts Centre.



OCDSB Teams Up with Community Partners for Record-Setting Food Drive

The OCDSB joined forces with Khalsa Aid Canada, the Ottawa Food Bank and Italfoods to help deliver the largest one-day donation in the food bank's 40-year history – providing 210,000 pounds of food to support families and children during the summer! Six OCDSB elementary schools collected non-perishable food items to contribute to the food drive.

From Sketch to Screen: Creating Collaborative Digital Games

Students from Meadowlands Public School and Merivale High School combined their creativity and coding skills through a digital game design project. Grade 1 students created character artwork, and grade 11 students brought these characters to life by designing interactive computer games for their younger peers to play.



Nature's Classroom: A Tiny Forest Takes Root

York Street Public School became the OCDSB's first school to have a tiny forest, known as a Miyawaki forest, installed on its grounds in partnership with EnviroCentre. Featuring native trees and plants, this little forest brings biodiversity and carbon storage to an urban setting and serves as a space where students can learn about nature.

Expanding Horizons: Students Tackle Aerospace Challenges

The OCDSB partnered with aviation and aerospace experts to offer unique learning experiences to students in grades 10-12. Through museum visits, Q&As and hands-on activities, students explored various fields, including sustainable aviation, traffic management and defense. They collaborated on projects to design solutions for real-world problems in the aerospace industry.



Celebrating Cultural Heritage at Agincourt Public School

Agincourt Public School's Heritage Committee collaborated on displays and announcements to highlight cultural and religious days of significance observed within the school community. Through artwork, informative write-ups and multilingual resources, these projects showcased diverse cultures and traditions while fostering a welcoming and inclusive environment.

Growing Literacy with The Reading Partnership

Through The Reading Partnership, the OCDSB's Student Achievement Through Equity (SATE) department offered a 10-week program to help parents teach their children foundational reading skills. The program provided families at five OCDSB schools with tools and support to enhance literacy among young children while creating positive reading environments at home.





Threads of Creativity: Making T-Shirts at Ottawa Technical Secondary School

Ottawa Technical Secondary School students turned t-shirts into a canvas for their stories and ideas. They developed unique design concepts and turned them into wearable products using specialized printing technologies available at the school. The project equipped students with valuable technical skills, preparing them for future careers.

Curling for All: Hillcrest High School Student Organizes Inclusive Curling Experiences

Hillcrest High School student Rebecca D. organized inclusive curling events for her school community, making the sport accessible to students from diverse backgrounds and those with disabilities. She also offered training to help curling instructors better support young athletes with autism. Rebecca's work was recognized with the Fran Todd All Heart Junior Curler Award.



Buzzworthy Learning: Students Code and Create with Bee-Bots

John Young Elementary School students engaged in a cross-curricular project using Bee-Bots – programmable robots designed to teach kids about coding. Grade 4-6 students applied math skills to design mazes for the Bee-Bots. They presented their projects to Kindergarten students in French, teaching them how to navigate the mazes using code.

Student Voice

Student Trustees

In 2006, the Ontario Education Act statutorily established the role of the student trustee. In the OCDSB, there are two Student Trustees and one Indigenous Student Trustee. Elected by the student body, the student trustees represent the voices of all students within the district.

The student trustees for the 2023-2024 academic year were Emma Hong, a Grade 12 student at Merivale High School, and Malaika Kamanzi, a Grade 12 student at Colonel By Secondary School.

Throughout the course of the school year, the student trustees were actively involved in a number of areas, including implementing the Student Senate policy change, proposing a motion addressing period poverty, exploring a proposed Muslim Youth Program course and gathering student perspectives on Artificial Intelligence.

In the fall of 2023, the Board of Trustees passed a motion to create a new Indigenous Student Trustee position to represent First Nations, Métis and Inuit students as part of its Board of Trustees, beginning in the 2024-2025 school year.

Student Senate

The student trustees are part of the Student Senate. This is an official OCDSB committee composed of one Student Senator from each secondary and alternate site. The Student Senate is responsible for representing the views of secondary school students to the OCDSB, meeting monthly to advise the student trustees on issues affecting students.

Throughout the 2023-2024 academic year, the Student Senate discussed the establishment of an Indigenous Student Trustee, the OCDSB's response to students in the midst of global events, artificial intelligence, the Safe Schools Reporting Tool, identity-based data collection and the elementary program review.

Student Trustees

(2023-2024)



Emma Hong

Merivale High School



Malaika Kamanzi

Colonel By Secondary School

Student Trustees

(elected for 2024-2025)



Ezio De Stefano

Indigenous Student Trustee

John McCrae Secondary School



Sharanya Sivasathiyathan

Student Trustee

John McCrae Secondary School



Jeffrey Zhang

Student Trustee

Earl of March Secondary School

Current Director's Executive Council

Director of Education Pino Buffone is both the Chief Education Officer and the Chief Executive Officer of the school district. The Director of Education's senior team, known as the Director's Executive Council, comprises two Associate Directors, two Executive Officers, 11 Superintendents both on the business and academic side, General Counsel and the Human Rights and Equity Advisor.

DIRECTOR AND ASSOCIATE DIRECTORS



Pino Buffone
Director of
Education and
Secretary of the
Board



Brett Reynolds
Associate
Director of Education,
Academic



Randy Gerrior
Associate
Director of Education,
Business

SUPERINTENDENTS OF SERVICES



Reg Lavergne
Superintendent of
Program Services



Shawn Lehman
Superintendent of
Employee Services



Richard Sinclair
General Counsel –
Legal Services



Kate Stoudt
Acting Superintendent
of Learning Support
Services



Jesse Mark
Executive Officer of
Corporate Services



James Proulx
Executive Officer of
Technological Support
Services

SUPERINTENDENTS OF EDUCATION



CENTRAL

Prince Duah
Superintendent of
Education



EAST

Mary Jane Farrish
Superintendent of
Education



KANATA

Amy Hannah
Superintendent of
Education



SOUTH

AJ Keene
Superintendent of
Education



SOUTH EAST

Kristin Riddell
Superintendent of
Education



WEST

Shannon Smith
Superintendent of
Education

SPECIALIZED SUPPORT



Marva Major
Superintendent,
Numeracy



Carolyn Tanner
Human Rights and
Equity Advisor



Nadia Towaij
Superintendent,
Special Assignment

Current Board of Trustees



The twelve trustees of the Ottawa-Carleton District School Board are elected for a four-year term through the municipal election process. The current Board of Trustees was elected in October 2022 and will serve until November 2026. The Board also has three student trustees.

The Board helps shape public education by setting priorities for student achievement and well-being. The Board does this through its strategic plan, the development of policies and the adoption of the annual budget.



LYNN SCOTT
ZONE 1
Chair of the Board
West Carleton-
March/Stittsville/
Rideau-Jock



JULIA FORTEY
ZONE 2
Kanata North/
Kanata South



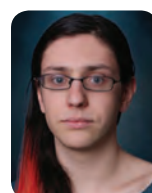
Donna Blackburn
ZONE 3
Barrhaven West/
Barrhaven East



Suzanne Nash
ZONE 4
Bay/Kitchissippi



Amanda Presley
ZONE 5
College/Knoxdale-
Merivale



Lyra Evans
ZONE 6
Rideau-Vanier/Rideau-
Rockcliffe



Jennifer Jennekens
ZONE 7
Osgoode/Riverside
South-Findlay Creek



Donna Dickson
ZONE 8
Orléans East-
Cumberland/Orléans
South-Navan



Nili Kaplan-Myrth
ZONE 9
Capital/Alta Vista



Justine Bell
ZONE 10
Somerset



Matthew Lee
ZONE 11
River/Gloucester-
Southgate



Cathryne Milburn
ZONE 12
Vice-Chair of the Board
Orléans West-Innes/
Beacon Hill-Cyrville



Alysha Aziz
ZONE 2
Kanata North/
Kanata South
(Resigned - July 2024)

Awards

Student Awards

The OCDSB's Student Recognition Awards celebrate excellence in student leadership and honour senior student leaders who achieved a positive outcome in their secondary school or alternate site. This recognition program includes the Student Recognition Awards and the Excellence in Equity Student Recognition Award.



Abdirahman A.
Woodroffe
High School



Yasmin A.
Nepean
High School



Becca A.
Ridgemont
High School



Caio B.
Brookfield
High School



Sage C.
Norman Johnston
Secondary Alternate
Program



Sophia C.
Cairine Wilson
Secondary School



Danica C.
Canterbury
High School



Sydney D.
Frederick Banting
Secondary Alternate
Program



Lea D.
Ottawa-Carleton
Virtual Secondary
School



Joanna D.
John McCrae
Secondary School



Wren D.
Sir Wilfrid Laurier
Secondary School



Mariem E.
Longfields-Davidson
Heights Secondary
School



Muhammad E.
Elizabeth Wyn Wood
Secondary Alternate
Program



Anwyn G.
Sir Guy Carleton
Secondary School



Jadyn G.
Richard Pfaff
Alternate



Kevin J.
Merivale High
School



Malaika K.
Colonel By
Secondary School



Wolfgang K.
Ottawa Technical
Secondary School



Mason L.
Sir Robert Borden
High School



Adrian L.
A.Y. Jackson
Secondary School



Shwe Yi Phyo M.
Adult
High School



Hala N.
Continuing
Education



Gabrielle N.
Hillcrest
High School



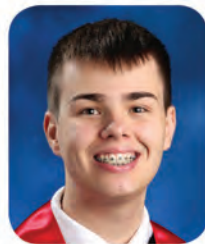
Scarlett P.
Gloucester
High School



Beatrice R.
Glebe Collegiate
Institute



Kathryn R.
South Carleton
High School



Evan R.
West Carleton
Secondary School



Jacob R.
Urban Aboriginal
Alternate High
School Program



Justin S.
Launch Secondary
School



Enzo T.
Earl of March
Secondary School



Alex W.
Lisgar Collegiate
Institute



Sophie W.
Osgoode Township
High School



Sage Fong-Jean W.
Bell
High School



Shahd A.
Sir Wilfred Laurier
Secondary School

**Excellence
in Equity
Student
Recognition
Award**

Awards

Community Awards

The OCDSB recognizes the valuable contributions of community members, parents, caregivers and businesses through the Community Recognition Awards. These annual awards celebrate the important role that volunteers play in our children's education.



Diana Mills

Chair's Award



Cheryl Parrott

Community
Award



**Centre for
Resilience and Social
Development**

Community
Partnership Award



Mark Warrin

Distinguished School
Council Award



Dr. Aisha Sherazi



**Rabbi Menachem
Blum**

Excellence in Equity Award



Dianne Borg

Volunteer of
the Year

Staff Awards

The Director's Citation Award and Employee Recognition Awards provide a valuable opportunity to recognize the OCDSB's staff members. This annual recognition allows staff members to appreciate and celebrate one another for the incredible work they do each day.



Nabil Ali
Chief Custodian,
Summerside Public
School



David Chambers
Teacher, Ridgemont
High School



Julie Crabb
Teacher,
Canterbury High
School



Donna Forbes
Teacher, Longfields-
Davidson Heights
Secondary School (Int.)



Yola Jarawan
Office
Administrator,
Glen Ogilvie Public
School



Katherine Magner
Research Officer,
Research, Evaluation
and Analytics Division



Charlene Murdock
Early Childhood
Educator,
Elgin Street Public
School



Samantha O'Reilly-Stone
Chief Custodian,
Vimy Ridge Public
School



Lynne Pichette
Teacher, Henry
Larsen Elementary
School



Jenny Rodgers
Teacher,
Osgoode Township
High School



Stephanie Steward
Office Administrator,
Robert Bateman
Public School



Todd Thompson
Principal,
Shingwākons Public
School



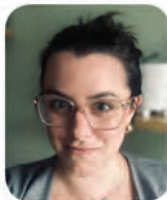
Amanda Wright
Team Manager,
Payroll

HEALTH AND SAFETY AWARD



Emily Gray
Teacher, Ridgemont
High School

INNOVATION AWARD



Elisa Lambert
Teacher, John McCrae
Secondary School

MENTORING AWARD



Linda Arena-Glenn
Teacher, Knoxdale
Public School

RONALD K. LYNCH MEMORIAL AWARD



Lauren Brown
Educational
Assistant,
Knoxdale Public
School

THE EXCELLENCE IN EQUITY AWARD



Hermina Brutus
Teacher, Woodroffe
High School



Jasmine Doig
Indigenous
Graduation Coach,
Ottawa Technical
Secondary School

Education Foundation of Ottawa

The Education Foundation of Ottawa, or the “EFO” as you may hear it called, is in place as the independent charitable arm of the OCDSB. Our mission is to reduce economic barriers impacting student learning and well-being through financial and in-kind support for students within the Board.

We do this work by providing access to food security inside and outside of school hours, and other basic needs, including clothing, school supplies and vision care. We also support OCDSB students with access to recreational and enrichment opportunities.

Why This Work Matters

With the OCDSB serving 50% of Ottawa’s student population and over 77,000 students, you can imagine that many students are in need. One in five students in our city lives in poverty.

Students who were not in need before are finding themselves in need now, and those who were in need before are still in need now, and then some. We know many factors contribute to student success, not just the ones inside school hours. We consider what’s happening even before students step foot in the classroom.

Alongside seeing an increase in supporting families in unstable housing situations, schools are facing tighter budgets. The Education Foundation of Ottawa is increasingly being asked to assist schools in acquiring supplies previously provided to students. Everyone is feeling the financial impact of inflation.



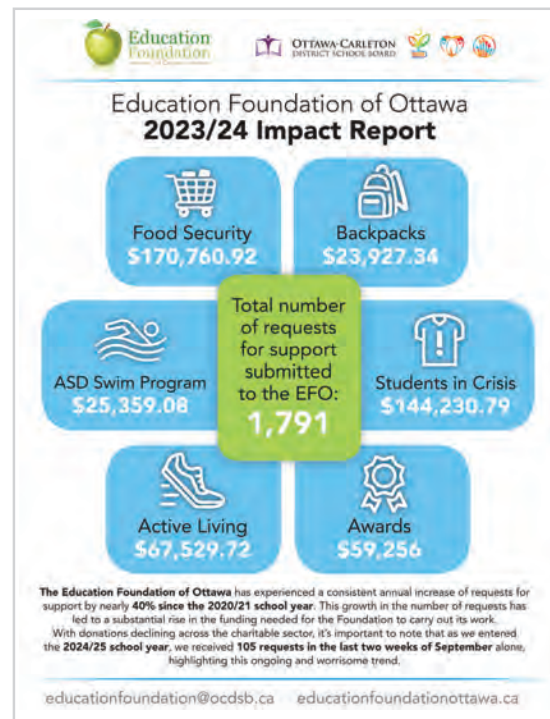
2023-2024 Highlights

We made a significant impact in **2023-2024**. Here are a few examples:

- The Education Foundation of Ottawa processed almost **1,800** requests for support in the total amount of almost **\$500,000**.
- Over **2,200** backpacks with school supplies were delivered to schools for students in need.
- We provided almost **\$60,000** in awards and bursaries to support post-secondary studies and school projects.
- Thanks to the TELUS Friendly Future Foundation®, the EFO was able to provide over **\$25,000** to students in Autism classes to learn important water safety skills.

- Our **Eyes to A's Vision Care Program** hosted several vision clinics in OCDSB schools to provide students with free vision screenings and glasses.
- Our 2024 Toonie Tuesday campaign raised **\$63,385.00!**

Alongside seeing an increase in supporting families in unstable housing situations, schools are facing tighter budgets. The Education Foundation of Ottawa is increasingly being asked to assist schools in acquiring supplies previously provided to students. Everyone is feeling the financial impact of inflation.



Looking Forward

In the 2024-25 school year, we want to increase the community's knowledge of the Education Foundation of Ottawa. Not only is it important for families to know how to access support, but it is crucial for our sustainability that individuals and groups know how to contribute to the work of the Foundation. We have many students in need, and due to the climate of our economy, more and more families are relying on the Education Foundation of Ottawa for help.

We also want to encourage the collective effort of OCDSB employees to enroll in the school board payroll deduction program as a way to extend our reach and anticipate our level of support. As Coretta Scott King once said, "The greatness of a community is most accurately measured by the compassionate actions of its members."



**Education
Foundation**
of Ottawa

Donate now or learn more about the Education Foundation of Ottawa:

www.educationfoundationottawa.ca

Ottawa-Carleton Education Network

The Ottawa-Carleton Education Network (OCENET) has facilitated numerous international education opportunities for students and educators in the 2023-2024 school year.

- **International Students in Ottawa:**

During this school year, OCENET placed 634 long-term and 215 short-term international students in OCDSB schools, with students coming from 47 countries. Although the COVID-19 pandemic had previously impacted enrolment, a strong recovery was seen, particularly with growing interest from European, Asian and South American regions. To support these students, OCENET provides a comprehensive orientation program covering essential information about schooling, homestay placements and local resources.



- **Teacher Training and International Collaboration:** OCENET organized teacher training programs for educators from South Korea, China and Spain, focusing on the Ontario curriculum and current teaching strategies. These programs included classroom observations and cultural excursions. Additionally, delegations of educators from Germany and China visited OCDSB schools to learn about the Ontario educational system.

- **Student Exchange and Immersion Programs:** OCENET's Global Classroom program enabled 105 students from various countries to integrate into local classrooms, providing a reciprocal learning experience. The Summer English Explorer (SEE) program hosted almost 100 students from different countries, offering language development through an activity-based curriculum and excursions. Furthermore, the Ottawa Aix-en-Provence Student Exchange facilitated cultural immersion and language skill development for 39 OCDSB students.





- **International Education Partnerships and Awards:** OCENET renewed an educational partnership with Chengdu, China, promoting mutually beneficial learning initiatives. The Osaka Gakugei Ottawa Program (OGOP) welcomed its ninth group of Japanese students, who participated in a two-week orientation and a seven-week summer program. The International Certificate Program (ICP) recognized 138 OCDSB students for their global citizenship, with over 700 students receiving ICP certificates since 2013. The EuroChallenge event saw student teams presenting on economic, social and political issues related to the European Union. Other initiatives included university visits for ICP students, international study abroad bursaries and a student exchange program with a Boston secondary school. The Lynch-Getty Global Student Awards recognized four OCDSB graduates for their commitment to global citizenship.



- **OCENET Newsletters and Resources:** OCENET provides monthly newsletters to international students, highlighting local events and cultural activities. The "Global Connections" newsletter offers additional information about OCENET initiatives and can be accessed on their website.



Overall, the Ottawa-Carleton Education Network has demonstrated a strong commitment to fostering international education opportunities, cultural exchange and global citizenship among students and educators in the 2023-2024 school year. Through various programs, partnerships and initiatives, OCENET continues to be a leader in international education within Canada and around the world.





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



ocdsb.ca