



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Learning



Well-Being



Social
Responsibility




STRATEGIC PLAN PROGRESS UPDATE

ANNUAL REPORT

REPORT NO. 25-039

YEAR TWO: 2024-2025

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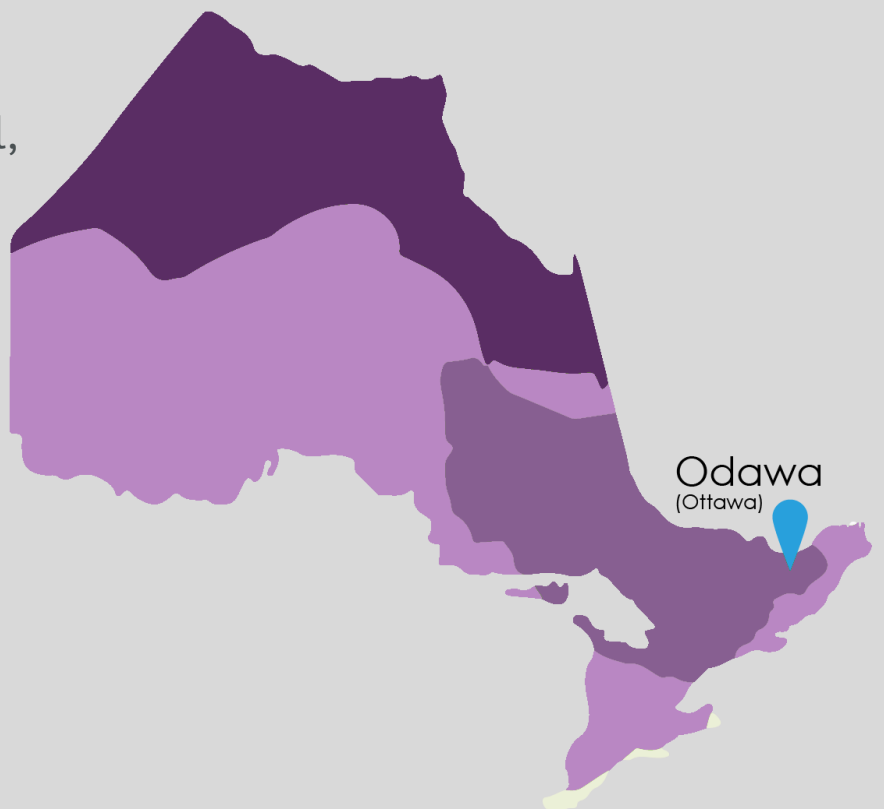


OUR MISSION

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.

LAND ACKNOWLEDGMENT

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



MESSAGE FROM THE DIRECTOR



As we reach the midway point of the District's 2023–2027 Strategic Plan, I am proud to share the progress our system has made - progress rooted in our shared commitment to learning, well-being, and social responsibility. The first two years of the plan have been a time of both significant advancement and deep reflection, and I remain encouraged by the direction in which the organization is moving.

One of the most transformative milestones tied to the multi-year strategic plan has been the 'Vision Exercise' related to programs and/or services offered, system-wide. The Board's recent approval of the Elementary Program Review, most specifically, marks a pivotal step forward in ensuring improved program quality and accessibility. The shift away from early academic streaming and rigid entry points for programming will provide a more focused and supportive educational environment, allowing all learners the time and space needed to thrive. This change reflects the very essence of our strategic commitment to champion every student's potential and build a stronger, more equitable and unified system.

As a large, complex institution of public education, we recognize that progress is not without its challenges. Our District continues to navigate the realities of its structural deficits. These fiscal pressures require us to be empathetic, strategic, and thoughtful in every decision we make. Despite these constraints, our students, staff, families, federation/union partners, trustees, and community members have shown resilience and resourcefulness towards our shared mission.

The work ahead will not always be easy—but it is work worth doing. The strategic actions we've taken to date, from advancing equity in student outcomes to creating safer and more inclusive schools, demonstrate that meaningful change is not only possible, but well underway. I am very confident in the value these much-needed changes will bring as they reflect the passion, poise and professionalism that I see first-hand when I visit our schools - the steadfast belief that together, we are building a better future for all students.

Thank you for your continued support and commitment to this journey.

A handwritten signature in dark ink, reading "Pino Buffone". The signature is written in a cursive, flowing style.

Pino Buffone
Director of Education and Secretary of the Board

STRATEGIC PRIORITIES

The Ottawa-Carleton District School Board has a four-year cycle for our strategic plan. This report marks the **completion of the first two years of the 2023-2027 Strategic Plan**. Below are the three strategic priorities that are guiding the District's strategic plan and that are continuously being monitored and assessed.



- Improved student literacy (**L1**)
- Improved student achievement in mathematics (**L2**)
- Improved program quality and accessibility for all students (**L3**)



- Improved student mental health supports and resources (**WB1**)
- Enhanced safety to support the cultural, emotional, and physical well-being of all students and staff (**WB2**)
- Improved employee well-being and engagement (**WB3**)
- Improved educator-student relationships built on empathy, understanding, and respect for differences (**WB4**)



- Continued progress toward reconciliation with Indigenous peoples (**SR1**)
- Strengthened student voice in leadership through fair and ethical decision-making (**SR2**)
- Improved environmental sustainability (**SR3**)

MEASURING PROGRESS

In monitoring the strategic plan, the following key progress indicators are used to **measure progress of the strategic priorities**:

1

Student Learning

- Provincial Achievement Data
- Credit Accumulation
- Graduation Rates

2

Employee Engagement

- Attendance
- Wellness
- Satisfaction
- Professional Development Opportunities

3

Sense of Belonging

- Self-Identification Survey
- Employee-Based Data
- School Climate Surveys
- Student Engagement
- Observations
- Formal & Informal Conversations

4

Learning Environment

- School Climate
- Suspensions & Expulsions
- Exclusions
- Violent Incidents
- Energy Efficiency
- Air Quality
- Carbon Footprints
- Waste Reduction

5

Organizational Performance

- Health and Safety
- Financial Results
- Enrolment
- Risk Mitigation
- New School Construction



ACTIONS & OUTPUTS

- Developed literacy assessment tool for Grade 9;
- Expanded attendance re-engagement initiative;
- In 2024-2025, approximately 400 students have earned over 900 credits through the Authentic Student Learning Experience (ASLE);
- Built instructional leadership in principals and vice principals;
- Conducted expansive review of the current elementary program model to improve program quality and accessibility;
- Implemented structured literacy and numeracy support in ELD;
- Provided ongoing training for educators on screener and data interpretation;
- In 2024-2025, strong student interest led to full enrolment in all 160 eLearning courses with a waitlist of approximately 2000 students;
- Developed accelerated apprenticeship implementation plan;
- In 2024, 772 students enrolled in 40 SHSM programs, representing a 10% increase in student enrolment from 2023-2024;
- Improved attendance rates compared to previous years; and
- Successfully re-engaged 80% of disengaged Grade 7-10 students.

OPPORTUNITIES FOR GROWTH

- Meet or exceed provincial assessment standards in reading and writing for Grade 3 and Grade 6;
- Continue to meet or exceed provincial standard in mathematics (Grade 3, 6, and 9);
- Reduce identity-specific achievement gaps through integration of culturally responsive and relevant pedagogy, materials, and curriculum;
- Improve credit accumulation for Indigenous students through hiring of Itinerant Educator;
- Expand eLearning course from 160 courses to 240 courses in 2025-2026 and 290 courses by 2027-2028;
- Expand pilot that integrates Indigenous knowledge, perspectives, and materials in Grade 9 Geography, Grade 10 History, and Grade 11 English from two schools to all schools in the District;
- Connect credits to the lived experiences of newcomers to Canada through assessments at the Family Reception Centre (FRC); and
- Continue to utilization of Data Support Model that connects research staff with school principals to facilitate data-driven decision-making and evidence-informed practices to benefit learning student outcomes.



SNAPSHOTS OF EVIDENCE

L1: IMPROVED STUDENT LITERACY

EQAO Participants		# Fully Participating (OCDSB)			% Met Provincial Standard/Successful					
					OCDSB	Prov.	OCDSB	Prov.	OCDSB	Prov.
		2021-2022	2022-2023	2023-2024	2021-2022		2022-2023		2023-2024	
GRADE 3	Reading	4,470	4,801	4,613	74%	73%	72%	73%	71%	71%
	Writing	4,470	4,797	4,625	66%	65%	64%	66%	62%	64%
GRADE 6	Reading	4,716	4,972	4,954	85%	85%	84%	84%	81%	82%
	Writing	4,712	4,964	4,959	84%	84%	83%	84%	79%	80%
OSSLT	First-time Eligible	4,887	5,089	5,324	87%	82%	89%	85%	87%	85%

The 2023-2024 school year, the first under the 2023-2027 Strategic Plan, indicates OCDSB literacy results align with provincial trends. Slight declines in Grade 3 and 6 reading and writing over the past three years mirror provincial results. Additionally, while OSSLT scores slightly decreased provincially and locally, a strong 87% success rate was maintained.

Source: [Update on Student Learning: Core Academic Skills](#)

% Agreeing with the Following Statements	Grade 3	Grade 6	OSSLT FTE
I like to read.	76%	66%	61%
I am a good reader.	76%	74%	79%
Being a good reader is important to me.	70%	62%	65%
I like to write.	59%	54%	56%
I am a good writer.	60%	52%	65%
Being a good writer is important to me.	65%	60%	67%

Grade 3 students show **higher confidence and interest** in reading and writing than Grade 6 students. Secondary students **may regain enthusiasm for writing and reading confidence**, as indicated by OSSLT results. Across all grades, **writing is generally less favored** and associated with lower confidence than reading.

Source: [Update on Student Learning: Core Academic Skills](#)



EQAO results are **relatively comparable to the province**, which **do not yet show the improvements** that we are aspiring towards, with a particular need to further support **Multilingual Learners and Indigenous students**.



LEARNING

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SNAPSHOTS OF EVIDENCE

L2: IMPROVED STUDENT ACHIEVEMENT IN MATHEMATICS

EQAO Participants	# Fully Participating (OCDSB)			% Met Provincial Standard/Successful					
				OCDSB	Prov.	OCDSB	Prov.	OCDSB	Prov.
	2021-2022	2022-2023	2023-2024	2021-2022		2022-2023		2023-2024	
Grade 3 Mathematics	4,476	4,808	4,627	61%	59%	61%	60%	62%	61%
Grade 6 Mathematics	4,708	4,963	4,966	52%	47%	52%	50%	52%	50%
Grade 9 Mathematics	3,335	5,169	5,206	57%	52%	55%	54%	55%	54%

In 2023-2024, OCDSB students **slightly outperformed the provincial average** in math across Grades 3, 6, and 9, maintaining a trend of marginally higher results.

Source: [Update on Student Learning: Core Academic Skills](#)

% Agreeing with the Following Statements	Grade 3	Grade 6	Grade 9
I like math.	72%	52%	52%
I am good at math.	65%	52%	55%
Being good at math is important to me.	71%	69%	74%
A person can always get better at math.	88%	87%	85%
Almost everyone can understand math if they work at it.	75%	76%	74%

Grade 3 students express **enjoyment and confidence** in math, but this **declines by Grade 6**. A **growth mindset** about math is stable across grades. Despite decreasing enjoyment and confidence, **students recognize the importance** of math proficiency.

Source: [Update on Student Learning: Core Academic Skills](#)

MLL	OCDSB						Province		
	2021-2022		2022-2023		2023-2024		2021-2022	2022-2023	2023-2024
	N	% Met	N	% Met	N	% Met			
Grade 3 Mathematics	641	50%	620	41%	574	40%	54%	55%	53%
Grade 6 Mathematics	646	40%	620	34%	579	33%	43%	45%	44%
Grade 9 Mathematics	648	37%	626	31%	584	33%	42%	34%	32%

Source: [Update on Student Learning: Core Academic Skills](#)

The percentage of Multilingual Learners (MLL) meeting the standard in the OCDSB for mathematics is consistently lower than the provincial average and has shown demonstrated an ongoing downward trend over the past three years, widening the performance gap. Such a trends **signals new or increasing challenges faced by MLL students** in the OCDSB that are not being effectively mitigated. This could include changes in the demographics of the MLL population, increased complexity of language needs, and the need to **rethink and/or reassess current strategies, resources, and interventions** in place to support MLL students.



LEARNING

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SNAPSHOTS OF EVIDENCE

L3: IMPROVED PROGRAM QUALITY AND ACCESSIBILITY



A Proposal for Improved Program Quality and Accessibility



A key theme that emerged from community consultations for the 2023-2027 Strategic Plan was related to program quality and accessibility. This 'call to action' for the District revealed that current program models have, over the past quarter century, served the needs of some students in some schools, but not all students in all school communities.

When it was **launched in April 2024**, the program review sought to further explore whether the current program model serves the needs of the community and identify opportunities for improvement. The review process itself committed to being student-centred, inclusive, and focused on creating more equitable educational experiences for all students, system-wide.

On May 13, 2025, the **Board of Trustees approved recommendations** arising from the Elementary Program Review, which included changes to **elementary program pathways, school attendance boundaries, and grade configurations to improve program quality and accessibility.**

Source: [Elementary Program Review - Final Recommendations Related to Program Model, Supports for Students, Attendance Boundaries and Grade Configurations](#)

The **General Learning Program (GLP) Report** outlines the findings of the GLP evaluation and **offers recommendations to inform the continued development of practices and structures to support students** with Mild Intellectual Disability (MID). It outlines opportunities for school and system level change, including ongoing professional development to ensure all students receive quality and equitable programming and consistent implementation of instruction.

The General Learning Program Report

May 2024

Source: [General Learning Program Report](#)

Review of the **Developmental Disabilities Program** at Crystal Bay Centre for Special Education and Clifford Bowey Public School:

A SUMMARY

Source: [Review of Developmental Disabilities Program](#)

The **Developmental Disabilities Program (DDP) Review** at Crystal Bay Centre for Special Education and Clifford Bowey Public School was initiated in response to the changing learning profiles and needs of students at both schools. The **report provides guidance and considerations for how to address the changing special education needs of students** in the DDP at Crystal Bay and Clifford Bowey. The findings also emphasize the important role parents/caregivers play as advocates and partners in meeting their children's needs.



WELL-BEING

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ACTIONS & OUTPUTS

- Developed 2025-2026 annual Mental Health & Well-Being Action Plan that support the successful implementation of the Mental Health & Well-Being Strategy;
- Conducted parent/caregiver workshops to support student mental health;
- Suspension rates remained below provincial average and below pre-pandemic average;
- Since 2022-2023, the OCDSB has had a 15% increase in the percentage of students (Grades 1-8) present for at least 90% of the instructional day;
- Implemented educative resources for Personal Mobile Device Plan;
- Continued to build on the success of the student re-engagement pilot;
- Expanded staff training focused on creating conditions for mentally healthy and identity-affirming classroom environments;
- OCDSB attendance rate was 4% higher than the provincial average;
- Developed School Climate Dashboards (following each survey administration) to help school administrators understand the perceptual data from their students, parents/caregivers, and educators.

OPPORTUNITIES FOR GROWTH

- Minimize percentage of mandatory and discretionary suspensions across the District;
- Increase awareness of mental health supports for students who identify as Indigenous, and students with special education needs (excluding gifted), especially those in elementary grades;
- Develop and promote preventative aspect of Anti-Hate Toolkit to intentionally address prejudice, stereotyping, and discrimination, which affected 17% of respondents in the school climate survey.
- Continue to provide data support to school administrators to better understand and provide more timely interventions based on the perceptual data with school demographic considerations, particularly from underserved communities to improve attendance and well-being; and
- Develop strategy and tools within action plan to address vaping and substance use among students in schools in partnership with students and parents/caregivers.

SNAPSHOTS OF EVIDENCE

WB1: IMPROVED STUDENT MENTAL HEALTH SUPPORTS & RESOURCES

If I have questions or concerns about my mental health, I know about the supports that are available (for example, a help line or adults in my school)
% agreeing with the statement

	OCDSB	Province
Grade 6	58.6%	58.6%
Grade 9	61.2%	61.8%
OSSLT FTE	63.6%	62.0%

OCDSB student **awareness of mental health supports** mirrors provincial results, increasing with age, but data suggests that this awareness is **notably lower** for Indigenous, students with special education needs, multilingual learners, and those in low SES neighbourhoods.

Source: [Update on Student Learning: Student Engagement and Well-Being](#)



This **student-led initiative** that **promotes mental health awareness and well-being** within schools. These champions, along with staff and other school community members, are actively involved in **creating supportive and inclusive learning environments** where students feel valued and can thrive.

In September 2024 and May 2025, more than 80 students and staff across the OCDSB engaged in learning, sharing and inspiration to promote mental health and well-being at school.

Source: [Mental Health Champions Video](#)

Over the last two years, all Gr. 7 and 8 Physical Education educators were introduced to mental health literacy modules and received resources to support their delivery of these modules to students to ensure **every student has access to reliable and research-based information about mental health**.

In 2024-2025, this was expanded to include **all Grade 10 Careers educators** as well.





WELL-BEING

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SNAPSHOTS OF EVIDENCE

WB2: ENHANCED SAFETY TO SUPPORT THE CULTURAL, EMOTIONAL, AND PHYSICAL WELL-BEING OF ALL STUDENTS AND STAFF

While the **attendance rates of underserved students** remained below the District average (with Indigenous being the lowest), the **gap in disproportionality narrowed** compared to the previous year.



Since 2022-2023, the OCDSB has seen a

15% Increase

in the percentage of students (Grades 1 to 8) present for at least 90% of the instructional days

Source: [Update on Student Learning: Student Engagement and Well-Being](#)

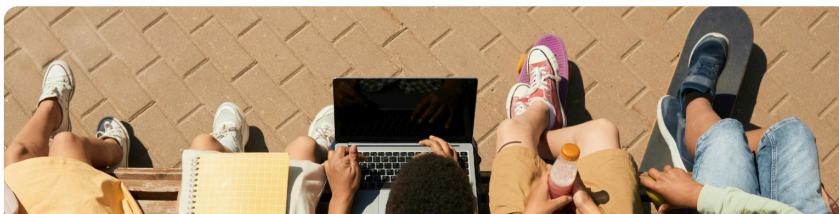
OCDSB SPEAKER SERIES

Let's Talk – Substance Use, Vaping & Youth Well-Being

For Parents and Caregivers of Students in Grade 7-12



Parents and caregivers of students in Grades 7-12 were invited to attend a discussion about **concerns, questions, and experiences related to substance use and vaping among youth** that largely focused on **supporting awareness, prevention, and wellness** in the OCDSB's school communities. The insights from this session supported students and families to create safer, healthier spaces for children and staff.



Anti-Hate Toolkit



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



The anti-hate toolkit **helps educators identify, challenge, and educate** about various forms of hate and oppression in schools. It **contains six tools** that include language to interrupt, self anti-hate protocol, administrator's anti-hate protocol, guidelines for addressing oppression, and modules for learning.

In 2024-2025, **student-focused workshops** that centre the anti-hate toolkit have been rolled out. In 2025-2026, the District aims to **conduct student-led workshops** using the toolkit.

SNAPSHOTS OF EVIDENCE

WB3: IMPROVED EMPLOYEE WELL-BEING AND ENGAGEMENT

The Working Mind



“The Working Mind”, a workshop run by the Canadian Mental Health Association, **provided 60 leaders with training** in mental health in the workplace.

The program was **well-received** and the leaders involved provided feedback that the information was valuable and **transferable to their roles**. This training will go out to more leaders as and when budgeting allows.

Utilization rates for the Employee Assistance Program has **increased from 7% to 11.9%**. In addition to pushing resources to all staff, **further virtual seminars** are being developed.

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In addition to continuous roll-out of resources to all staff, Employee Wellness has developed and/or continues to be in the process of developing **virtual seminars targeting significant mental health topics for staff**, such as the following:

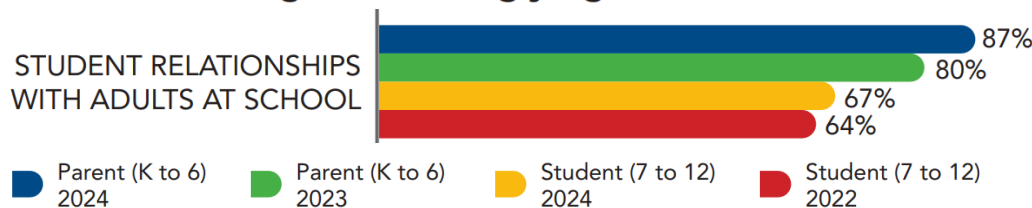
- Creating Psychological Safety in the Workplace
- Mental Health Awareness for Leaders
- Managing Staff Through Stress
 - How to Improve Mental Health & Well-Being
 - Transforming Challenges into opportunities
 - Finding a Balance Between Work & Family
 - How to Ask Family and Friends for Help



SNAPSHOTS OF EVIDENCE

WB4: IMPROVED EDUCATOR-STUDENT RELATIONSHIPS BUILT ON EMPATHY, UNDERSTANDING, AND RESPECT FOR DIFFERENCES

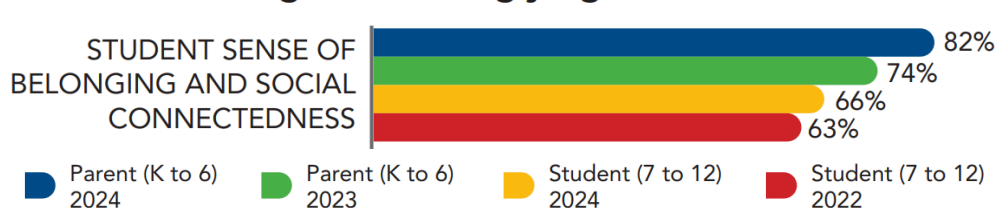
% Favourable (Agree or Strongly Agree)



The percentage of parents who view student relationships with adults in schools favorably has **continued to increase** over the last two years. While student perceptions are not as high as parents', a **significant majority of students continue to report positive relationships** with adults.

Source: [2024 Valuing Voices Student Survey](#)

% Favourable (Agree or Strongly Agree)



Parents reported a **higher sense of belonging and social connectedness** for their children than students themselves. Despite **slight improvement** since 2022, a **significant gap in perceived social connectedness persists** between parents and students.

Source: [2024 Valuing Voices Student Survey](#)

Elementary student attendance has improved compared to last year, with OCDSB rates higher than the provincial average.

+4% OCDSB higher attendance rate than the province

Student **attendance is crucial** for academic success, social and emotional development, and overall well-being. Based on the most recent provincial data on attendance (2022-2023), the **OCDSB attendance rate was higher than the province** (59% compared to 55% of elementary students meeting the 90% threshold).

A significant impact on attendance is the sense of belonging, social connectedness, and relationships students are able to form with the adults in the school. **While not necessarily causal**, the increases in all of these areas may have affected the rise in attendance rates.



WELL-BEING

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TWO-YEAR REFLECTION

Following the launch of the 2023-2027 Strategic Plan, one of the District's primary goals was to improve student attendance and engagement, a need amplified following the Covid 19 pandemic, particularly the social-emotional impacts on students. We have seen attendance rates continue to rise, exceeding the provincial average by more than 4%. A likely impact on and link to the growing attendance rate (though not necessarily causation) is that we've continued to see an increase in students reporting positive relationships with adults at their school, as well as their social connectedness and sense of belonging at school. Both parents/caregivers and students have reported a perceived increase in these areas over the last two years. These increases address a significant aspect of our [2023-2027 Mental Health Strategy](#) which emphasizes the need to improve *belonging* in our schools and classrooms ensuring every student feels seen, heard and valued.

Also consistent with the District's *Mental Health Strategy* is its focus on *building* and strengthening staff, parent/ caregiver and students' skills to support mental health. Mental Health Champions is an example of such an initiative, which engaged over 100 staff and students from across the District. These youth-led initiatives explored themes such as gratitude, coping skills, and kindness, playing a critical role in raising awareness, promoting mental well-being, and building stronger school communities. Another initiative focused on building was the *AFFIRM program* which helped participants build confidence and skills to support 2SLGBTQ+ youth. The District also continued to successfully run the Supporting Transition Resilience of Newcomer Groups (*STRONG*) program, which is an evidence-based, school-based intervention program for immigrant and refugee youth. Programs such as these are just a couple of examples of how the District aims to address the lower sense of belonging and connectedness among these groups. Further, expanded partnerships with community organizations such as the Centre for Resilience and Social Development and the Children's Hospital of Eastern Ontario assist in *bridging* students and families to new and improved service pathways, ensuring access to differentiated, identity-affirming and responsive mental health care.

There remains work to do with respect to mental health, and to help shape the path forward, the *District has run focus groups with students and parents/caregivers* in 2024-2025 to learn what they feel the District should prioritize and what would be most helpful when it comes to substance use health, particularly that of vaping. The feedback from these sessions will further inform our action plan for the 2025-2026 school year.

SOCIAL RESPONSIBILITY

ACTIONS & OUTPUTS

- Renewed and expanded commitments within the Indigenous, Human Rights and Equity Roadmap;
- Collected achievement data as an indicator for achievement and means to support Indigenous students in literacy and numeracy;
- Over the last 2 years, an additional 63 HVAC projects have been completed for approximately \$9.9 million;
- Nearly 60 schools (41%) have installed Nature Nooks, which contributed over 160 new trees to OCDSB schools, effectively completing the program;
- Revising exit outcomes to be consistent with global competencies and the Truth and Reconciliation Commission's Calls to Action.
- Family and Community Engagement meaningfully engaged over 800 families through District-wide focus groups, community town halls, and school-based listening sessions;
- 18 Indigenous youth of the 50+ re-engaged students, benefitted from culturally responsive programming, contributing to positive learning outcomes; and
- Partnered with 30+ organizations, including cultural groups, youth support agencies, and health services providers to support wraparound services for families and build trust between schools and communities they serve.

OPPORTUNITIES FOR GROWTH

- Plant 50 caliper trees at various schools to replace those killed by invasive species;
- Plant 2000 seedlings at MacSkimming in a reforestation effort to further increase the District's carbon sink capacity;
- Integrate identity-affirming content and activities into curriculum across subject areas, including Indigenous Knowledge Systems, Black histories/perspectives, and 2SLGBTQIA+ history and experiences;
- Schedule dedicated time within school year/PA days for mandatory staff professional learning focused on Indigenous education, anti-racism, anti-oppression, and human rights; and
- Use program enrollment and outcome data analysis to make specific adjustments to program delivery models, student support allocations, and pathway access policies annually; and
- Implement consistent method for targeted support staff to confidentially track student engagement, goal progress, and program outcomes using aggregated data to report on effectiveness and inform service adjustments.

SNAPSHOTS OF EVIDENCE

SB1: CONTINUED PROGRESS TOWARD RECONCILIATION WITH INDIGENOUS PEOPLES

Indigenous, Equity and Human Rights Roadmap

The 2020-2023 **Indigenous, Equity and Human Rights Roadmap** has been rigorously reviewed with a renewed document to be **released at the end of the year.**

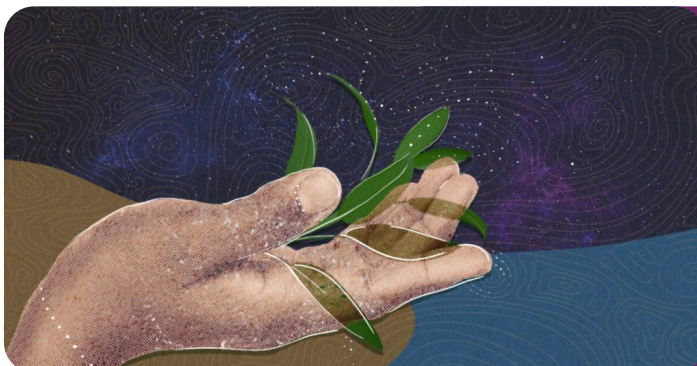


RENEW

The revised roadmap seeks to embed **critical practices** within the document. 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.



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.**



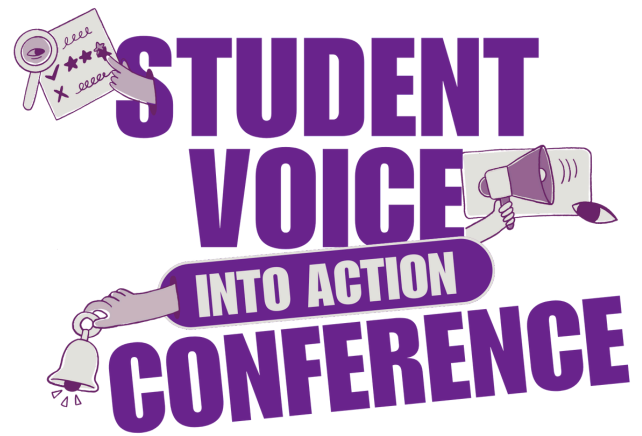
The **"Echoes of the Land"** pilot program has been launched in 2024-2025 that centres Indigenous knowledge and perspectives in two schools in **Grade 9 Geography, Grade 10 History, and Grade 11 English.** Following the success and positive reception of these programs, the District plans to embed this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

SNAPSHOTS OF EVIDENCE

SB2: STRENGTHENED STUDENT VOICE AND LEADERSHIP THROUGH FAIR AND ETHICAL DECISION-MAKING

The Student Voice Conference was a targeted initiative **designed to cultivate student leadership capacity** and **directly incorporate student perspectives** into the ongoing development and improvement of OCDSB programs.

Discussions **yielded actionable feedback**, expanded trade class offerings, simplified cooperative education processes, and **enhanced awareness of existing programs** and **learning experiences for students**.



Over the past two years, **more than 1,300 families attended** conferences focused on **student voice, educational change, and family advocacy**. These events showcased student leadership, featuring a panel of recent graduates and sessions on inclusive learning, student pathways, and family empowerment.



The **student-organized Rainbow Youth Forum** has **hosted approximately 550 OCDSB students and staff in the last two years** with **participation increasing by 27%** this year. This event welcomes 2SLGBTQ+ students, allies, and staff to learn about sexual orientation, gender identity, and gender expression.



The **student-organized Black Youth Forum** has **hosted approximately 530 students and staff in the last two years**. This year's forum invited the community to listen and learn with/about and from students, how their experiences of Black Joy in representation, community, influences and self-worth impacts their well-being and success in and out of schools.

SNAPSHOTS OF EVIDENCE

SB3: IMPROVED ENVIRONMENTAL SUSTAINABILITY



This **second annual eco-conference** offered K-12 educators professional development that bridged the Ontario Curriculum with the profound benefits of experiential, land-based, environmental, and outdoor education. **Indigenous perspectives and knowledge** of this land were **heavily incorporated**, fostering a space for community gathering, reflection, and connection with the land. **39 facilitators led environmental workshops** that allowed educators to **connect environmental education to various subjects**, including math, science, Indigenous Land-Based Teachings, the arts, physical education, and more.



For the second year, OCDSB and the University of Ottawa are collaborating on a **biodiversity study across 20 sites**. Each participating school received a **bee nesting box**, which teachers integrated into their lesson plans for **hands-on student learning**.



Two (York Street and R.E. Wilson) **Miyawaki forests (i.e., tiny forests)** have been planted by students with **three more to be added** this summer. These forests offer **numerous environmental benefits**, including providing shade, reducing heat, filtering rainwater, and enhancing biodiversity.



Both OCDSB Outdoor Education Centres provide **hands-on outdoor programming** that is designed and delivered to complement classroom learning in many sections of the Ontario Curriculum. Over the last two years, **more than 45,000 elementary and secondary students** have used this 502-acre classroom.



SOCIAL RESPONSIBILITY

TWO-YEAR REFLECTION

Our 2023-2027 Strategic Plan directs a renewed and urgent focus on the *Indigenous, Human Rights and Equity Roadmap*. This roadmap is the vehicle through which the District will deliver on promises and mandates of equitable learning, well-being, and social responsibility. Throughout the 2024-2025 school year, the District has engaged in rigorous work to revitalize the Roadmap with distinct objectives to improve student outcomes and experiences within the District. The renewed Roadmap has been revised to focus on implementing critical practices that dismantle barriers and guarantee every student the opportunity to achieve equitable outcomes.

Acknowledging the persistent trends in the academic achievement of the District's Indigenous students, and respecting the inherent rights and unique status of Indigenous Peoples, the District has taken decisive action by establishing a *dedicated framework for Indigenous education*. This framework is not merely a part of the renewed Roadmap plan; it is a distinct and essential structure with specific, measurable goals, actions, and clear lines of accountability. It stands as a testament to the District's active pursuit of Truth and Reconciliation and unwavering commitment to First Nations, Métis, and Inuit communities.

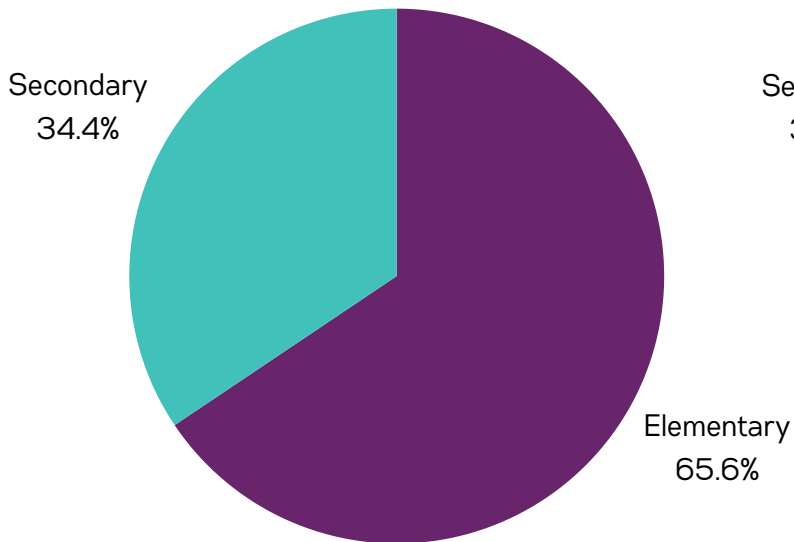
Over the first half of the 2023-2027 Strategic Plan, the District has made significant strides in empowering student voice and leadership, a vital aspect of social responsibility. Students have engaged in leadership opportunities, from championing mental health initiatives to participating in leadership conferences. Furthermore, student-led identity groups have hosted valuable forums that have enriched and educated fellow students, staff, and the wider community. These powerful examples demonstrate how OCDSB students are not only reaching their potential but are also becoming "respectful, creative, and knowledgeable community members who contribute to society" as envisioned in our District's mission.

Finally, over the past two years, the District has advanced its commitment to environmental sustainability on two key fronts. First, the District has continued to invest in healthier learning environments by implementing ongoing air filtration updates and enhancing green spaces through significant tree planting initiatives. Second, the District has expanded hands-on learning opportunities for students by forging partnerships, such as with the University of Ottawa, which has provided schools with bee nesting boxes to create living classrooms and support local biodiversity.

ENROLMENT TRENDS

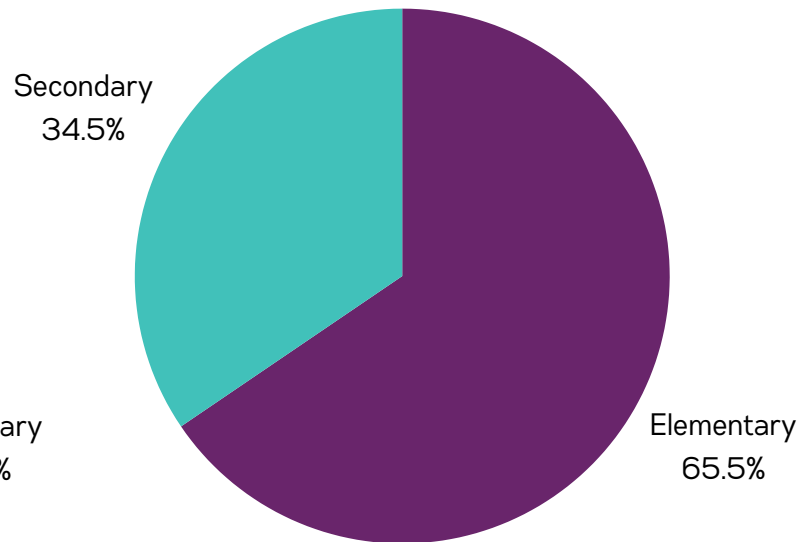
20

October 2023 Enrolment



Elementary: 50,982
Secondary: 26,331
Total: 77,313

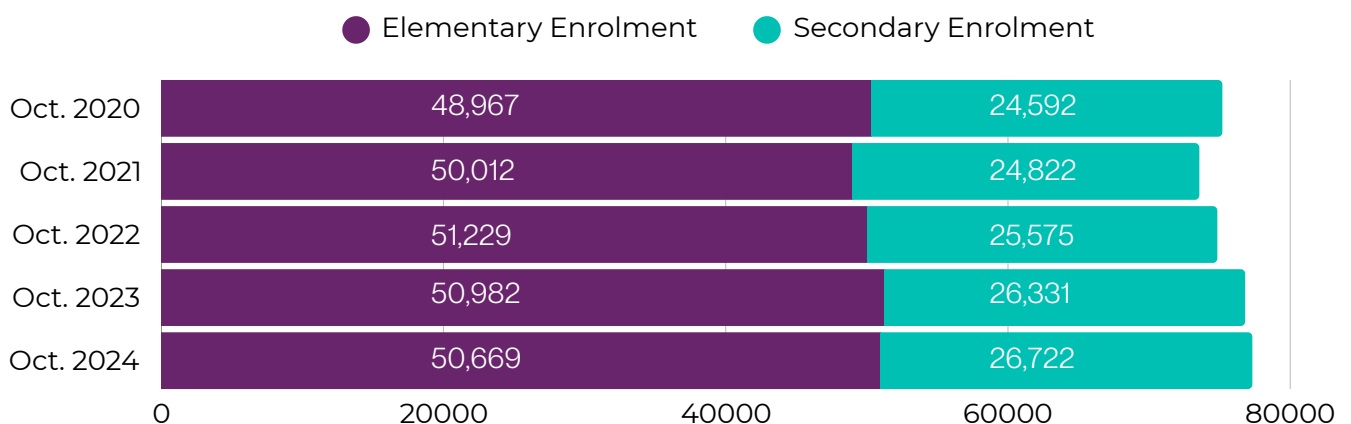
October 2024 Enrolment



Elementary: 50,669 ↓
Secondary: 26,722 ↑
Total: 77,391 ↑

In the last year, elementary enrolment has **decreased** by 313 students while secondary enrolment **increased** by 391 students. This has resulted in an overall **increase in the total student population** since October 2023.

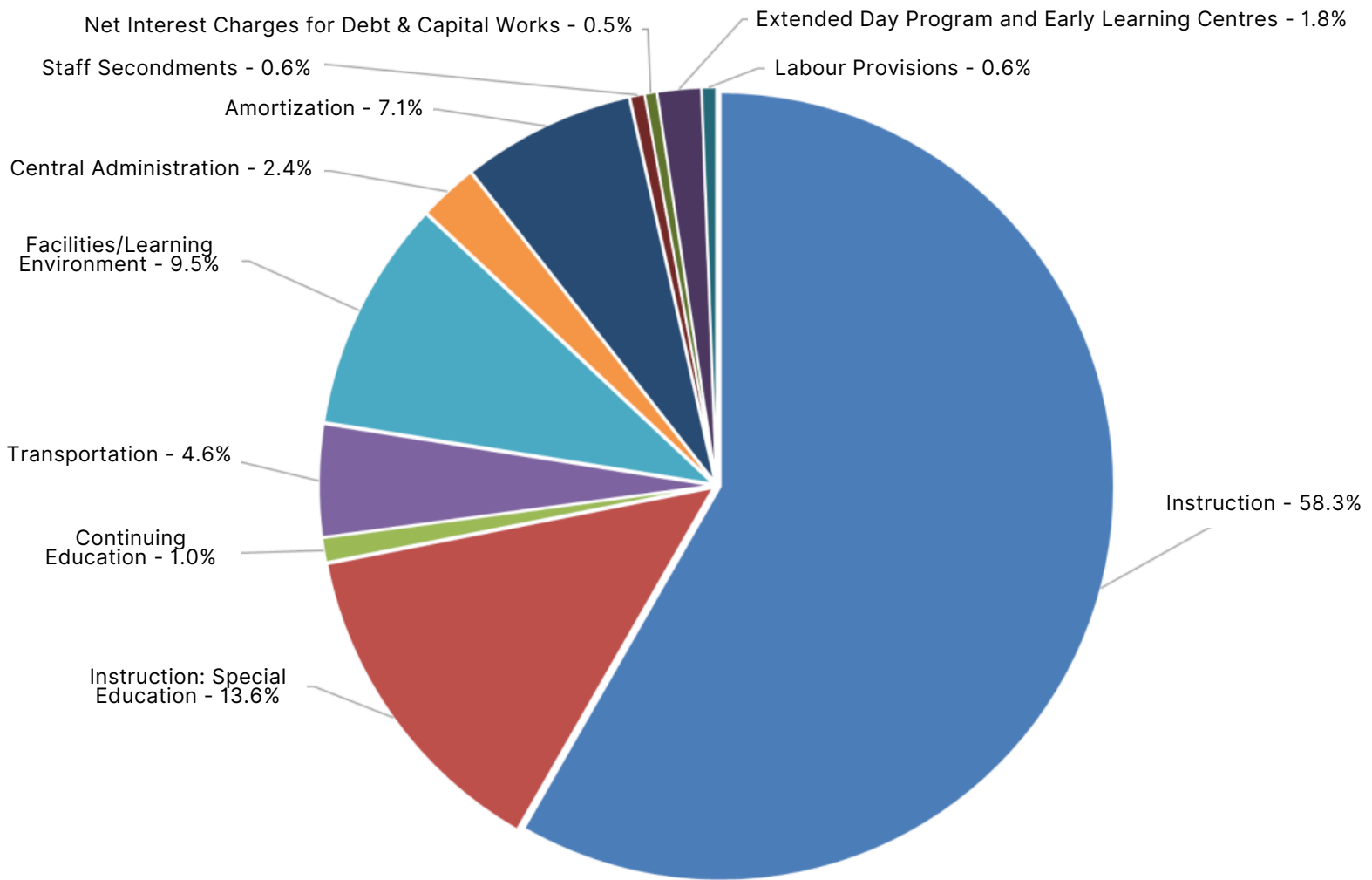
Five Year Enrolment Trend



2024-2025 BUDGET

21

Net Enveloping Expenditures



LEGEND

- | | |
|---------------------------------|---|
| Instruction | Central Administration |
| Instruction: Special Education | Amortization |
| Facilities/Learning Environment | Staff Secondments |
| Continuing Education | Net Interest Charges for Debt and Capital Works |
| Transportation | Extended Day Program and Early Learning Centres |
| Labour Provisions | |

[illegible]



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD