

The background of the entire page is a photograph of a classroom. A young boy in the foreground, wearing a blue and white striped shirt, is seen from behind with his right arm raised high. Other students are visible in the background, also with their arms raised. The image has a blue color overlay.

Impact Report

2025/26



Dyslexia Canada is a national charity committed to advocating for Canadian children with dyslexia.

dyslexiacanada.org

info@dyslexiacanada.org



[LinkedIn](#)



[Facebook](#)



[Instagram](#)



[YouTube](#)

About Our Reporting Period

As a charity that supports public education, our programs and activities follow the school year calendar. To better reflect how our work unfolds in practice, we have shifted our annual activity reporting to align with the school year. This report covers activities from July 2025 to June 2026.

Our financial reporting remains tied to the calendar year, with a fiscal year end of December 31. As a result, the activities described in this report span more than one financial year.

Charitable Registration Number 775679095RR0001

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Contents

Message from the Chair	<u>1</u>
Our Mission & Values	<u>4</u>
Our Story	<u>5</u>
Supporting Students Today	<u>7</u>
Building a Better System for Tomorrow	<u>13</u>
Governance & Finance	<u>27</u>
Thank You, Donors!	<u>29</u>
Our Year Together: Fundraising Events	<u>33</u>
Message from the Executive Director	<u>35</u>
Volunteers & Supporters	<u>37</u>



Message from the Chair

Ten years ago, Dyslexia Canada began not in a boardroom, but around a small table in a Starbucks in downtown Toronto. It was just a small group of us, sitting together and talking about how hard school was for children with dyslexia. At that time, most schools would not even use the word dyslexia. We knew far too many children were sitting in class day after day, struggling without support, falling behind, and beginning to believe they were stupid. We were determined to change that.

Keith Gray was the driving force in those early days. He shared his own story and his memories of the pain he experienced as a child with dyslexia in school. He would often say that in every classroom in Canada, there are two to four children with dyslexia who are suffering, and that, as adults, we have a responsibility to help them.

I was drawn to the challenge of building something new and tackling a problem many believed was too complex to solve: fixing an education system that has failed children with dyslexia for generations.

The journey over the past ten years has been long and, at times, challenging, but it has also been remarkable. What began as a small group of determined advocates has grown into a strong, sustainable organization that is delivering real progress toward our goal. Reflecting on how far we have come renews my energy and optimism for the work ahead.

We have started a national conversation about dyslexia and reading instruction. We have made it clear that when we get dyslexia right, we get reading right for every child. We have helped change policies, curricula, and

None of this would have been possible without the dedication of our staff and volunteers, the partnership of educators and policymakers, the courage of parents who spoke up for their children, and the generosity of donors who believed in our mission from the very beginning.



laws to align with the science of how children learn to read. We have worked with teachers and families across the country, and we are beginning to see real changes in the lives of children. But there is still more to do, and now is not the time to take our foot off the gas.

None of this would have been possible without the dedication of our staff and volunteers, the partnership of educators and policymakers, the courage of parents who spoke up for their children, and the generosity of donors who believed in our mission from the very beginning. Thank you for standing with us and for helping to build a future where every child with dyslexia is recognized, supported, and given the chance to succeed.



A stylized, handwritten signature in black ink, appearing to read 'Stuart Bruce'.

Stuart Bruce
Chairman of the Board





Our Mission & Values



Our Mission

Dyslexia Canada is a national charity committed to ensuring every child with dyslexia receives a fair and equitable education.

Our Values

At Dyslexia Canada, our work is guided by a set of values that reflect our commitment to children and families:



Equity

Every child deserves access to the instruction and support they need to succeed, regardless of where they live or their family's resources.



Evidence

We advocate for approaches to teaching and learning that are grounded in the best available research.



Collaboration

Change is only possible when families, educators, researchers, and policymakers work together toward a common goal.



Inclusion

We believe in creating environments where children with dyslexia feel understood, supported, and empowered to reach their full potential.

Our Story

Dyslexia Canada was founded in 2016 by a small group of parents and adults with dyslexia, determined to change an education system that was failing the current generation of children with dyslexia. From the beginning, we focused on strengthening public education because it is the most actionable and

effective way to create large-scale impact for children across Canada. We started by conducting extensive research, consulting with experts in Canada and internationally, and examining school policies and practices to understand what needed to change.



Through this work, we realized that getting dyslexia right means getting literacy right for everyone. The policies and practices children with dyslexia need to succeed, including evidence-based instruction, universal screening, and early intervention, are also essential for children who struggle with reading for other reasons. By working to ensure these practices are implemented consistently in schools, we are helping improve literacy outcomes for children across Canada.

Our work has two complementary priorities: supporting children and families navigating today's education system while working to build a stronger, more equitable system for future generations.



Supporting Students Today

While working to improve education systems, we also support children and families currently navigating the school system. This includes raising awareness about dyslexia, supporting families to advocate for effective interventions and accommodations, and helping children build confidence and self-esteem. Our goal is to ensure that students are not left to struggle as we work to change the system for future students.



Building a Stronger System

Our work brings together decision makers, educators, professionals, and families to advance evidence-based policy and practice across Canada. We support educators in learning and implementing effective literacy practices, and share powerful examples of success to demonstrate what is possible when everyone works together to improve outcomes for children.

**Getting dyslexia right means
getting literacy right for
everyone.**





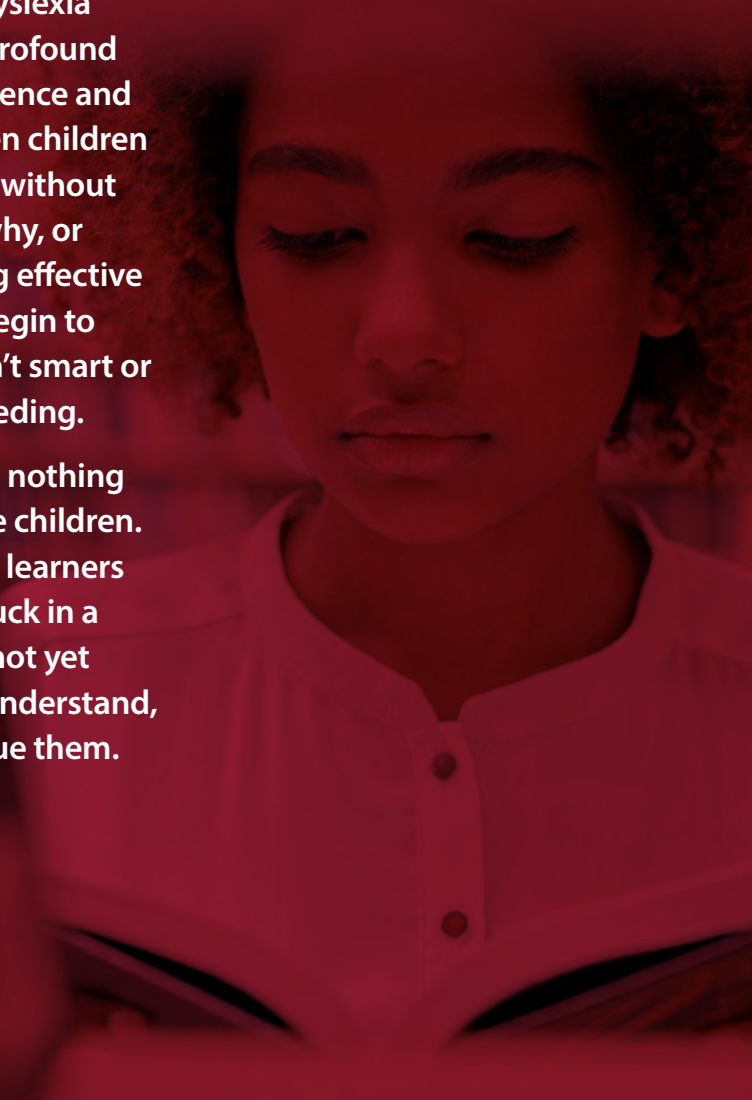
Supporting Students Today

Dyslexia is the most common reason people struggle to learn to read, and there are children with dyslexia in every classroom in Canada. Despite being so common, dyslexia was not widely discussed or well understood within education for many years. Most educators in Canada received little training in recognizing and supporting students with dyslexia. This lack of awareness and understanding continues to negatively impact children across the country.

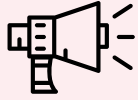
Many children with dyslexia are still not being recognized or properly supported in school. As a result, they do

not develop strong reading and writing skills, which affects learning across subjects and can limit future opportunities. Dyslexia can also have a profound impact on confidence and self-esteem. When children struggle to learn without understanding why, or without receiving effective support, many begin to believe they aren't smart or capable of succeeding.

In reality, there is nothing wrong with these children. They are capable learners who are often stuck in a system that has not yet learned how to understand, support, and value them.



System change takes time, but children cannot wait. Every day, we work to ensure that children with dyslexia and their families have the knowledge, resources, and support they need to navigate today's education system while we continue building a better one for the future.



Building awareness in schools and in the community

We raise awareness about what dyslexia is, break down common myths and misconceptions, and promote the importance of early identification and appropriate support so that children get help before they fall behind.



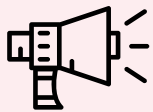
Supporting confidence and self-esteem

We help children understand what dyslexia is, that it is not related to intelligence, and that it does not limit their potential. We provide positive role models for inspiration, help children recognize their own unique strengths, and build confidence in speaking about dyslexia and advocating for themselves.



Helping parents navigate the system

Through our informational resources, including our Parent Handbook and our Dyslexia Compass parent support program, we support families at every stage of advocacy, from understanding reading development and pursuing an assessment to securing effective help for their child at school. We also help connect parents with one another so they can learn from and support each other along the way.



Building awareness in schools and in the community



2025/26 Activity by the Numbers



75 speaking
engagements

Virtual and in-person



10,314,123
social media views



35,542
email subscribers



208,773
YouTube views



898 resource packages

shipped to schools and libraries

400

Mark it Read
packs

189

ONlit school
outreach packs

100

Decodable book
packages

209

Resource
orders

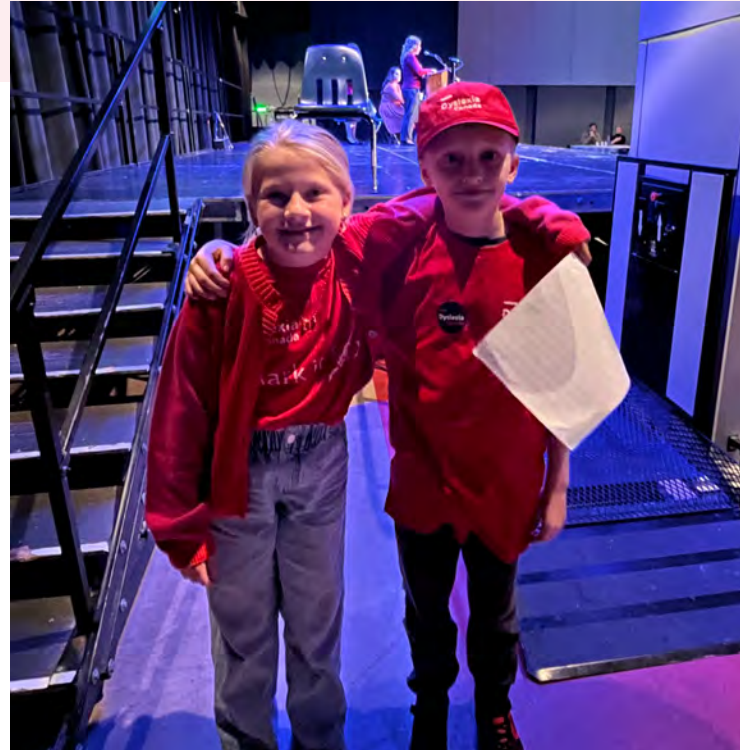
**Watch a [parent information session](#)
we hosted in Whitehorse, Yukon**



Supporting confidence and self-esteem

We work to ensure that students with dyslexia feel recognized, capable, and proud of who they are as learners.

Through initiatives such as our Student Achievement Awards, personalized letters sent during Dyslexia Awareness Month, and student-friendly presentations about dyslexia, we help children build confidence and self-advocacy skills. We also highlight positive role models by sharing stories of successful people with dyslexia, helping students understand that dyslexia does not limit their potential.



We work to ensure that students with dyslexia feel recognized, capable, and proud of who they are as learners.



Highlight:

Student Achievement Awards

Our Student Achievement Awards recognize the hard work and progress students are making on their learning journeys. Parents, grandparents, and educators nominate students and share messages celebrating their growth and accomplishments, which we turn into personalized letters for each child. Students also receive a certificate and stickers to celebrate their success, and we follow up during Dyslexia Awareness Month with additional encouragement. The response from families, educators, and students has been overwhelmingly positive, with many sharing how meaningful it is for children to feel recognized and celebrated.



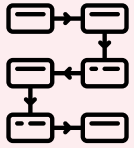
625
students
celebrated

In 2025/26



"Today my daughter received her student achievement award based on my nomination. The smile on her face and the sense of pride I saw in her, I wish to hold onto that feeling forever! She's been working so hard, and I couldn't be more proud of her. I wanted to extend my thanks for you taking the time to put that together and mail it off to us. It has brought us so much joy to be able to celebrate her success! Thank you!"

– Holly



Helping parents navigate the system

Dyslexia Compass is Dyslexia Canada's free peer-to-peer support program for parents and caregivers of children with dyslexia.

Through this program, knowledgeable volunteers provide practical guidance to help families at every stage of their journey. We help parents understand dyslexia, determine how and when to pursue a professional assessment, and work with schools to develop effective support plans for their child. We also help families understand what questions to ask and what to look for to ensure supports are being implemented effectively at school.

Thank you to our Dyslexia Compass volunteers:

Melanie Brethour, Jenny Van Remortel, Philip Hicks, Yue Guo, Nancy Wise, Anna Longo, Alexia Serratore, Grace Wright, Simone Boileau and Robert Pellerin.

"I am writing to express my sincere appreciation for the Dyslexia Canada Parent Handbook. The handbook has been an invaluable resource for our family, and its clarity and evidence-based guidance have made a meaningful difference as we navigate assessment, diagnosis, and advocacy for our children ... Thank you for the important work you do and for creating resources that genuinely support families."

– Krista

"I truly appreciate the guidance and direction you've provided—it means a great deal to have access to such helpful information. Navigating dyslexia support can feel overwhelming at times, and your assistance has made it much clearer for me to understand the options available and the next steps I can take to best support her. I'm grateful for the work you do and for your willingness to help families like ours."

– Maria



868
families
supported

in 2025/26



Building a Better System for Tomorrow

Our mission is to ensure that children with dyslexia receive a fair and equitable education. When Dyslexia Canada was founded ten years ago, our first priority was to understand the barriers preventing us

from achieving that goal. We conducted research, consulted with experts, listened to families and educators, and examined policies and practices across Canada to identify what needed to change.

We identified four key areas where change was needed to ensure that students with dyslexia can thrive at school. Over the past decade, we have worked to advance policy and practice in each of these areas.



Strengthening classroom reading instruction

Update provincial and territorial curricula to replace outdated approaches with systematic and explicit instruction in the foundational skills for reading and writing (structured literacy).



Advancing universal reading screening

Implement screening in every province and territory so educators can use high-quality data to identify students at risk early and guide decision-making at the child, class, and system level.



Ensuring equitable access to effective intervention

Establish policies and guidance that create the structures and systems needed to consistently deliver effective, evidence-based reading intervention to all students who need it within the real-world complexities and constraints schools face.



Supporting educators

Empower teachers with the knowledge, tools, and resources needed to teach every child to read. This includes providing high-quality professional learning, creating free classroom-ready teaching resources, and advocating for improvements to university teacher preparation and licensing standards.



Strengthening classroom reading instruction

In 2016, when Dyslexia Canada was established, reading instruction across Canada was largely disconnected from the scientific evidence on how children should be taught to read.

The whole language philosophy dominated instruction, and provincial curriculum and guidance documents promoted the “three cueing” method, where children were encouraged to use context, sentence structure, and a sampling of letters to guess words rather than being explicitly taught to sound them out. Foundational skills, such as printing and spelling, received limited attention. This approach was not working for children with dyslexia and many other students. When classroom instruction does not build a strong foundation, demand for intervention rises, special education systems become overwhelmed, and many children do not get the support they need.

Our first priority has been to strengthen classroom instruction to reduce the number of students requiring intensive intervention. In 2017, after building a growing network of parents and supporters, we brought this issue to the Ontario Human Rights Commission. We argued that when children are not taught to read effectively, they are being denied a fundamental part of their right to education.

Between that first meeting and the conclusion of the Right to Read Inquiry in 2022, we continued building public awareness and support for change. We met with decision-makers, submitted briefs, generated media coverage, and highlighted the impact ineffective reading instruction was having on children. This sustained advocacy helped secure a provincial commitment to update the curriculum and led to Dyslexia Canada working closely with the Ontario Ministry of Education to support the development of a new curriculum aligned with evidence-based practices.

Today, after nearly ten years of work in this area, we have built strong relationships and networks across Canada and continue to support curriculum and policy change nationally. We have had the privilege of advising several provinces and territories, and significant progress is now underway across much of the country as governments work to strengthen reading instruction and align policy and practice with evidence.

Progress: Curriculum Updates

We looked for **three key criteria** in the curriculum and associated documents:



Removal of references to the “three cueing” approach, to teaching word reading



Specific and measurable expectations for foundational reading, writing, and spelling skills



Guidance for educators that support systematic and explicit instruction

Province

2016

2026

Alberta



British Columbia



Manitoba



New Brunswick



Newfoundland and Labrador



Northwest Territories



Nova Scotia



Nunavut



Ontario



Prince Edward Island



Quebec



Saskatchewan



Yukon



Legend



Red

None of the three criteria are met.



Yellow

Some criteria are met, or all criteria are met for some but not all grades.



Green

All three criteria are met.



Advancing universal reading screening

When Dyslexia Canada was formed in 2016, many children with dyslexia were pushed through the early grades without support. Parents' concerns were often dismissed, and many families were told their child would need to wait until Grade 3 for assessment before help could be provided.

This approach had serious consequences. When support is delayed, children fall further behind, and a critical window for early intervention is missed. The impact can be devastating, not only for their learning, but also for their confidence and self-esteem.

Our goal is to build a system where students' needs are identified early, and support begins in kindergarten. Universal early reading screening makes that possible.

Screening is a quick, evidence-based assessment that classroom teachers can use to gather reliable data they can use to plan instruction and intervention. These data also help school and system leaders understand needs, allocate resources more effectively, and guide continuous improvement.

Our advocacy strategy has focused on identifying and building on local success. We connect with educators, schools, and districts that have implemented screening even in the absence of provincial requirements

or funding. We bring together educators, families, researchers, and decision-makers to showcase these examples and demonstrate that screening is both practical and achievable within the real-world challenges schools face. Most importantly, these educators and systems share their data, highlighting student growth and progress. Screening is a powerful tool for improving reading outcomes for children.

The impact of our work in this area has been significant. When we began this work in 2016, no province or territory in Canada required universal early reading screening. In the 2025–26 school year, an estimated 61% of children in Kindergarten to Grade 2 nationally were screened under new provincial guidelines. Since that time, several additional provinces have committed to implementing or expanding screening programs. As a result, this fall, an estimated 73% of Kindergarten to Grade 2 students in Canada, or approximately 812,000 children, will be screened at school.

Watch Tianna Voort, our Community Outreach Coordinator, speak about how early screening and evidence-based instruction are critical in helping all children learn to read

Progress: Universal Reading Screening

We looked for **three key criteria** in the screening policy:



Mandatory screening for students in Kindergarten to Grade 2



Screening is conducted for all students two to three times per year



Use of screening tools with demonstrated validity and reliability for understanding reading risk

Province	2016	2026
Alberta	✗	✓
British Columbia*	✗	△
Manitoba*	✗	△
New Brunswick	✗	✗
Newfoundland and Labrador*	✗	✗
Northwest Territories	✗	✗
Nova Scotia	✗	✓
Nunavut	✗	△
Ontario	✗	△
Prince Edward Island*	✗	✗
Quebec	✗	✗
Saskatchewan*	✗	✗
Yukon*	✗	✗

Legend



Red

None of the three criteria are met.



Yellow

Some criteria are met, or all criteria are met for some but not all grades.



Green

All three criteria are met.

*Province or territory that has committed to screening and has indicated a future implementation timeline.



Ensuring equitable access to effective intervention



When Dyslexia Canada was formed in 2016, reading intervention in schools was often happening late or not at all. To get support at school, many parents had to advocate relentlessly. Even when intervention was provided, it was not always effective. In many cases, intervention programs were not evidence-based and continued to teach the same ineffective three-cueing strategies used in the classroom, meaning students received more of the same instruction that had already failed them.

In settings where evidence-based interventions were available, students were sometimes taught conflicting strategies in intervention and the classroom, which slowed progress and created confusion. Intervention was also often time-limited, with students receiving support for one term or school year before moving on to make space for the next group, regardless of whether the student had made sufficient progress to close the gap and keep up in class.

Because school-based intervention is often delayed or ineffective, many families spend significant amounts of money on private tutoring to help their children learn to read, while many other children go without the help they need. We want to change that.

We are advocating for provinces to adopt policies that support effective Multi-Tiered Systems of Support (MTSS), helping schools provide intervention that is preventative, targeted, responsive to student progress, and clearly planned and monitored.

We want to see strong intervention policies that require the collection of pre- and post-intervention data to evaluate effectiveness and guide decision-making at the school, district, and provincial levels, along with clear and transparent communication so families understand what support their child is receiving and whether it is working.

Alongside our provincial advocacy work, we are supporting school districts in building the structures needed to deliver effective intervention. We work with district leadership teams to strengthen understanding of MTSS and have developed practical tools and resources to support implementation. We now have several school districts across Canada that can serve as proof of concept, demonstrating through their own data that improving intervention is achievable within the real-world constraints schools face and has a significant impact on student achievement.

Progress: Effective Intervention Systems

We looked for **four key criteria** in the intervention policy:

-  Guidance for educators to establish processes and structures for using screening data to improve core classroom instruction to prevent reading difficulties, and using equitable decision rules to identify students needing intervention
-  Requirements for selecting and implementing intervention resources with published evidence supporting their effectiveness, that match students' needs, and are aligned with core classroom instruction
-  Requirements for teams to set data-driven intervention goals, monitor progress regularly, and meet throughout the year to review results and adjust intervention plans when students are not making adequate progress
-  Clear standards for communication with parents, including information about the intervention being provided, the goals of the intervention, how progress will be measured, and regular updates on their child's progress

Province	2016	2026
Alberta		
British Columbia		
Manitoba		
New Brunswick		
Newfoundland and Labrador		
Northwest Territories		
Nova Scotia		
Nunavut		
Ontario		
Prince Edward Island		
Quebec		
Saskatchewan		
Yukon		

Legend

-  **Red**
None of the three criteria are met.
-  **Yellow**
Some criteria are met, or all criteria are met for some but not all grades.
-  **Green**
All three criteria are met.



Supporting educators

When Dyslexia Canada was formed in 2016, most educators had not been taught about dyslexia or the body of research on how children learn to read. Most entered the profession with a deep commitment to helping students succeed but without the knowledge or tools needed to teach all children to learn to read.

Some of our earliest and most passionate advocates were teachers who had children with dyslexia and, through that experience, discovered the gap between their professional training and the science of reading. This gap in teacher preparation remains a significant challenge across Canada today.

A major focus of our current work is supporting educators in building knowledge of evidence-based literacy practices and providing free resources to support classroom instruction. One of our largest initiatives in this area is ONlit.org, a teacher-facing website

developed in partnership with the Ontario Ministry of Education that has supported educators for three years.

ONlit has grown into a thriving professional learning community with more than 30,000 registered educators, and this year, more than 300,000 unique users accessed resources through the website. While developed to support implementation in Ontario, the reach of the project now extends well beyond the province, with educators from across Canada participating in online learning sessions and accessing resources.



A major focus of our current work is supporting educators in building knowledge of evidence-based literacy practices and providing free resources to support classroom instruction.

Throughout the year, our team travelled across the country to speak at educator conferences, deliver professional learning for schools and districts, and support educators in building local networks. The enthusiasm and commitment we see from teachers continues to be remarkable.

Alongside this work, we are advocating for stronger teacher preparation standards so that new educators enter the profession equipped with the knowledge and skills needed to teach every child to read.



2025/26 By the Numbers



109

**professional
learning sessions**

delivered to educators



11 provinces and
territories visited

to meet with educators and
provide professional learning



414

resources created

to support evidence-
based literacy instruction



19,090

educators reached

through live and recorded
professional learning



30,506

ONlit members

joined our educator
community



656,434

unique users

of ONlit.org



301,000 resource

downloads and views

of the ONlit.org Resource Library

ONlit Highlights



Our educator website

As we worked with the Ontario to update the curriculum, we knew that teachers would need strong support and practical resources to implement these changes successfully. We created ONlit.org to help provide that support. Our ONlit team includes educators from across the province working to deliver professional learning, facilitate discussion groups, respond to educators' questions, and build a growing collection of high-quality instructional resources. Available in both French and English, these resources can be accessed free of charge by teachers anywhere in the world.

Visit the [ONlit website](#)



Embedded mnemonic alphabet

As educators across Canada work to provide evidence-based, systematic, and explicit instruction in foundational skills, we supported this work by creating a free embedded mnemonic alphabet. These illustrated letters embed a keyword directly into a letter's shape, helping students learn letters and the sounds they represent. Available in English and French, these friendly and playful teaching tools are available as printable cards or animated videos that can be used at school or at home.

YouTube playlist of our [embedded mnemonic alphabet](#)

Learning Through Literacy

Learning Through Literacy

Educators are increasingly seeking teaching resources that integrate reading, writing, and content knowledge, rather than treating them as separate areas of instruction. Yet finding engaging resources that incorporate Canadian content can be a challenge. To help address this need, we developed Learning Through Literacy, a free collection of integrated units that combine reading, writing, and content learning. Built around engaging Canadian topics and texts, these resources provide explicit instruction in writing while helping students build the knowledge they need to understand and communicate about the world around them.

Visit the [Learning Through Literacy website](#)

"I have so appreciated the wealth of knowledge that is to be found on your site. I have shared countless resources with other educators and none of them can believe it is free and vetted! The work you do has a tremendous impact on our learners. Thank you."





Educational Excellence Awards

Each year, Dyslexia Canada's Educational Excellence Awards celebrate outstanding educators and teams who are bringing the four pillars of our mission to life in schools and districts across Canada. These educators demonstrate the transformative impact that evidence-based practices can have on the lives of students. Sharing their stories has proven to be one of the most powerful ways to start important conversations, engage decision-makers, and build support for broader system change.

We are deeply grateful to our award winners for their commitment to students and for generously sharing their experiences, helping to inspire others and advance meaningful change in schools across Canada.

2025 Winners

Megan Norris
Pamela Guilbault
Heather Kierstead
Carrie Wood
Sheila Piggott, Lindsay Bowen and
the PVNCCDSB Literacy Team
Kingsdale Academy Literacy Team
(led by Kathryn Byrne and Lia Ciarallo)
Anglophone West School District
K-5 Literacy Team
Kimberly Phillips

2026 Winners

Penny Hill
Allison Aitken
Anne Beaumaster
Rosana Montebruno
Kayla Downe
Teresa Patan and Lisa Bussiere
Erin Mosher, Christine Gillis, Nicole Curry
and Jacqueline Markowski
Laura O'Brien
Melissa Kujundzic

See our [award stories on our website](#)

A Powerful Example of Change in Action

In spring 2026, New Brunswick Premier Susan Holt and Deputy Minister Ryan Donaghy visited Cuffman Street School to see the work of both our 2025 Educational Excellence Award winners, the Anglophone West K-5 Literacy Team, and our 2026 winner, Kayla Downe, Academic Support Teacher at Cuffman. Together, these educators led a successful pilot of universal early reading screening.

The LinkedIn post shown here shares Mr. Donaghy's reflections following that visit. His comments demonstrate the impact of seeing evidence-based practices in action. Real examples of success leave a lasting impression and can inspire leaders to take action to improve education systems for all students.

**Ryan Donaghy** · 3rd+
Senior executive driving system reform and innovation. I lea...
1mo · 🌐

[+ Follow](#) ...

Yesterday, I joined the Premier and walked into a school and watched teachers and administrators huddled around data because they genuinely wanted to know which kids needed what, and how to get better at reaching them.

Intentional. Differentiated. Collaborative.

The results were apparent. Kids more engaged, you could feel it. Attendance was up and there were fewer behavioural challenges. When we get literacy right, everything else gets easier.

I'm not the only one who noticed.

Dyslexia Canada just awarded one of only eight national awards to Kayla Downe, Academic Support Teacher at Cuffman Street Elementary. Recognizing exactly this kind of practitioner-led, evidence-based work.

Eight awards across the country. Kayla got one of them.

That's not luck. That's what happens when a school builds a culture around the Science of Reading, trusts its teachers, and refuses to accept that struggling readers are just part of the deal.

Congratulations, Kayla. And to the whole Cuffman Street team!

[Anglophone School District West \(ASD-W\) Hon. Luke Randall Susan Holt](#)



 90

3 comments · 2 reposts

Governance & Finance

Board of Directors



Stuart Bruce



Kyle Soutar



Brian Medeiros



Raffaella Profiti



Pina Lamb



Kirsten Downey



David Eliot



Keith Gray
(emeritus)



Finance

Dyslexia Canada engages Young Associates for bookkeeping and Pennylegion Chung for audits. The accompanying charts represent a high-level overview of our revenues and expenses for the year ended December 2025. Our complete audited financial statements are available on our website.

Details	2025	2024
Revenue		
Government funding	620,065	773,647
Donations (note 7)	495,208	381,115
Sponsorship	55,250	50,000
Interest	8,957	6,603
Other	4,990	3,121
Total revenue	1,184,470	1,214,486
Expenses		
Programming	677,342	839,490
Program and administrative personnel	298,183	254,078
Fundraising	156,219	89,680
Professional fees	46,102	40,402
Office administration	17,743	8,561
Insurance	4,308	1,609
Total expenses	1,199,897	1,233,820
Excess of expenses over revenue for the year	(15,427)	(19,334)
Net assets, beginning of year	404,389	423,723
Net assets, end of year	\$388,962	\$404,389

Thank You, Donors!

None of the work laid out in this report would be possible without the generous support of our donors. We are deeply thankful for their financial gifts. Their support empowers us to do our work with confidence, knowing that our donors believe in our goal to help every child learn to read.

The 2025/26 year has been an amazing one. We acknowledge and celebrate the gifts to our mission at the following levels for the period of January 1, 2025 – June 30, 2026:

Donations

\$150,000+

Joyce Family Foundation
The Walton's Trust
Warren Y. Soper
Charitable Trust

\$50,000+

Kyndryl Canada
The John and Nancy Love
Foundation

\$5,000+

Jim and Verna Craig
Evelyn Dortehea Cox
Memorial fund
Susan and Rod Finlayson
Keith Gray
Gregory and Jennifer
Thompson Gifting Fund
Joan and Clifford Hatch
Foundation
David Kerr
Wendy Leaney
McFarlane Foundation
Allan Mckenzie
Nuts & Bolts Holdings Inc.
Peter Gilgan Foundation
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None of the work in this report would be possible without the generous support of our donors. Their support empowers us to do our work with confidence, knowing that our donors believe in our goal to help every child learn to read.





Thank you to our Monthly Donors!

Our monthly donors provide us with a recurring donation each month. Their steadfast support allows us to press forward boldly, making real change in the lives of children with dyslexia and work with the security that we have the funding to do our work.

Our deepest thanks to:

Angelos Bacopoulos	Forrest Parlee
Jen Drouillard Duce	Nigel Pickering
Mona Foisy	Chris Richard
Ken Foxcroft	Jake Ryan
Kelly Guggisberg	Caelin Webber
Roger Howard	Barbara Williams
Sheila Keay	

The staff and students at Natoaganeg School would like to say Wela'liog to both Dyslexia Canada and Kyndryl Canada for choosing our school as a recipient of the Strong Nations Cedar School Decodable Books. These books will not only provide students with the tools they need to decode words and improve reading fluency but also include culturally relevant stories that reflect the traditions, values, and histories of First Nations peoples.

Thank you to our Lifetime Donors!

As we reflect on our tenth anniversary, Dyslexia Canada would like to thank and acknowledge our longtime donors. Whether you were here from the start or joined us later in our journey, your significant financial contributions have made the past ten years possible.

Thank you for creating long-term, systemic change with your dedicated support.

Our Lifetime Learning Champions

These donors have committed to us by donating for multiple years, and have given more than \$75,000 over all their years of giving.

IG Wealth Management
John and Nancy Love Foundation
Joyce Family Foundation
Keith Gray and Wendy Leaney
Kyndryl Canada
McGraw Family Foundation
The Walton's Trust
Warren Y. Soper Charitable Trust

Our Lifetime Learning Leaders

Thank you to our Lifetime Learning Leaders! These donors have committed to us by donating for multiple years, and have given more than \$20,000 over all their years of giving.

David Kerr
George Booth
Joan and Clifford Hatch Foundation
John Riedl
Margaret Ann & Donald S. McGiverin Foundation
McFarlane Foundation
Robert Richards
Timothy and Frances Price
Stuart and Laurie Bruce



Our Year Together: Fundraising Events



Some of our favourite events in the year are ones where we get to meet all of the people who donate time and dollars to make our work possible. From bake sales to formal events, we're so thankful for every dollar raised and the passionate community that has so much fun making change for kids.



Art Show

We were excited this year to attend the first-ever art show put on to support Dyslexia Canada. Featuring art from dyslexic artist Andrés Correa and hosted by Adaptavist Group, we had so much fun exploring great art, meeting good people, expanding awareness, and raising funds.

Community Events

Nothing brings a greater smile to our face than seeing the innovative events that our community members put on to help us raise funds. From yummy bake sales to basketball tournaments, there's always something fun to do while building support for kids. Thank you to everyone who donated their time to make these events possible. We can't be everywhere, but you can, and we couldn't do it without you.





Packing Days

Every year, we mail hundreds of packages of materials across the country to help families, schools, and communities get the information that they need to support students with dyslexia. Packing those envelopes can take a long time, but not when we have help! We are so thankful to our volunteers and corporate partners for spending their time helping us pack. You make these long, slow jobs so much faster, and full of so much fun!



Toronto Waterfront Marathon

One of our biggest fundraising events of the year is our participation in the Toronto Waterfront Marathon. This is an event for everyone! Some of you ran 5k, half marathons or full marathons, raising money for Dyslexia Canada. Others volunteered to run a water station, handing out drinks and raising awareness. Many of you donated, helping us and our runners meet our fundraising goals. Regardless of how you helped, we're thankful for it all!

Thank you to everyone who came out this year to any of our events – you make change happen.

A photograph of three children in formal wear (suits and a dress) jumping joyfully in the air. The image is overlaid with a dark blue gradient.

Message from the Executive Director

As I reflect on the past year and on Dyslexia Canada's tenth anniversary, the overwhelming feeling I have is gratitude.

I am deeply grateful for the opportunity to do this work. It is personal to me, both as someone with dyslexia and as the parent of a child who nearly slipped through the cracks. Like many families, we knew our son was struggling with reading, but our concerns were often minimized and effective support was not provided. I could see that his teachers cared deeply and wanted to help, but they lacked the guidance and resources they needed. Those experiences shaped my commitment to changing the system so that every child's literacy needs are understood and every educator is equipped with the knowledge, skills, and resources needed to teach all children, including students

with dyslexia, how to read. I am profoundly grateful to the many people who have spent the past decade helping turn that vision into reality.

I am incredibly grateful to my team at Dyslexia Canada. You bring passion, joy, creativity, and determination to this work every day. You somehow manage to keep up with my endless stream of ideas, identify the ones worth pursuing, and turn them into reality, all while keeping me focused and helping move our work forward at a remarkable pace. Just as importantly, you continually challenge me to think critically, improve what we do, and find better ways to serve the families, educators, and students who count on us. You not only advance our mission, you make this work genuinely enjoyable.

I want to thank all of our current and past volunteers, board members, donors, partners, and supporters. Every contribution, whether through advocacy, volunteerism, expertise, encouragement, or financial support, has helped make this progress possible.



I also want to thank all of our current and past volunteers, board members, donors, partners, and supporters. Every contribution, whether through advocacy, volunteerism, expertise, encouragement, or financial support, has helped make this progress possible. The achievements we celebrate today are the result of your collective commitment, and I am deeply grateful for your belief in our mission and commitment to the children and families we serve.

Finally, I want to express my heartfelt thanks to Stuart Bruce for his leadership, thoughtful advice, and unwavering support, and to Keith Gray, whose vision helped create Dyslexia Canada and whose passion continues to inspire our work every day. Their commitment has been instrumental in building a movement that is improving the lives of children and families across Canada.

I am incredibly proud of what we have accomplished together, but even more excited about what lies ahead. Every year brings new partnerships, new momentum, and new reasons for optimism. There is still work to do, but I have never been more confident that we will achieve our mission!

Alicia Smith

Executive Director





Volunteers & Supporters

Our work would not be possible without the incredible volunteers and supporters who give their time, expertise, and energy to help advance our mission.

Across Canada, they organize awareness events and activities, support parents and educators, share their lived experiences, provide professional expertise, contribute to advocacy efforts, and help guide our governance and strategic direction.

Their dedication strengthens our community and helps ensure that more children, families, and educators have access to the support and resources they need. We are deeply grateful for their commitment and generosity.

Virginia Acuna
Ashley Allman
Asma Akbar
Tahir Akbar
Zara Akbar
Kathy Alli
Sid Alli
Marissa Antoniuk
Angie Andrews
Allison Aitken
Trisha Baker
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Mansura Yusuf
Megan Yarema
Corey Zylstra



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