

Ministry of Education

Corporate Management Services
Division
315 Front Street West
Toronto ON M7A 0B8

Ministère de l'Éducation

Division des services de gestion
corporative
315, rue Front Ouest
Toronto (Ontario) M7A 0B8

**2024: B06****Date:** April 26, 2024**Memorandum To:** Directors of Education
Secretary/Treasurers of School Authorities**From:** Louis Dimitracopoulos
Chief Administrative Officer & Assistant Deputy Minister
Corporate Management and Services Division**Subject:** **2024-25 Responsive Education Programs (REP)**

I am writing to provide information about the Ministry of Education's 2024-25 Responsive Education Programs (REP) and Funding to External Partners (FEP) for the 2024-25 school year. REP and FEP is a newly restructured version of the former Priorities and Partnerships Funding (PPF), to enhance transparency in type and purpose of funding, with Responsive Education Programs being specifically for school boards.

In 2024-25, REP and FEP will provide \$402.9 million in funding to education partners. These commitments are being released in conjunction with the 2024-25 Core Education Funding (Core Ed funding, formerly GSN).

This year REP will focus on learning and well-being to support students for success now and in the future. The ministry is pleased to provide REP investments for programs that have the greatest impact in the classroom and on students. REP is supplemental to Core Ed funding and provides time-limited funding which is reviewed and assessed by the ministry each year.

To facilitate school boards' budget planning for the 2024-25 school year, the ministry is confirming a REP allocation of approximately \$294.6 million to school boards, Consortium Centre Jules-Léger (CCJL) and isolate school authorities to support ministry priorities.

TRANSFERS TO CORE EDUCATION FUNDING (Core Ed funding) FOR THE 2024-25 SCHOOL YEAR

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, one existing REP allocation has been transferred into the Core Ed funding beginning in 2024-25. Additional details regarding this allocation can be found in the [Memorandum 2024 B05: 2024-25 Core Ed funding](#):

- Professional Assessments - \$11.5 million

RESPONSIVE EDUCATION PROGRAM (REP) ALLOCATIONS

REP priority themes have been adjusted to support understanding, align with government priorities and to better reflect the intention of funding. REP priority themes are outlined in the following table, with further program details below:

Key Priority	Objective	Amount
Literacy	Supports student literacy programs, including early reading screening tools and reading intervention programs.	\$93.7M
STEM	Exposes students to STEM learning, as well as supporting students in meeting provincial math standards.	\$66.5M
Supporting Vulnerable Students	Supports vulnerable students, including youth facing barriers to success and children and youth with special education needs and/or disabilities, their families, and educators.	\$49.4M
French-Language Education	Provides opportunities, tailored supports, and multimedia resources to students in Ontario’s French-language education system.	\$23.6M
Mental Health	Supports the critical linkage between mental health and well-being and student success; also provides students with physical health and safety supports.	\$23.2M
Student Readiness	Funds programs and projects that support all students. Includes supports for students for transitions to de-streamed Grade 9, throughout secondary school, and as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$17.8M
Operations	To provide support to help ensure that the education system is running efficiently and effectively.	\$11.0M
Indigenous Education	Supports the academic success and well-being of First Nations, Métis, and Inuit students, as well as builds the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.	\$9.4M

Descriptions of the initiatives under these REP themes are below. Where available, school board allocations are provided in Appendix A. Other board allocations will be confirmed at a later date.

Literacy

Education Staff to Support Reading Interventions (\$68.68 M) – School board allocations in Appendix A
 School boards will again receive funding to hire teachers to work one-on-one or in small groups with students in Kindergarten to Grade 3 who would benefit from more support in reading. These supports may include providing direct Tier 2 and Tier 3 reading interventions and other supports required by the school or board on reading and literacy-related initiatives.

New in 2024-25, and in accordance with centrally negotiated terms (2022-2026), these reading specialist teachers will also provide literacy and language curriculum instruction to students in Grade 1, Grade 2 and eligible Kindergarten classrooms while the classroom teacher administers early reading screening to individual students in the early part of the school year, per [Policy/Program Memorandum 168](#). Each year, all students who do not meet the benchmark in the Fall screening will be screened a second time. This second screening may be administered by the specialist teacher, in accordance with collective agreements.

Teachers hired in these positions should have specialized expertise in scientific, evidence-based literacy instruction that emphasizes foundational knowledge and skills, as well as training in providing direct Tier 2 and Tier 3 reading interventions. Teachers should have awareness and experience with assessments that inform instruction based on intensity, duration and frequency of skill required and expertise in a comprehensive approach to literacy instruction.

Each school board will generate funding of at least 1.0 FTE teacher per board (0.5 FTE for school authorities), with additional teachers based on Kindergarten to Grade 3 student enrollment.

Licences and Supports for Reading Programs and Interventions (\$12.50M) – School board allocations in Appendix A
This funding will enable school boards to purchase licenses, resources and professional learning to support the provision of systematic, evidence-based reading interventions, supports or programs for struggling readers, including but not limited to students with reading disabilities.

Early Reading Enhancements: Reading Screening Tools (\$12.50M) – School board allocations in Appendix A
In response to the Ontario Human Rights Commission’s Right to Read report, the government has committed that all students in year 2 of Kindergarten to Grade 2 will be screened for reading using evidence-based tools. The ministry is continuing to provide funding to school boards to purchase ministry-approved early reading screening tools identified through the Vendor of Record arrangement by [OECD](#). The tools will help ensure students who require further supports in reading are identified early and supported within the classroom.

STEM

Math Achievement Action Plan: School Math Facilitators (\$34.03M) – School board allocations in Appendix A
School boards will continue to be provided with funding to hire School Math Facilitators to work in Grades 3, 6 and 9 classrooms in priority schools. These positions are intended to work directly with students who require additional support as well as work with teachers, often directly in classrooms to strengthen math teacher knowledge and support consistent and intentional implementation of high-impact instructional practices and early intervention strategies.

School boards should hire teachers who have specialized expertise and qualifications in math. School Math Facilitators should also have experience teaching math in multiple grades, working with teachers on monitoring progress towards improvement targets and using high-impact instructional practices and early intervention strategies. They should have thorough knowledge of the new math curriculum. The ministry will provide further details to school boards on their identified priority schools in a future communication, as well as expectations for School Math Facilitators in their work with priority schools and classrooms.

The school board will generate funding of 0.2 of an FTE for each priority school. The funding benchmark per FTE is \$107,300.

Math Achievement Action Plan: Digital Math Tools (\$15.00M) – School board allocations in Appendix A
School boards will continue to be provided with funding for digital math tools for all students in Grades 3, 6, 7, 8 and 9 to support student learning at home and in classrooms. The digital math tools must be available in English and French, align with the Ontario curriculum, include reporting for parents and educators to monitor student achievement and be adaptive and responsive. School boards are encouraged to procure digital math tools listed on the [OECD](#) digital math tool vendor of record.

Math Achievement Action Plan: Board Math Leads (\$13.50M) – School board allocations in Appendix A
School boards will continue to be provided with funding for a Board Math Lead who will inform, monitor, and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets. This position will also be responsible for: attending ministry learning and networking sessions; ensuring fidelity to the Ontario curriculum; and supporting the consistent and intentional implementation of high-impact instructional practices. Board Math Leads will also develop parent math resources and facilitate job-embedded educator professional learning opportunities in math.

This position must be at a Supervisory Officer level unless an exemption request is submitted by the school board and approved by the ministry. The ministry will provide further details to school boards on submitting exemption requests in a future communication. Board Math Leads should have demonstrated system leadership and specialized expertise in math where possible (e.g., hold specialist qualifications in math, facilitating and/or writing additional qualification courses in math). Board Math Leads should also have experience in instructional coaching, building educator and administrator capacity in mathematics teaching, and designing and monitoring school and board learning.

For each Board Math Lead, the school board will generate funding of 1.0 of an FTE (0.5 FTE for school authorities). The funding benchmark per FTE is \$166,635.88. School boards with a Total ADE greater than 100,000 will generate 2.0 FTE.

Math Achievement Action Plan: Additional Qualifications (\$4.00M)

School boards are invited once again to submit an [application](#) by June 28, 2024 to subsidize teachers who have completed Additional Qualifications (AQ) courses in math. Each subsidy is to be provided at \$650 for educators who will have completed eligible courses between September 1, 2024, to August 31, 2025.

Supporting Vulnerable Students

Summer Learning for Students with Special Education Needs (\$10.00M) – School board allocations in Appendix A
To support the transition of students with special education needs as they start the 2024-25 school year, funding of \$10M will be provided to school boards for the summer of 2024. This funding will provide transition programs and additional staffing for students with special education needs over the summer months.

Special Education Needs Transition Navigators (\$8.35M) – School board allocations in Appendix A

This program will provide funding for school boards to support improving the educational outcomes for students with special education needs by improving transition practices for students with special education needs and/or disabilities into, during and out of school. Funding will be provided to hire Transition Navigators. Staff in these positions will work collaboratively across their boards, as well as with community agencies and employers to support students with special education needs and/or disabilities in their transition to post-secondary pathways and share best practices/resources/tools that will help support successful transitions.

Focus on Youth (FOY) (\$8.07M)

The Focus on Youth program creates high quality employment opportunities for high school students and increases access to free/low-cost summer camps for children and youth (kindergarten – grade 12) in high needs areas where such opportunities may be limited. This includes youth who face challenges that hinder their learning, achievement and full participation in school; as well as experience barriers to employment due to circumstances directly linked to systemic inequality, racism and discrimination and their lived experiences of socio-economic disadvantage. Expansion funding is provided through the Guns and Gangs Violence Reduction

Strategy (GGVRS), for three years (2024-2025, 2025-2026 and 2026-2027) to pilot the FOY program in select school boards that do not currently participate in the FOY program. Select boards will be identified based on GGVRS priorities and will receive information accordingly.

Transportation and Stability Supports for Children and Youth in Care (\$6.60M)

This funding is intended to improve the educational experience and outcomes of children and youth in care by ensuring positive and stable connections to school, school supports and learning opportunities during times of instability and transition. The program promotes mental health, well-being and positive educational experiences by providing transportation and stability supports such as tutoring services, technology, cultural resources and professional assessments to support a stable school experience and ensure that the unique identities of children and youth in care are supported by community and cultural connections, positive relationships with peers and caring adults at their school.

Removing Barriers for Students with Disabilities (\$6.00M)

School boards are invited to submit applications to fund projects that prevent and remove accessibility barriers experienced by students with special education needs / disabilities. To apply for this funding, please use the following link: [Removing Barriers for Students with Disabilities](#). Only applications submitted online by May 31, 2024, will be considered for funding.

Graduation Coach Program for Black Students (\$5.47M)

This funding is focused on addressing systemic barriers to achievement and well-being, and supporting the success of Black students. The program involves providing intensive, culturally-responsive support to Black students by hiring graduation coaches with lived experience and connections to Black communities to provide direct support and mentorship. Coaches also provide advice to school boards and school leadership to inform system change and create inclusive spaces that are helping to dismantle systemic barriers, eliminate disparities, and close the achievement gap for Black students.

Human Rights and Equity Advisors (\$3.07M) – School board allocations in Appendix A

Funding for select school boards to employ Human Rights and Equity Advisors (HREAs) who work with the Director of Education and the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues and increase the board's compliance with human rights law.

Special Education Additional Qualification (AQ) Subsidy for Educators (\$1.00M) – School board allocations in Appendix A

Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as "D-Special Education Specialist".

Developmental Disabilities Pilot: Student Transitions (\$0.48M)

Funding to support select school boards to explore and implement successful practices in transitioning students with developmental disabilities to work through an intensive job-placement program will continue in the 2024-25 school year. To apply for this funding, please use the following link: [Developmental Disabilities Pilot: Student Transitions](#). Only applications submitted online by May 31, 2024, will be considered for funding.

Teaching in De-streamed Classrooms (\$0.40M)

This funding will provide support for educators and leaders to address systemic barriers through effective, culturally relevant, teaching practices in classrooms.

French-Language Education

In addition to French-language investments in all Key Priority areas, \$23.6 million in French-language targeted investments will include support for the Consortium d'apprentissage virtuel de l'Ontario (CAVLFO) as well as the development, modernization and maintenance of online learning courses, and providing pedagogical resources to French-language students and school board staff. The funding also includes culturally, linguistically, and pedagogically relevant supports. These initiatives are aggregated and not detailed in the board-by-board index.

Mental Health

Summer Mental Health Supports (\$14.00M) – School board allocations in Appendix A

To support transition into the 2024-25 school year, funding of \$14M will be provided to school boards for the summer of 2024. The Ministry intends to provide funding of \$16M for the summer of 2025. This funding will provide consistent and reliable mental health services to students and ensure the continuity of services over the summer months. This funding can be used to support hiring or retaining school-based regulated or non-regulated mental health workers, on a part-time or full-time basis, to cover existing caseloads, respond to crisis situations, and deliver mental health promotion and prevention-based camps/programs. This funding is to support continuity of care for students so that they do not have to end therapeutic involvements during the summer. Providing a connection to school-based mental health workers will also help facilitate a smooth transition back to school for students for whom a return to school would be challenging.

School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocation in Appendix A

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2024-25 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, the delivery of consistent professional learning to school-based mental health clinicians and cross-sectoral work with partners in other sectors to ensure alignment with the broader provincial system of mental health services.

Mental Health Strategy Supports – Emerging Needs (\$1.25M) - School board allocations in Appendix A

For school year 2024-25, school boards are encouraged to use this funding to address emerging needs such as substance abuse prevention, addictions, vaping, cannabis use and body image.

Health Resources, Training and Supports (\$1.22M) – School board allocations in Appendix A

This funding is used to purchase and/or develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. For school year 2024-25, school boards are encouraged to use funds to support student safety initiatives and positive behavioural supports to prevent bullying and violence and increase students' emotional regulation, self-control, and problem-solving skills, as well as to train school staff and administrators on emergency response procedures. (In past years, this has included supports connected to cannabis use, vaping, gaming, nutrition, and anti-sex trafficking.)

Physical Activity Through Cricket (\$0.20M)

Application-based funding to encourage a maximum number of students to learn, try, practice and compete in cricket through the school setting. With the rapid increase in participation and popularity of cricket in the province, it is important to provide quality opportunities for youth to learn about cricket and be involved in organized sport. The goal of this program is for representation across all genders, including providing a supportive environment for girls to participate in physical activity.

Concussion Summit (\$0.06M) – School board allocation in Appendix A

The District School Board of Niagara (DSBN), in collaboration with world-renowned concussion specialists, will host an Annual International Concussion Summit in Spring 2025. DSBN partners with industry leaders and other local and provincial organizations to provide the latest concussion information from expert speakers.

Student Readiness

Supports for School Board Personal Support Worker (PSW) Programs (\$5.50M)

This is a continuation of funding to support up to 2,000 PSW students starting school board PSW programs from April 1, 2024 to March 31, 2025. Funding incentives include up to \$2,000 in activity fee waivers for students enrolled in school board programs (including reimbursement of fees already paid by eligible students), and additional funding for school boards for program level initiatives to support delivery in rural/remote/northern regions and student retention.

De-Streaming Implementation Supports Program (\$3.00M) – School board allocations in Appendix A

This is a continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to support Grade 8 students in their transition to a de-streamed Grade 9 program, support Grade 9 students to be successful in the de-streamed Grade 9 classroom, and in preparation for Grade 10 and their senior program. Funding can be used for: targeted supports for students in Grade 7, 8 and 9; enhancing culturally-responsive planning, instruction, assessment and evaluation practices; planning for First Nations students who are transitioning/have transitioned from federally-operated/First Nations schools and Inuit students who may be transitioning/have transitioned from communities in the far north to provincially-funded secondary schools; and student and family information sessions and workshops on school pathways and de-streamed Grade 9.

Experiential Professional Learning in the Skilled Trades for Guidance Teacher-Counsellors (\$3.00M) – School board allocations in Appendix A

This is a continuation of funding to coordinate and provide experiential professional learning opportunities for all guidance teacher-counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career. The professional learning activities should be experiential in nature, a minimum of a half-day throughout the school year and developed/provided in partnership with local skilled trades employers and organizations.

Cooperative Education Supports for Students with Disabilities Pilot (\$2.07M)

This is a continuation of funding to allow participating school boards to provide targeted supports to students with disabilities to pursue cooperative education credits within a variety of placement opportunities, including those related to technological education and the skilled trades. The focus of this pilot is to help set up students with disabilities with the skills required for success after graduation. This year will be the second of three years of funding.

Entrepreneurship Education Pilot Projects (\$1.76M) – School board allocations in Appendix A

This is a continuation of funding to provide entrepreneurship education for Grades 7-12 students developed/provided in partnership with local third-party organizations that have expertise in entrepreneurship, for example, local Chambers of Commerce. Projects related to STEM and/or the skilled trades are encouraged, and 50 per cent of funding must be dedicated to providing students' seed funding for their entrepreneurial projects/ideas. Board-level, local and regional events are encouraged to promote students' development of entrepreneurial skills. This project will culminate in a provincial showcase event in Spring 2025. This year will be the third of three years of funding.

Recognition of Experiential Learning Credit (RELC) Pilot (\$1.00M)

This is a continuation of funding to allow students to earn a credit towards their Ontario Secondary School Diploma for valuable learning that takes place outside of the school day with community partners or organizations. The ministry will be collecting data from participating school boards on implementation of RELC to assess the feasibility of potential province-wide implementation. This year will be the third of three-years of funding.

Skilled Trades Bursary Program (\$1.00M) – School board allocations in Appendix A

This is a continuation of funding to provide \$1,000 bursaries to students, including adult learners, who will have earned or are earning two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway, demonstrate leadership in the skilled trades, and have financial and other barriers to completing secondary school.

Learn and Work Bursary Program (\$0.44M) – School board allocations in Appendix A

This is a continuation of funding to provide \$1,000 bursaries to students, including adult learners, who are enrolled in a cooperative education program and have financial and other barriers to success and to completing secondary school.

Operations

Critical Physical Security Infrastructure (\$10.00M) – School board allocations in Appendix A

Funding will support critical school physical infrastructure renewals, upgrades and installation costs and provide boards with greater flexibility to address/prioritize safety-based infrastructure needs such as security cameras, safety lighting, motion sensors and vape detectors. This funding is available for three school years.

New Teacher Induction Program - Enhancing Teacher Development Fund (NTIP-ETD) (\$1.00M)

The NTIP-ETD supplements the Core Ed funding formula by providing funded support for boards who experience a significant increase in the number of newly hired teachers from the previous year and/or have new hires past Year 2 on the Teacher Qualifications and Experience Grid. Boards apply to the ministry for funding if either of these categories impact their ability to support the development of their new teachers. For some boards, this funding is critical to the delivery of NTIP as these new teachers must be supported (e.g., through capacity building, mentorship, and the successful completion of two teacher performance appraisals). To apply for this funding, please use the following link: [New Teacher Induction Program Enhancing Teacher Development Fund Application 2024-25](#). Only applications submitted online by October 17, 2024, will be considered for funding. The link to the live application will be open as of September 2, 2024.

Indigenous Education

Indigenous Graduation Coach Program (\$4.81M) – School board allocations in Appendix A

The Indigenous Graduation Coach Program provides funding to targeted district school boards for the recruitment of Indigenous Graduation Coaches to support First Nations, Métis and Inuit students in obtaining an Ontario Secondary School Diploma and successfully transition from First Nation/federally operated schools into the provincially funded education system and/or into post-secondary education, training, or labour market opportunities.

Supporting Indigenous Languages Revitalization in Education (\$3.14M) – School board allocations in Appendix A
Funding will support increasing Indigenous Languages speakers and teachers in the public education system. This funding will ensure that language programming across the province is diverse and different language families are being represented. Initiatives include the development and implementation of language circles and community-based, Indigenous-led language revitalization projects in collaboration with Indigenous communities.

Rapid Response Northern Schools Team (\$0.80M) – School board allocations in Appendix A

The Rapid Response Northern Schools Team (RRNST) is a trained, trauma-informed team comprised of board-employed, certified educators, administrators, and related positions (e.g., Elders) to respond to urgent requests made by remote First Nation communities experiencing an emergency situation. The RRNST can be mobilized and deployed quickly upon the request of a First Nation to keep classrooms and schools open in remote First Nation communities and support the academic success and well-being of students.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.29M) – School board allocations in Appendix A

AYEP gives Grade 11 and 12 First Nation, Métis, and Inuit students in identified school boards an opportunity to earn two senior business studies credits through a program based on the Ontario Business Studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers, business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

First Nation School Support Program (\$0.21M) – School board allocations in Appendix A

Through a partnership between Keewatin-Patricia District School Board (KPDSB) and Nishnawbe Aski Nation (NAN), the First Nation School Support Program focuses on coaching and mentoring to support principal leadership development. KPDSB second a principal to support the capacity development of educators and administrators in partnering First Nation-operated schools to support First Nation students' success and well-being as they transition from remote and fly-in communities, as young as age 12, into the provincially funded education system.

The Limestone Bridge Program (\$0.15M) – School board allocation in Appendix A

The Bridge Program is a targeted program focused on supporting self-identified First Nation, Métis and Inuit students in Grades 2-5 and 6-8, in Limestone District School Board, with their academic, social, emotional, physical, cultural and mental health needs. The Bridge Program is a classroom that provides learning through cultural experiences and land-based learning. The goal of the Program is to bridge gaps for Indigenous students in multiple areas through practical, hands-on, and out-of-school experiences. Through the Program, Indigenous students will have access to learning that is culturally sustainable and a space where they feel represented, heard, and successful.

REP LABOUR COMMITMENTS

Through the 2022-2026 collective agreements reached with various education sector unions and federations, the ministry is providing funding to school boards over the duration of the collective agreement for the following initiatives:

- \$8.40M for learning opportunities, release time and on-the job training for various education workers, and
- \$2.45M to address teacher shortages in Ontario's French-language education system (\$1.23M each year for 2 years).

For further details, school boards should refer to their collective agreements.

TRANSFER PAYMENT ADMINISTRATION

In the 2024-25 school year, contract administration and reporting will continue through Transfer Payment Ontario (TPON), the centralized digital system for government transfer payments.

To access REP Transfer Payment Agreements (TPAs) and reporting templates, school board staff must have registered accounts on the TPON system. Details and training materials on how to register and use TPON can be found online through the TPON provincial website: <https://www.ontario.ca/page/get-funding-ontario-government>.

For questions about REP multi-project TPAs, please contact EDU-TPAs@ontario.ca. For technical inquiries related to TPON, please contact TPONCC@ontario.ca.

UNDERSPENDING OF 2023-24 REP FUNDS

All REP funds should be spent for the original purpose intended and articulated in signed transfer payment agreements. Unspent funds from 2023-24 must be recovered by the ministry and will not be available for repurposing or carrying forward.

NEXT STEPS

If you require further information about 2024-25 REP initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

Thank you for your ongoing partnership to support these important investments. We remain committed to working closely with all school boards in the 2024-25 school year, with the best interest of Ontario's students in mind.

Electronically signed by

Louis Dimitracopoulos
Chief Administrative Officer & Assistant Deputy Minister
Corporate Management and Services Division

ATTACHMENTS

Appendix A – School Board Funding Allocations

- c: Superintendents of Business and Finance
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)

Executive Director, Council of Ontario Directors of Education (CODE)
Executive Director and Secretary-Treasurer, Association des enseignantes et des
enseignants franco-ontariens (AEFO)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-
ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)