



# CHAPTER 1

## An Overview of Ontario's Publicly Funded Education System

In Ontario, children and youth between the ages of six and 18 must be enrolled in a formal education program. The province's *Education Act* and its regulations establish the framework for the delivery of education programs. There are many key partners that work together for public education in Ontario including the provincial government, school boards, educators (e.g. teachers, early childhood educators, etc.), students, parents, Indigenous partners, and the public. Collaboration and inclusion are vital to ensuring that all partners, at

all levels of the education system, are working together to share knowledge, skills, and experience to improve student achievement and student and staff well-being.

This chapter provides an overview of the roles of the key partners in education. (Throughout this document, relevant sections of the *Education Act* are referenced in square brackets.)

### Ministry of Education

The Ministry of Education is responsible for early years, child care and elementary and secondary public education in the province.

The ministry:

- Provides funding, resources and oversight for all publicly funded education from kindergarten to Grade 12 to support program implementation
- Develops education, early years and child care policy
- Develops curriculum and teaching resources
- Sets provincial standards and guidelines for assessing, evaluating and reporting student learning and outcomes.

In addition, the ministry sets requirements for child care licensing, student diplomas

and certificates, and makes regulations that govern the early years and child care, the school year, the organization of schools and school boards, and the duties of teachers, principals, early childhood educators and school board officials. The Ministry of Education is also responsible for the administration of English-language provincial and demonstration schools for deaf, blind, deaf-blind students and/or for students who have severe learning disabilities. The governance of French-language provincial and demonstration schools has been transferred to the Centre Jules-Léger Consortium.

### District School Boards

The *Education Act* provides for the establishment of the following four types of district school boards:

- English Public
- English Catholic
- French Public
- French Catholic

Although the *Education Act* refers to the non-Catholic English-language and French-language systems as “public,” all four systems are publicly funded. There are also 10 school authorities in the province, including:

- Six hospital-based school authorities established under Section 68 of the

*Education Act* to provide programs for students with complex medical needs who are unable to attend regular school for medical reasons. These schools operate in hospitals and treatment centres.

- Four isolate school authorities, which are one-school school boards.

The table below shows the number of district school boards and school authorities in the province, and the number of students in each category.

### Ontario School Boards – 2017-18

	Number of Boards	Enrolment (ADE)
<b>English-Language Public Boards</b>	31	1,317,234
<b>French-Language Public Boards</b>	4	31,390
<b>English-Language Catholic Boards</b>	29	555,672
<b>French-Language Catholic Boards</b>	8	76,432
<b>School Authorities</b>	10	1,219
<b>Total</b>		1,981,947

**Source:** Ministry of Education, 2017-2018 Revised Estimates for School Boards and 2017-2018 Estimates for School Authorities. Enrolment data represents pupils of the board Average Daily Enrolment (ADE).



## Public School Boards

Ontario's English-language and French-language public district school boards provide universally accessible education for all children and students.

The public education system is founded on the principle of equality of educational opportunity: every student deserves an opportunity to achieve their full potential. Public school boards provide high standards in their programs and ensure there are supports and resources available to help all students reach those standards. Public school boards also focus on character education to ensure that students develop as caring and responsible members of their community

and of Canadian society as a whole. Character education embraces values such as Citizenship, Cooperation, Courage, Empathy, Fairness, Honesty, Humility, Inclusiveness, Initiative, Integrity, Kindness, Optimism, Perseverance, Resilience, Respect, and Responsibility. The English-language and French-language public district school boards, in partnership with parents and caregivers, prepare students for success in whatever field they choose.

## Catholic School Boards

English-language Catholic and French-language Catholic district school boards have the same obligations, duties,

rights, and privileges under the *Education Act* as public school boards. In addition, Catholic boards strive to create a faith community where religious instruction, religious practice, value formation, and faith development are integral to and woven through every area of the curriculum.

## Language of Instruction

Parents who are holders of French-language education rights, under section 23 of the Canadian Charter of Rights and Freedoms, are guaranteed a French-language education for their children. Parents who do not have rights under section 23 but who want to enroll their child(ren) in a French-language school may apply to the admissions committee of a French-language school [s. 293]. It is important to note that enrolment in a French-language child and family program or child care service does not guarantee future admission to a French-language school.

Over the past 30 years, the ethno-linguistic profile of the French-speaking community in Ontario has undergone a major transformation. In order to ensure that admission to French-language schools is inclusive and that the process is transparent, the ministry



issued guidelines in April 2009 requiring French-language school boards to review their local admission policies, guidelines, and administrative directives to streamline the admission process for three groups whose parents are not Charter rights holders: French-speaking immigrants; children whose grandparents were holders of French-language education rights; and immigrant children whose parents' mother tongue is neither French nor English.

French-language district school boards may only operate schools/classes in which French is the language of instruction [s. 288]. However, they may offer English as a subject of instruction in any grade, and

must offer English as a subject of instruction in Grades 5 through 8 [s. 292].

Correspondingly, English-language district school boards may not operate schools/classes in which French is the language of instruction [s. 289]. However, they may, with ministry approval, offer programs "involving varying degrees of the use of the French language in instruction" [s. 8(1)25]. It is important to note that the ministry's curriculum includes various components for French-as-a-Second-Language instruction for use by English-language district school boards starting in Grade 4. Many school boards offer French

Immersion programs as an option for students starting as early as Senior Kindergarten.

It is important to note that both French and English-language schools may offer instruction of other languages such as Indigenous languages, Mandarin, American Sign Language/Langue des signes québécoise, Punjabi, etc.

### School Board Trustees

Every school board in Ontario is governed by a Board of Trustees. Trustees play a key leadership role in ensuring that schools operate within the standards established by the province, and that programs and services





remain responsive to the diverse communities they serve. There are five types of trustees:

- 1. Publicly Elected Trustees** comprise the vast majority of trustees of Ontario's district school boards and isolate boards. School board elections are held every four years at the same time as municipal elections. The election process is governed by the *Education Act* and the *Municipal Elections Act, 1996*.
- 2. First Nation Trustees** represent First Nations communities who entered into an agreement with a publicly funded Ontario school board to provide education services to Indigenous students.

These agreements are called tuition or education services agreements. When students from First Nation communities attend schools operated by a school board under a tuition or education services agreement, the board may be required to appoint a First Nation trustee(s) to the board to represent the interests of those students. The number of First Nation trustees depends on the number of Indigenous students attending under tuition or education services agreements. First Nation trustees are selected by the First Nations and are full members of the board with all the rights and obligations of other

publicly elected trustees. Ontario Regulation 462/97: First Nations Representation on Boards provides additional information.

- 3. Student Trustees** are secondary students elected by their peers to represent the valuable voice of students at the board table. A school board can have up to three student trustees. Some boards have also introduced the position of Indigenous student trustee. A student trustee must be a full-time pupil at the secondary level. This requirement does not apply to a student who may not be able to attend full-time because of an exceptionality.



Student trustees cannot vote or move board motions. However, they do have a number of other rights, including the right to require a non-binding recorded vote, to participate at meetings of the board and of its committees, and the same access to board resources and trustee training opportunities as other board members. Student trustees are also permitted to participate in in-camera board meetings, with the exception of those dealing with matters relating to intimate, personal or

financial information about a member of the board or of a committee of the board, an employee (or prospective employee) of the board, a student, or a student's parent or guardian. Student trustees serve one or two-year terms. The one-year term of office of student trustees runs from August 1 of the year they are elected to July 31 of the following year. Where possible, boards are encouraged to stagger the terms of student trustees serving two-year terms to provide for mentoring and

support of incoming student trustees. For the term of office beginning just prior to the 2020-21 school year, boards must provide for the election of two or three student trustees bearing in mind that as of January 1, 2020, an election for a one-year term student trustee shall not be held later than the last day of February and the election of a two-year term student trustee shall not be held later than April 20 in each year. Ontario Regulation 7/07: Student Trustees provides additional information.





**4. Hospital Board Trustees** are appointed by the Minister of Education for a term of four years, on the same term cycle as publicly elected trustees. Ontario has six school authorities under Section 68 of the *Education Act*. Boards of Trustees for Section 68 school authorities have all the same powers and duties as district school boards. These boards provide education programs and services for students who have physical and/or communication disabilities and related developmental issues in select children's treatment centres.

**5. Centre Jules-Léger Consortium** is a newly established group

composed of six trustees (3 public and 3 Catholic) appointed by the two French-language trustee associations (ACÉPO and AFOCSC) from among their members. The Consortium governs and operates the Centre Jules-Léger provincial school, demonstration school, and resource and consulting services. Ontario Regulation 201/18: Centre Jules-Léger Consortium provides additional information.

### School Board/Trustee Associations

There are four school board/trustee associations which represent the interests of school boards and trustees to the government, advocate

for publicly funded education, and play a key role in trustee professional development:

- Ontario Public School Boards' Association (OPSBA)
- Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
- Ontario Catholic School Trustees' Association (OCSTA)
- Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

The school board/trustee associations also act as the Designated Employer Bargaining Agencies (EBA) in the collective bargaining process. Under the terms of the *School Boards Collective*



*Bargaining Act, 2014*

(SBCBA), they represent their member school boards at the central bargaining tables.

There are also two student trustee associations which represent the interests of student trustees to the government, advocate for the student voice in publicly-funded education, and play a key role in student trustee professional development:

- Ontario Student Trustees' Association – l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AÉCO)
- Regroupement des élèves conseillers francophones de l'Ontario (RÉCFO).

## School Board Responsibilities

School boards are responsible for student achievement and well-being, safe and inclusive school climates, ensuring effective stewardship of the board's resources, and delivering effective and appropriate education programs for their students. The *Education Act* and its regulations set out the services that district school boards and school authorities must offer.

## Directors of Education

The director of education is the chief executive officer and chief education officer of the school board and acts as secretary of the board. The director is the sole employee who reports directly to the board of trustees. Through the director of education, a school board holds all of its schools accountable for improving student achievement and well-being, providing an equitable and inclusive environment and enhancing public confidence in publicly funded education, based on expectations set at the provincial and board levels.

Directors of education are responsible for:

- Supporting the development of the board's Multi-Year Strategic Plan, implementing the plan effectively, monitoring progress, and reporting to the board annually (at minimum)
- Managing all facets of school board operations
- Implementing board policies
- Bringing to the board's attention any act or omission by the board that could violate or has violated the *Education Act* or any of the applicable

policies, guidelines or regulations. If the board does not respond in a satisfactory manner, the director is required to report the act or omission to the Deputy Minister of Education.

All school board staff report either directly or indirectly to the director of education. The director of education reports to the board, usually through the chair or their delegate.

Every district school board must hire only a qualified supervisory officer as its director of education [s. 283(1)] and obtain the Minister's confirmation that the person to be appointed is eligible for the position [s. 285(2)]. Subject to the Minister's approval, two or more school authorities may jointly share a director of education [s. 280]. Under special circumstances, a supervisory officer (either a director or superintendent) may be appointed by the Minister of Education [s. 286(2)]. In that case, the supervisory officer is responsible to the Minister.

The *Act* distinguishes between a board's responsibility for policy development and the responsibility of the director of education for operationalizing that policy. It is important that the board of trustees be clear about roles and responsibilities and determine, through policy,



which matters are operational and therefore addressed by the director, and which matters are policy and, therefore, decided on by the board.

All directors of education belong to the Council of Ontario Directors of Education (CODE). All 12 French-language directors of education also belong to the Conseil ontarien des directions d'éducation de langue française (CODELF). English Public directors of education may belong to the Public Council of Ontario Directors of Education (PCODE). English Catholic directors of education may belong to the English Catholic Council of Directors of Education (ECCODE), and French Catholic directors of education may belong to the Conseil ontarien des directions d'éducation catholique de langue française (CODEC).

## Supervisory Officers

There are two types of supervisory officers, often called superintendents:

1. Academic Supervisory Officers:
  - Accountable to the director of education for the implementation, operation, and supervision of educational programs in schools (Hold both

supervisory officer and teacher qualifications).

2. Business Supervisory Officers:

- Accountable for the business functions of the organization (Required to hold business supervisory officer qualifications but not necessarily teacher qualifications).

Prior to appointing a supervisory officer, a board must obtain the Minister's confirmation that the person to be appointed is eligible for the position [s. 285(2)]. Specific duties are assigned to each supervisory officer by the board. Boards determine the number they require and designate their titles and areas of responsibility.

Supervisory officers' responsibilities include:

- Implementing board and ministry policies on Indigenous education, special education, leadership development, equity and human rights, etc.
- Completing principal performance appraisals
- Working with principals and staff to ensure schools have improvement plans based on student learning needs and in alignment with school, board and ministry priorities

- Ensuring school buildings are maintained according to ministry and board policy.

Supervisory officers have an opportunity to have a significant impact on leadership development through their support of the growth of individuals and the organization as a whole, and through conducting their daily duties by modelling collaboration, professionalism, and ethical leadership.

Supervisory officers belong to one or more of the following professional organizations, depending on the system they serve:

- The Ontario Association of School Business Officials (OASBO)
- The Council of School Business Officials (COSBO)
- The Ontario Public Supervisory Officers' Association (OPSOA)
- The Ontario Catholic School Business Officials Association (OCSBOA)
- The Ontario Catholic Supervisory Officers' Association (OCSOA)
- Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO).



## Schools

In general, elementary schools provide programs for children in kindergarten to Grade 8, and secondary schools serve students enrolled in Grades 9 through 12.

All boards must provide or purchase special education programs for exceptional students within their jurisdictions. School boards are required to make full-day kindergarten programs available for four and five year olds on a full-time basis. Where there is sufficient demand, school boards are

also required to offer fee-based before-and-after-school programs for children four to 12 years of age. Before-and-after-school programs may be operated directly by the school board, a licensed child care centre on-site, or by an authorized recreational and skill-building program (for children over six).

Subject to provincial direction on matters such as class size and instructional time, school boards and schools can set policies for organizing schools and grouping students. For example, boards may operate full-time special education classrooms for individuals

who have developmental disabilities. School boards may also employ educators who teach in Care, Treatment, Custody and Correctional (CTCC) facilities (e.g., hospitals, children's mental health centres or youth justice custody facilities).

## Principals and Vice-Principals

Principals are the educational leaders within their school communities. They are responsible for creating the conditions to support student achievement and well-being, and for creating





a safe, accepting and inclusive learning environment for students. They ensure that the programs that are in place are effective and align with board and ministry policies. They are responsible for supervising teachers and programs within their schools, and for ensuring that student evaluation and assessment is performed according to ministry and board guidelines and policies. Principals ensure that parents and guardians receive appropriate information about the learning of their children, as well as the overall performance of the school. Principals work collaboratively with their staff, parents, and the community to develop

and implement school improvement plans that reflect board priorities and respond to the needs and interests of their student communities. In consultation with their school council, and in alignment with board policy, principals are responsible for establishing the vision and direction for their school.

Principals and vice-principals are uniquely positioned to exercise influence and ensure that every student in their care receives equitable educational opportunities. Principals develop and sustain effective relationships in order to communicate clearly, identify and solve problems, anticipate and resolve conflicts, and make

decisions that reflect the best interests of students, staff, parents/guardians and the school community.

Principals and vice-principals may belong to one or more of the following professional organizations:

- The Ontario Principals' Council (OPC)
- The Catholic Principals' Council of Ontario (CPCO)
- The Association des directions et des directions adjointes des écoles franco-ontariennes (ADFO).

In addition to any teaching duties principals or vice-principals may have, they are also responsible for the daily operation of the school, including the care of students

and the supervision of staff. Some of the principal's obligations under the *Education Act* include:

- Developing implementation plans for new education initiatives that relate to student achievement and well-being, or accountability of the education system to parents
- Undertaking teacher performance appraisals
- Maintaining proper discipline in the school and attending to the care of students and property
- Registering students, and ensuring that attendance is recorded, examinations are held, and students'

progress is reported on

- Preparing a school timetable, assigning classes and subjects to teachers, and encouraging cooperation among staff members
- Reporting on any aspect of school business required by the board and providing information to the ministry and the appropriate supervisory officer about discipline, student achievement and well-being, school climate, and the condition of school premises
- Reporting promptly to the board and medical officer of health if he or she suspects a communicable disease

in the school or detects an unsanitary condition in the school building or on school property

- Refusing access to anyone who, in the principal's judgement, might threaten the physical or mental well-being of students.

Principals and vice-principals engage in a formal performance appraisal process every five years, and in each year, they are required to prepare and follow an "Annual Growth Plan." The requirement of the appraisal process and annual growth plan are found in Ontario Regulation 234/10: Principal and Vice-Principal Performance Appraisal.







These requirements include a focus on human rights and equity at the school level.

The principal also has a key role to play in ensuring that school councils operate effectively. The principal attends and acts as a resource at school council meetings and reports on actions taken as a result of the council's recommendations. Ontario Regulation 298: Operation of Schools - General lists additional principal duties.

### **Leadership Development for Principals, Supervisory Officers and Directors of Education**

Based on current research confirming the relationship between effective leadership and student outcomes, the Ministry of Education has supported leadership development for principals, supervisory officers, and directors of education for the purpose of succession planning, mentorship, performance management and appraisal. The strategies used for leadership development are founded on an evidence-based research document developed in consultation with the Ontario

Institute for Education Leadership. This document:

- Describes the leadership practices of successful school and districts leaders
- Describes the characteristics of effective school and system leaders
- Summarizes the evidence about the characteristics of “strong” school districts - those districts that are successful at improving the learning of their students.

### **Teachers**

Teachers who are members in good standing of the Ontario College of Teachers (OCT) or temporary teachers (individuals who are not members of the OCT but are

employed by school boards under a letter of permission granted by the Minister of Education) may teach in publicly funded elementary or secondary schools.

Under the terms of the *School Boards Collective Bargaining Act, 2014* (SBCBA), teachers must be represented by one of the following four teachers' federations, which are affiliates of an umbrella organization, the Ontario Teachers' Federation (OTF):

- The Elementary Teachers' Federation of Ontario (ETFO)

- The Ontario Secondary School Teachers' Federation (OSSTF)
- Association des enseignantes et des enseignants franco-ontariens (AEFO)
- The Ontario English Catholic Teachers' Association (OECTA).

The federations are the Designated Employee Bargaining Agencies that engage in the collective bargaining process for teachers at both the central and local tables.

Teachers are front-line representatives of the education system. Their many activities go beyond instruction and include encouraging students to pursue learning, maintaining classroom discipline, and evaluating students' learning and progress.

*The Education Act* [s. 264(1)] and Ontario Regulation 298: Operation of Schools - General set out the following teacher duties and expectations:

- Instruct and assess pupils in classes or subject areas assigned by the principal







- Manage the classroom effectively
- Carry out the supervisory duties and instructional program assigned by the principal
- Cooperate fully with other teachers and the principal regarding the instruction of pupils, including cooperative placements
- Ensure that all reasonable safety procedures are carried out in courses and activities
- Cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school
- Ensure that report cards are fully and properly completed and processed

- Cooperate and assist in the administration of tests under the *Education Quality and Accountability Office Act, 1996*
- Participate in regular meetings with pupils' parents or guardians
- Assist the principal in maintaining close cooperation with the community
- Perform duties normally associated with the graduation of pupils
- Participate in professional activity days as designated by the board.

Many teachers choose to participate in supervising co-curricular activities at the school. These activities occur outside the regular instructional program and

are designed to enrich students' school-related experience and support educational goals. Examples include athletics, arts, and cultural activities.

### **Ontario College of Teachers (OCT)**

The OCT enables teachers to regulate and govern their own profession in the public interest. Teachers who want to work in publicly funded schools in Ontario must be members in good standing of the College.

The College:

- Ensures Ontario students are taught by skilled teachers who adhere to clear standards of practice and conduct

- Establishes standards of practice and conduct
- Issues teaching certificates and grants additional qualifications
- Accredits teacher education programs and additional qualification courses
- Hears complaints and investigates members, and may suspend or revoke certificates for professional misconduct.

In order to be certified by the College as a teacher of general education in Ontario, prospective teachers must complete a post-secondary

degree from an acceptable postsecondary institution and complete an accredited Initial Teacher Education Program.

To be certified by the College as a teacher of technological education in Ontario, prospective teachers must have a secondary school diploma, have five years of work experience or a combination of work experience and post-secondary education totalling five years in the field of technological education and provide proof of competence in the field of technological education (e.g., a trade certificate).

All prospective teachers seeking certification by the College must provide a criminal background reference check and proof of language proficiency in English or French and pay the annual membership fee.

For more information, visit the OCT website at [www.oct.ca](http://www.oct.ca).

### Education Workers

Education workers are other school board employees who help ensure that schools run effectively, safely, and







appropriately. Such workers include but are not limited to:

- Education Assistants (EA)
- Early Childhood Educators (ECE)
- Secretarial/Clerical staff
- Custodial/Maintenance staff
- Information Technology and Library Technicians
- ESL and literacy Instructors
- Professional Student Services Personnel (PSSP)
  - Speech-language Pathologists
  - Social Workers
- Lunchroom Supervisors.

Union representation of education workers varies across school boards. In central bargaining they are represented by unions

or councils of unions. The Employee Bargaining Agencies (EBA) for education workers who engaged in the last round of central bargaining under the terms of the SBCBA were:

- Canadian Union of Public Employees (CUPE)
- Ontario Secondary School Teachers' Federation - represented Education Workers (OSSTF-EW)
- Elementary Teachers' Federation of Ontario - represented Education Workers (ETFO-EW)
- Education Workers' Alliance of Ontario (EWAO)
- Ontario Council of Educational Workers (OCEW).

## Early Childhood Educators

Only registered members of the College of Early Childhood Educators (CECE) may be designated as an ECE in full day kindergarten classrooms, and board-run before-and-after-school programs for four and five year olds. Under the *Education Act*, the Minister of Education may appoint a person who is not a registered member of the CECE to a position designated by the board as requiring an ECE, if no registered early ECE is available.

Early childhood educators have specialized knowledge





about early childhood development, observation and assessment. They focus on age-appropriate program planning that promotes each child's physical, cognitive, linguistic, emotional, social and creative development and well-being.

### College of Early Childhood Educators (CECE)

The CECE was established to regulate and govern Ontario's early childhood educators to protect the public interest. It is the first professional self-regulatory college for early

childhood educators in Canada. The College:

- Establishes and enforces standards of practice and conduct
- Promotes and provides leadership for the profession of early childhood educators
- Sets registration requirements and ethical and professional standards
- Establishes requirements for professional development, including a mandatory Continuous Professional Learning program

- Governs member conduct through a complaints and discipline process.

For more information visit the CECE website at <https://www.college-ece.ca/en>

### School Councils and Parent Involvement Committees

The *Education Act* requires each school board to establish a school council for each school operated by the board [ss. 170(1)17.1]. School councils are advisory bodies comprised primarily of parents and guardians whose purpose is to improve



student achievement, equity and well-being, and enhance the accountability of the education system to parents.

School boards must also establish a Parent Involvement Committee (PIC). The role of a PIC is to support improved student achievement and well-being through encouraging and enhancing parent involvement at the board level. PICs are tasked with identifying and removing discriminatory biases and systematic barriers to parent engagement, and helping to ensure that schools of the board create an environment in which parents are welcomed, respected, and valued by the school community as partners in their children's learning and development.

Parents and guardians also have many informal ways of participating in school and board life. Ontario Regulation 612/00: School Councils and Parent Involvement Committees provides additional information.

### **The Public**

The public is a key partner in Ontario's education system. In the broadest terms, education is what prepares the next generation to maintain and improve our shared society - to care for our communities, our province, and our planet. The Ministry of Education and school boards work together to focus on delivering a high-quality, publicly funded education system as the foundation

of a fair and productive society, where everyone can feel safe and respected. Vibrant communities and a prosperous society are built on the foundation of a strong education system. Ontario's publicly funded education system partners with families and communities to develop graduates who are personally successful, economically productive and actively engaged citizens.

Public education is enabled by, and accountable to, the Ontario public. Funding for Ontario's education comes from Ontario taxpayers, and school boards are governed by trustees, the majority of whom are publicly elected.

Ontario's public education system enhances public confidence through

responsible, sustainable, accountable, and transparent governance practices. Such practices include a clear delineation between the role of trustee and that of administration; evidence-informed decision-making; public input on policy development; data collection on student achievement and student and staff well-being; and strong consultative practices that seek out, listen, and consider a variety of perspectives and voices. These perspectives come from parents, students, staff, Indigenous communities, and the broader community.

## Community Organizations

There are many not-for-profit organizations that lend their expertise in areas of the arts, environmentalism and outdoor education, science and technology, Indigenous education, values-based learning, social services, and others. The ministry may provide funding to community organizations in support of education priorities to enhance and enrich programs or services offered by school boards.

## Public Sector Organizations

Public sector organizations act as education partners to support the safety and well-being of students and staff. For example, health care, justice and police, and social service agencies partner with boards to maximize effectiveness and efficiencies in dealing with families and students in need and in crisis.

Colleges and universities partner with school boards in a variety of ways such as for dual credit programs that provide students with options to pursue apprenticeships and post-secondary courses while working toward a secondary diploma.

Municipalities also partner with boards on many issues such as land use, elections, and meeting the needs of their constituents.

## Private Organizations

The private sector also plays a large role in supporting and collaborating with the education system. Small and large businesses take on co-operative education students and develop internships to support student success and transitions to the workforce. Many businesses also provide in-kind service and product donations, professional development training, and other partnerships that benefit Ontario's education system.

