



Report for

ONTARIO MINISTRY OF EDUCATION
on
Joint-use Schools Experience Study

Spring 2018

Roth Integrated Asset Management Strategies Ltd. and L.I.F.T. Management Solutions
in Collaboration with Ministry of Education and Joint-Use Steering Committee.

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DEFINITIONS & GLOSSARY

The following definitions and glossary of terms provide a specific explanation/definition for terms that are used throughout this document. Other definitions for these terms may exist within specific District School Boards (DSB).

Definitions / Glossary	
Co-Build Relationship	Typically, but not limited to, two Boards planning, designing and constructing a new Joint-use School with each Board owning a percentage of the school.
Co-Locate Relationship	Typically, but not limited to, two Boards occupying an existing facility that is converted and renovated to accommodate a Joint-use School where one Board is the building owner and the second is a tenant.
Joint-use School	For the purposes of this report, a Joint-use School is defined as two or more school boards operating their respective (elementary/secondary) schools in a single facility and share space such as, classrooms, specialty classrooms, common areas or mechanical space.
Leading Practices Toolkit for School Boards Considering a Joint-use School (the Toolkit)	Based on the information gathered as part of the development of this Joint-Use Experience Study, a Joint-use School Toolkit has also been developed, identifying “best practices” for boards to consider when planning and developing a Joint-use School.
Municipal Partner	Municipal organization that is also participating in a Joint-use School through co-ownership or leasing arrangements.

Definitions / Glossary	
On-The-Ground Capacity (OTG)	The Ministry has identified categories of instructional space for all elementary and secondary facilities. A loading has been assigned to each category of instructional space based on the number of students that can reasonably be accommodated in each category of instructional space. The sum of all the loadings for instructional spaces within a facility is the On-The-Ground capacity for the facility.
Traditional School	A school owned and operated by a single Board.

EXECUTIVE SUMMARY

The purpose of the Study is to remove some of the uncertainty that parents/guardians, students, school board staff and trustees may have regarding Joint-use Schools and provide balanced evidence of the benefits and challenges of a Joint-use School based on feedback from those that learn and work within the environment.

The Study included in-school interviews with the following stakeholder groups at eight (8) of the thirty-two (32) elementary and secondary Joint-use Schools across Ontario:

- Students;
- Teachers;
- School Administration (Principals/Vice-Principals); and
- Parents/Guardians.

Additionally, board-level interviews were held with representatives from the thirteen (13) District School Boards (DSB) (Conseil Scolaire (CS) in French) that were involved in the eight (8) Joint-use Schools.

A total of 246 individuals across all stakeholder groups were interviewed as part of the Study.

Interviews were also conducted with two municipal partners, the City of Toronto and Greenstone Public Libraries regarding their participation in two (2) of the Joint-use Schools included in the Study.

EMERGING THEMES

Ten (10) emerging themes were identified during the Joint-use School focus group interviews. Of the ten (10), the following three (3) themes arose from all stakeholder groups:

- All Joint-use Schools are **Unique** with respect to their: (1) collaborative and diverse school cultures; (2) collaborative leadership and teaching practices; (3) school design; and (4) building community partnerships.
- Planning and developing Joint-use Schools is in alignment with and is **Respectful** of Ontario's 4-board public education system (Public English, Public French, Catholic English and Catholic French Boards).
- Joint-use School **Design** (including site configuration and building layout for DSBs and community partners) and shared spaces (room purpose and location within the facility) has to be considered very carefully to ensure equality of programming, school security and community access.

Most of the stakeholder groups identified the following six (6) themes during the interviews.

Proactive planning to ensure balanced usage of shared space

- Students, Teachers, School Administrators, Parents/Guardians and Municipal Partners identified benefits and challenges associated with scheduling of shared spaces. Specifically, the stakeholders acknowledged the benefits associated with enhanced shared space design and stated that proactive planning (establishing set usage schedules in advance and communicating these schedules) was required to ensure a balanced usage of the shared space to support programming between the partnered schools and community.

More shared programming opportunities for students

- Students, Teachers, School Administrators and Parents/Guardians identified the possibility of establishing shared programming opportunities between the partnered schools. The stakeholders expressed a desire, where possible, to provide programming opportunities not offered through their school, but available at the partner school.

Importance of establishing interaction between students and teachers

- The stakeholders identified the importance and opportunity to establish more interaction between students and teachers within Joint-use Schools. Suggested ways to interact included student/teacher community events, joint sports teams and activities, special speakers and professional development.

Importance of open and on-going communication (formal and informal)

- Teachers, School Administrators, Parents/Guardians, DSB Administrators and Municipal Partners expressed the importance of communication methods utilized between Joint-use School stakeholders, highlighting both the informal and formal processes within the collaborative environment.

Importance of the leadership role of the Principal

- Teachers, School Administrators, Parents-Guardians and DSB Administrators identified the importance of the role of the principal and specifically the impact leadership has in establishing a collaborative relationship between the partnered schools.

Resources and cost sharing opportunities

- Administrators, Parents/Guardians, DSB Administration and Municipal Partners highlighted the benefits and opportunities associated with shared resources and cost-sharing approaches. Specifically, examples were provided for resources utilized in shared spaces such as gymnasium equipment, theatre equipment, library books and the cost savings to each school when these resources are shared.

The following theme emerged from the School Principals/Vice-Principals and DSB administration:

Importance of strategic and intentional Joint-use School planning, design, construction, operations and administrative approaches

- Best practices associated with Joint-use Schools highlighted the criticality of collaborative planning between the partner boards and staff throughout the lifecycle of a Joint-use School. More information of these best practices can be found in the Toolkit.

GEOGRAPHIC CONTEXT

Joint-use Schools from urban, rural and remote settings across Ontario are included in this Study. Although the reasons for considering a Joint-use School varies widely (e.g. urban based on limited availability of land, rural/remote based on increased programming opportunities and the ability to maintain schools within a community), they can provide a viable solution to accommodation needs in communities across the Province.

NEXT STEPS

The intent of this report is to provide School Board Trustees, School and Board Administrations, communities and the Ministry of Education (Ministry) with an understanding of the experiences of stakeholders involved in existing Joint-use Schools and the best practices that will support the successful implementation across a broader community of schools.

ACKNOWLEDGEMENTS

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- Peter Bosch, Upper Canada DSB;
- Daniel del Bianco, Dufferin-Peel Catholic DSB;
- Miguel Ladouceur, CS Viamonde;
- Lewis Morgulis, Durham Catholic DSB.

Additionally, we would also like to thank the Municipal Partners that were interviewed as part of the Study:

- Howie Dayton, City of Toronto; and
- Mari Mannisto, Greenstone Public Libraries.

The Study Team would also like to thank all the Students, Teachers, School Administrators, Parents/Guardians and Board staff that graciously gave us their time to provide the responses on which the foundation of this document was built.

1 INTRODUCTION & BACKGROUND

Students, Teachers, School Administration (Principals/Vice-Principals), Parents/Guardians and School Administration each have a unique perspective regarding the Joint-use School experience. The lived experience of those who learn and work in a Joint-use School setting can provide the Ministry and District School Boards (Conseil Scolaire (CS) in French) with significant insights into the benefits and challenges of such arrangements. This report will outline the summary and results of the input received from key stakeholder groups in eight (8) Joint-use Schools across Ontario.

The eight (8) Joint-use Schools were selected by the Ministry representing the four educational systems (Public English, Catholic English, Public French and Catholic French), involving thirteen (13) Boards from across Ontario. The Joint-use Schools covered both elementary and secondary programs in existing joint-use facilities that varied in age from four (4) years to thirty plus (30+) years with an on-the-ground (OTG) student capacity range from 366 to 2,619 pupil places.

The 8 Joint-use Schools studied are included in the following table:

Participating Joint-use Schools and DSBs		
No.	School	Board
1	J. Clarke Richardson Collegiate Vocational Institute	Durham DSB
	Notre Dame Catholic Secondary School	Durham Catholic DSB
2	Holy Child Catholic Elementary School	Toronto Catholic DSB
	Humberwood Downs Junior Middle Academy	Toronto DSB
3	École secondaire catholique St. Frère-André	CS Catholique MonAvenir
	École secondaire Toronto Ouest	CS Viamonde
4	St. Cecilia Catholic Elementary School	Dufferin-Peel DSB
	Westervelts Corners Public School	Peel DSB
5	St. Basil Catholic Elementary School	Brant Haldimand Norfolk Catholic DSB
	Walter Gretzky Elementary School	Grand Erie DSB
6	École élémentaire catholique Notre-Dame-de-Fatima	CS District Catholiques des Aurores boréales
	Our Lady of Fatima Catholic Elementary School	Superior North Catholic DSB
7	Nakina Public School	Superior Greenstone DSB
	École élémentaire catholique Notre-Dame-des-Écoles	CS District Catholiques des Aurores boréales
	St. Brigid Catholic School	Superior North Catholic DSB

Participating Joint-use Schools and DSBs		
No.	School	Board
8	École élémentaire catholique Franco-Terrace	CS District Catholiques des Aurores boréales
	St. Martin Elementary School	Superior North Catholic DSB

2 PURPOSE

The purpose of the Study is to provide the public with an in-depth understanding of what it is like to participate in a Joint-use School by providing greater clarity and removing some of the uncertainty that Parents/Guardians, Students, School Administration (Principals / Vice Principals), District School Board Staff and Trustees may have regarding Joint-use Schools. Additionally, the Study provides evidence of the benefits for a Joint-use School, based on feedback from those that learn and work within the environment.

2.1 METHODOLOGY

The following section provides a high-level overview of the stakeholder engagement methodology employed in the Study. A detailed methodology for the Study has been included in **Appendix 1**.

General and group specific interview questions were vetted and approved by the Ministry and the Steering Committee. The questions were designed to investigate five (5) principle stakeholder perspectives regarding the Joint-use School user experience. The stakeholder groups and desired learning objectives investigated are included in the table below.

Objectives by Stakeholder Group	
Stakeholder Group	Learning Objective
Students (Grades 3 to 12)	Understanding learning and cultural experience
Parents/Guardians	Understanding student expectations and outcomes
Teachers (Including those responsible for shared spaces such as Physical Education, Librarians, Theatres etc.)	Understanding academic and cultural experience
School Administration (Principals/Vice-Principals)	Understanding the role of school administration and academic management

Objectives by Stakeholder Group	
Stakeholder Group	Learning Objective
DSB Administration (Director of Education, Supervisory Business Officials and Managers)	Understanding proven practices relating to political and cultural alignment, business and related planning

Based on the Joint-use Experience Study involving the thirteen (13) District School Boards, eight (8) Joint-use Schools and the identified key stakeholder groups, 246 individuals were interviewed and 1,166 responses to the questions presented were received. The below highlights the breakdown of the stakeholder interviews.

Summary of Interviews and Responses Received					
Category	Stakeholder Group				
	Students	Parents/ Guardians	Teachers	School Admin	DSB Admin
Stakeholders Interviewed	68	41	63	27	47
Individual Written Responses to Focus Group Questions	365	241	363	189	13*

Notes: * Each of the thirteen (13) DSBs included in the Study were requested to submit a consolidated response to the questions whereas individual responses were collected for other stakeholder groups.

In addition to the school-based stakeholders engaged, interviews were conducted with representatives from the City of Toronto and Greenstone Public Libraries to gain insight from the Municipal Partners that were involved in two (2) of the eight (8) Joint-use Schools included in the Study.

3 FINDINGS

3.1 JOINT-USE SCHOOLS – THE ONTARIO CONTEXT

The history of Joint-use Schools in Ontario dates to before the 1997/1998 amalgamation of school districts and, as such, records do not exist to provide a detailed history of Joint-use Schools planning, design, construction and operations.


Over the years, the Ministry of Education has continued to encourage the development of more Joint-use Schools throughout the province. Today, there are 32 Joint-use Schools within the nearly 5,000 publicly funded elementary and secondary schools in Ontario.

Appendix 2 provides a listing of the Joint-use Schools in the province, including the participating school boards as well as the grade structure and location of each school. This Study includes 25% of the Joint-use Schools in Ontario with representation from urban, rural and remote areas.


3.2 JOINT-USE SCHOOL PROFILES

The following sections provide details of each of the Joint-use Schools included in our study. The numbering of the Joint-use School profiles was developed based on the chronological order in which the in-school interviews were completed. Individual schools within the Joint-use School are listed alphabetically within each profile.

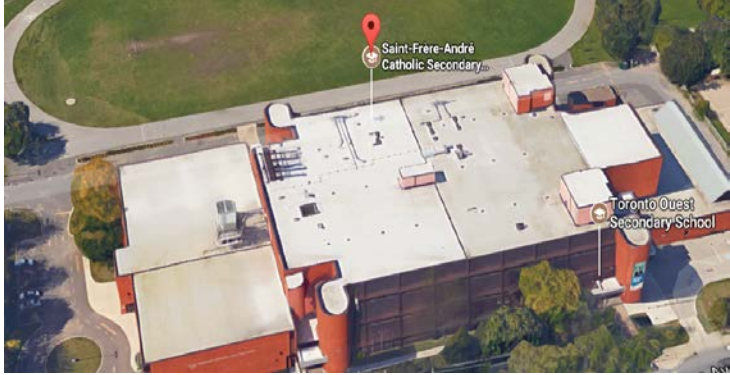
3.2.1 Profile # 1 - Joint-use School in Ajax

	School Names	
	A. J. Clarke Richardson Collegiate Vocational Institute (JCR)	
	B. Notre Dame Catholic Secondary School (ND)	
School Boards		
A. Durham District School Board		
B. Durham Catholic District School Board		
Location	Ajax	
School Type	Secondary	
Joint-use Arrangement Date	1998	
On-the-Ground Capacity	1,425 - JCR	1,194 - ND
Gross Floor Area (sq.m.)	21,920 - JCR	15,833 - ND
Shared Spaces	Theatre, Cafeteria & Outdoor Playfields	
Additional Partners	Town of Ajax (Theatre)	
Date of Partnership Agreement	2002	
Nature of Community Partnership	Tri-Party Agreement	
Community Access	Public access through Schools	
Land Ownership	Co-Ownership (Dual Party - DSBs)	
Building Ownership	Co-Build (Dual Party - DSBs)	
Origin of the Joint-use School		
<p>Durham DSB and Durham Catholic DSB wanted to demonstrate their collaborative relationship by taking advantage of a large plot of land available within Ajax. As a result, the two school boards proposed and received Ministry of Education approval to build the Joint-use School. This is one of the largest Joint-use Schools in the Province. The Town of Ajax provided funding to expand the Theatre in exchange for having after-hours access for public usage.</p>		


3.2.2 Profile # 2 - Joint-use School in Toronto

	School Names	
	A. Holy Child Catholic School (HC) B. Humberwood Downs Junior Middle Academy (HD)	
	School Boards	
	A. Toronto Catholic District School Board B. Toronto District School Board	
Location	Toronto	
School Type	Elementary	
Joint-use Arrangement Date	1993	
On-the-Ground Capacity	489 - HC	1048 - HD
Gross Floor Area (sq.m.)	5,780 - HC	10,962 - HD
Shared Spaces	Gymnasium, library, classrooms and play fields	
Additional Partners	City of Toronto, Toronto Public Library, Day Care Centre	
Date of Partnership Agreement	1993	
Nature of Community Partnership	Co-Locate within Third-Party owned building	
Community Access	Secure access to Public Areas of the building.	
Land Ownership	Third-Party	
Building Ownership	Third-Party	
	Origin of the Joint-use School	
	Toronto DSB, Toronto CDSB, City of Toronto and the Library Board entered into a joint-use agreement in 1993. The complex is operated and maintained on behalf of all the owners (City of Toronto, TCDSB, TDSB and Library Board) by a Property Management firm. All capital, operations and maintenance tasks are completed by the third-party representatives.	


3.2.3 Profile # 3 - Joint-use School in Toronto

	School Names	
	A. Saint- Frère-André (SFA) B. Toronto Ovest (TO)	
	School Boards	
	A. Conseil scolaire catholique MonAvenir B. Conseil Scolaire Viamonde	
Location	Toronto	
School Type	Secondary	
Joint-use Arrangement Date	2011	
On-the-Ground Capacity	474 - SFA	444 - TO
Gross Floor Area (sq.m.)	9,506 - SFA	9,629 - TO
Shared Spaces	Gymnasium, auditorium, classrooms and resource room	
Additional Partners	None	
Date of Partnership Agreement	None	
Nature of Community Partnership	None	
Community Access	Public access through Schools	
Land Ownership	Co-Ownership	
Building Ownership	Co-Ownership	
Origin of the Joint-use School		
CSC MonAvenir and CS Viamonde were independently looking for a new school location in the community. The school boards undertook an extensive renovation of an available secondary school formerly occupied by another Board. The purpose of the renovation was to update the layout of the facility to better align with the program needs and design considerations associated with a Joint-use School.		


3.2.4 Profile # 4 – Joint-use School in Brampton

	School Names	
	A. St. Cecilia Catholic Elementary School(SC)	
	B. Westervelts Corners Public School (WC)	
	School Boards	
	A. Dufferin-Peel Catholic District School Board	
	B. Peel District School Board	
Location	Brampton	
School Type	Elementary	
Joint-use Arrangement Date	1999	
On-the-Ground Capacity	444 - SC	416 - WC
Gross Floor Area (sq.m.)	4,369 - SC	4,585 - WC
Shared Spaces	Library and staff room	
Additional Partners	None	
Date of Partnership Agreement	None	
Nature of Partnership	None	
Community Access	Public access through Schools	
Land Ownership	Co-Build	
Building Ownership	Co-Ownership	
Origin of the Joint-use School		
<p>Dufferin-Peel CDSB and Peel DSB had an accommodation need at the same time and were looking to achieve cost savings associated with the purchase of land and construction. The school boards sought additional program space both within the building and site.</p> <p>In addition, at that time, there was a moratorium on new school construction. The joint-use aspect was leveraged to seek the necessary Ministry approvals while still meeting each board's accommodation needs.</p>		


3.2.5 Profile # 5 - Joint-use School in Brantford

	School Names	
	A. St. Basil Catholic Elementary School (SB)	
	B. Walter Gretzky Elementary School (WG)	
		School Boards
		A. Brant Haldimand Norfolk Catholic District School Board
		B. Grand Erie District School Board
Location	Brantford	
School Type	Elementary	
Joint-use Arrangement Date	2012	
On-the-Ground Capacity	484 - SB	498 - WG
Gross Floor Area (sq.m.)	4,574 - SB	4,574 - WG
Shared Spaces	Gymnasium, auditorium and library	
Additional Partners	None	
Date of Partnership Agreement	None	
Nature of Partnership	None	
Community Access	Public access through Schools	
Land Ownership	Co-Build	
Building Ownership	Co-Ownership	
Origin of the Joint-use School		
<p>Brant Haldimand Norfolk CDSB and Grand Erie DSB built a Joint-use School (Branlyn Community School and Notre Dame CES) approximately 20 years earlier. When both schools had a similar need at the same time and given the success of the other Joint-use School, the decision was made to develop another. The municipality had a need for one of the proposed school sites and was willing to update the Brantford Community Master Plan to create the larger co-owned site required to build the Joint-use School.</p>		


3.2.6 Profile # 6 - Joint-use School in Longlac

	School Names	
	<p>A. École élémentaire catholique Notre-Dame-de-Fatima (NDF)</p> <p>B. Our Lady of Fatima Catholic School (OLF)</p>	
	School Boards	
	<p>A. Conseil Scolaire Catholique des Aurores Boréales</p> <p>B. Superior North Catholic District School Board (SNCDSB)</p>	
Location	Longlac	
School Type	Elementary	
Joint-use Arrangement Date	1998	
On-the-Ground Capacity	222 - NDF	288 - OLF
Gross Floor Area (sq.m.)	Leased	4,319 - OLF
Shared Spaces	Gymnasium and library	
Additional Partners	Daycare	
Date of Partnership Agreement	2014	
Nature of Community Partnership	Co-Locate	
Community Access	Public access through schools. Daycare has its own access	
Land Ownership	Single Party (SNCDSB)	
Building Ownership	Single Party (SNCDSB)	
Origin of the Joint-use School		
<p>In 1998, CSC des Aurores Boréales and Superior North CDSB, through the Education Improvement Commission, approved the program wherein Aurores Boréales leases/licenses space within four elementary schools across Northern Ontario, including Longlac. Superior North CDSB essentially acts a landlord for Aurores Boréales in each of the four schools. In 2014, an addition to the Longlac school was constructed to house a new Daycare centre.</p>		

3.2.7 Profile # 7 – Joint-use School in Nakina

	School Names		
	A. Nakina Public School (NP)		
	B. École élémentaire catholique Notre-Dame-des-Écoles – (NDE)		
	C. St. Brigid Catholic School (SB)		
School Boards			
A. Superior-Greenstone District School Board			
B. Conseil Scolaire Catholique des Aurores Boréales			
C. Superior North Catholic District School Board (SNCD SB)			
Location	Nakina		
School Type	Elementary		
Joint-use Arrangement Date	2001		
On-the-Ground Capacity	107 - NP	72 – NDE	187 - SB
Gross Floor Area (sq.m.)	1,432 - NP	Leased	1,525 - SB
Shared Spaces	Gymnasium and library		
Additional Partners	Nakina Public Library		
Date of Partnership Agreement	1981		
Nature of Community Partnership	Co-locate		
Community Access	Secure access to public areas of the building		
Land Ownership	Each DSB owns its own land (property line goes through the middle of the Joint-use School)		
Building Ownership	Superior Greenstone owns its space and the shared facilities. Superior North Catholic DSB owns its space. CSD leases space from SNCD SB		
Origin of the Joint-use School			
<p>When originally constructed (1977), the school was managed by the Nakina District School Area Board (NDSAB) as a traditional school. The public library became a tenant of NDSAB in 1981.</p> <p>In 2001, the Superior North CDSB signed a co-ownership agreement with NDSAB which resulted in the Joint-use School. In 2005, CSC des Aurores Boréales leased their space from Superior North CDSB. In approximately 2009/2010, Superior Greenstone DSB inherited Nakina PS from NDSAB.</p>			

3.2.8 Profile # 8 - Joint-use School in Terrace Bay

	School Names	
	A. École élémentaire catholique Franco-Terrace (EFT)	
	B. St. Martin Catholic School (SM)	
	School Boards	
A. Conseil scolaire catholique des Aurores Boréales		
B. Superior North Catholic District School Board		
Location	Terrace Bay	
School Type	Elementary	
Joint-use Arrangement Date	2007	
On-the-Ground Capacity	78 - EFT	141 - SM
Gross Floor Area (sq.m.)	Leased	2,207 - SM
Shared Spaces	Gymnasium, classrooms and library	
Additional Partners	None	
Date of Partnership Agreement	None	
Nature of Community Partnership	None	
Community Access	Public access through Schools	
Land Ownership	Single Party (SNCD SB)	
Building Ownership	Single Party (SNCD SB)	
Origin of the Joint-use School		
<p>In 2007 the Superior North CDSB built the existing Joint-use School to replace a previous Joint-use School (same names) in Terrace Bay, leveraging the 1998 agreement between the CSC des Aurores Boréales and the Superior North CDSB. Originally a daycare was located within the building. However, the Superior North CDSB is currently using the former daycare space to house board staff as part of the Catholic Education Centre.</p>		

4 OUTCOMES

This section provides a summary of the information that we heard from each of the stakeholder groups as well as the emerging themes that were synthesized based on the interviews.

4.1 WHAT WE HEARD BY STAKEHOLDER GROUP

The following section highlights some of the benefits and challenges related to participating in a Joint-use School from the perspective of each stakeholder group.

The themes identified below, which may not be unique to a Joint-use School, were identified by numerous members of the Study community. Additionally, the challenges were not necessarily seen in each of the Joint-use Schools included in the Study, as the School and DSB Administration had addressed the challenge within their specific school context.

4.1.1 Student's Voice

"In a Joint-use School, you learn to interact with people other than the people you see every day. You may meet people with different ideas, motivations, religions and families which can really open your eyes to the world around you."

The following key points summarize the Student's Voice heard throughout the Study.

Outcomes - Students	
No Significant Difference	The students did not feel that there was a significant difference between attending a Joint-use School compared to a traditional school as it related to their education.
Appreciate Diversity	Recognized and appreciated the opportunity to be exposed to the diversity associated with their partner community within their Joint-use Schools.
Separation of Communities	Students identified social issues that arose when they were unable to interact (due to scheduling and restricted access policies) with the students from the partner school.

Outcomes - Students

Different Schools / Different Rules	Where there were significant differences between the rules of the two Joint-use Schools, the students found it confusing and unclear how the different rules would be applied to them (e.g. difficult to know who was supervising who on the playground or in shared spaces).
Desire for Greater Interaction	Desired the opportunity to interact in more ways, and more frequently, with students from their partner school including Joint-use School events, recess, joint class trips, sports teams, etc.
Greater Course Selection	Students, mainly in secondary schools, expressed an interest in taking specialty courses (e.g., shop classes, theatre, etc.) that are offered at their partner school, but not at their home school within a Joint-use School.
Larger Shared Spaces	The students appreciated the larger shared spaces as well as spaces that they would likely not have access to in a traditional school within their community (e.g. gymnasium, library, theatre).
Space Sharing Issues	Although there was appreciation for the benefits of the larger and/or additional shared spaces, there were concerns expressed with having to share the spaces, in particular related to the partner school using a shared space (e.g. gymnasium for a one-time assembly) that interrupted their normal program (e.g. regularly schedule gym class).
Access to Community Space	When community partners were also included in a Joint-use School, the students appreciated the ability to access the community space (e.g., public library, theatre).

4.1.2 Parent/Guardian's Voice

"I would encourage parents to consider a Joint-use School as a benefit and resource to the community. As a parent, I have no concerns and appreciate the cost-sharing as a tax payer. Joint-use Schools are unique by design and open more opportunities."

The following key points summarize the Parent/Guardian's Voice heard throughout the Study:

Outcomes – Parents / Guardians	
Non-Issue	Most parents just accepted the Joint-use School as it was their assigned school within their boundary.
School Security	Many parents were initially concerned about the additional security requirements related to the Joint-use School. However, in general, the parents were satisfied with the provisions undertaken, once they had a better understanding.
Symbolism and Language within Shared Spaces	Concerns were raised in relation to the presence or lack of presence of symbolism and/or English/French language diversity within the shared spaces.
Benefits of Community Hub	There was an appreciation for the access that their children had to the additional shared spaces associated with the community partners.
Parking and Traffic	Concerns expressed around the site layout in terms of available parking, as well as traffic issues during daily drop-off and pick-up times at the Joint-use School.
Importance of a School within their Community	Specifically, in the rural and remote schools, the importance of having access to their choice from the four (4) DSB model, was critical.
Effective use of Tax Dollars	The cost effectiveness, and the ability to share resources effectively within a Joint-use School was appreciated by parents/guardians as taxpayers.

4.1.3 Teacher's Voice

"A Joint-use School means: community! Access to resources/equipment otherwise unavailable, builds community relationships and spirit. Allows celebration of unique cultures (Catholic, Aboriginal, French, etc.), sharing of unique perspectives."

The following key points summarize the Teacher's Voice heard throughout the Study:

Outcomes – Teachers	
No Significant Impact	Other than those responsible for teaching within the shared spaces, teachers did not identify a material impact on programming and teaching based on their presence within a Joint-use School.
Larger Shared Spaces	Appreciated the larger shared spaces as well as spaces that they would likely not have access to in a traditional school within their community (e.g. gymnasium, library, theatre, etc.).
Peer-to-Peer Interaction	Often there is limited interaction between staff from peer schools. Where interaction exists, teachers appreciated peer perspective, improved pedagogy (e.g. French teacher having access to French teachers in a French Board).
Off-Setting Schedules	Varied start times between schools make it easier to manage student populations during recesses, lunch, etc. However, the varied scheduling also makes it difficult to share spaces and limit flexibility.
Importance of Collaboration and Synergy between Principals	Joint-use Schools work best when the Principals are highly collaborative (shared vision, effective informal and formal communication).
Additional Effort to Schedule	The scheduling of shared spaces (e.g. gym and library) requires additional and on-going planning when compared to a traditional school.
Parking and Traffic	Concerns expressed around the site layout in terms of available parking, as well as traffic issues during daily drop-off and pick-up times at the Joint-use School.

Outcomes – Teachers	
Challenges of Managing Security	Building design can make managing security between schools and with community partners more challenging than compared to a traditional school. Where shared access to common spaces (e.g. stairwells) exist, safety and security issues arose related to heavy traffic (both school populations) as well as difficulty differentiating between students from each school.
Student Supervision	With large student populations, it is difficult to identify which students they are responsible for, and which they can and cannot discipline. School uniforms in one of the Joint-use Schools helps with student identification.

4.1.4 Principal/Vice-Principal's Voice

"It's not just my school. I have to co-ordinate a lot with my partner. I have to think of "how will this impact my partner." Two critical points are that it is necessary to have a really good relationship with your partner and be very organized. You need strong communication skills, you have to be flexible and your interpersonal skills are very important. Formal and informal conversations happen on a regular basis. The other impact is that I like having someone to talk to about my practice – professional networking of sharing the responsibility of meeting the needs with this community."

The following key points summarize the Principal/Vice-Principal's Voice heard throughout the Study:

Outcomes – Principals / Vice-Principals	
Collaboration	Joint-use Schools work best when they have a collaborative school administration but is challenging when partners are misaligned.
Joint-use School Agreements	It is vital that the Joint-use School agreements are shared with School Administration and are understood to allow for coordination with peer and school operations.
Understanding Partnering Schools	A Principal/Vice-Principal should understand the rules and processes that governs their school and their partnering school.
Enhanced Sense of Community	The presence of a broader community of students and teachers leads to a greater participation within the local community.

Outcomes – Principals / Vice-Principals	
Long-Term Planning	To minimize the issues around scheduling the usage of shared spaces, long-term co-planning between school administrators within a Joint-use School is crucial. Decisions may take twice as long as there are two stakeholder groups.
Unique Leadership Development Opportunity	The complexities associated with a Joint-use School provide unique opportunities within DSBs for personal and professional development associated with the increased focus on joint/collaborative planning and professional networking.
Mentorship	Given the small population of Joint-use Schools across the Province, mentorship for new Principals would be beneficial. Additionally, not having both Principals within a Joint-use School leave at the same time allows for greater consistency over-time and provides an opportunity for mentorship.
Varied Collective Agreements	Differences in collective agreements between partner DSBs can result in operational complexities that require additional attention and planning on behalf of school administration.
Office Location	Having the two offices in close proximity allows for more efficient and frequent informal and formal communication.
Challenges of Managing Security	Building design can make managing security between schools and with community partners more challenging than compared to a traditional school. Where shared access to common spaces (e.g. stairwells) exist, safety and security issues arose related to heavy traffic (both school populations) as well as difficulty differentiating between students from each school.

4.1.5 Board Administration’s Voice

“Specialty spaces are expensive. Joint-use School design allows for these spaces to be constructed. As an example, shared gymnasiums and libraries are larger providing improved spaces for both the schools and community.”

The following key points summarize the Board Staff’s Voice heard throughout the Study:

Outcomes – District School Board Administrators	
Efficiency	Joint-use Schools provide opportunities to increase the efficiency of construction and operations. Additionally, when land is scarce and costly, joint-use arrangements can allow multiple boards to leverage limited available sites while reducing land acquisition costs.
Longer-Term Planning Horizon	It takes longer to plan and build a Joint-use School (due to two sets of stakeholders being involved), so longer-term co-planning is required.
Design and Specialty Spaces	Joint-use Schools provide increased program capacity and specialty spaces providing better value for construction budgets.
Varied Collective Agreements	Differences in collective agreements between partner DSBs can result in operational complexities that require additional attention and planning on behalf of board administration.
Importance of a School within their Community	Specifically, in the rural and remote communities, the ability to deliver a board-specific program was critical.
Template Agreements	DSBs expressed a desire to have access to sample Joint-use School agreements utilized by other DSBs as a starting point when considering a Joint-use School.
Students Transfers	In some cases, Joint-use Schools provide opportunities for Parents/Guardians and Students to more easily “Board Hop” to take advantage of a different program or educational focus (i.e. Sports vs. Arts) between partner schools.
Cooperative Partnerships	It is important that DSBs have a shared vision and commitment to the success of the Joint-use School.

4.1.6 Municipal Partner Voice

The following key points summarize the Municipal Partner's Voice heard through the interviews:

Outcomes – Municipal Partners	
Application for Joint-use	Adding a Municipal Partner to a Joint-use School provides benefits in urban, rural and remote communities. The benefits include cost savings/sharing and access to municipal/community programming (e.g. library, theatre, recreation centre, etc.).
Effective Use of Public Dollars	Municipal partnerships within Joint-use Schools provide a cost-effective means to developing community hubs while supporting “local” community services (e.g. public library, recreation centres).
Capital Investments	Consideration should be given to both the initial capital costs and long-term capital renewal costs associated with a Joint-use School when planning and designing a facility.
Communication	Municipal partners should be engaged on the day-to-day operations of the facility to ensure that all stakeholders understand the impact of their actions on each other's operations. Municipal Partners should have a single point-of-contact with their DSB partner(s) to allow for clear communications.
Longer-Term Planning Horizon	It takes longer to plan and build a Joint-use School (due to two sets of stakeholders being involved), so longer-term co-planning is required.
Varied Design Standards	Many municipalities have design standards (e.g. City of Toronto Green Standard). Flexibility and increased planning is required to allow for the merging of the stakeholder design standards.
Security and Access	DSBs are required to maintain security and limit access while Municipal Partners generally open their spaces to the public. Managing these differing requirements needs to be coordinated into the design and operations of the buildings.
Varied Collective Agreements	Differences in collective agreements between partners can result in operational complexities that require additional attention and planning.

4.2 EMERGING THEME DETAILS

By examining the extensive feedback provided by all of the stakeholders the following ten (10) Emerging Themes were identified during the Joint-use School Experience focus group interviews.

4.2.1 Emerging Theme # 1 - All Joint-use Schools are Unique

Through examination of the eight (8) Joint–use Schools undertaken in the Study and responses to the questions presented during the interviews, it became evident that all Joint-use Schools are unique.

The uniqueness of each Joint-use School was demonstrated by:

- Varying ownership structures associated with the land and buildings (e.g. co-ownership, landlord/tenant, third-party);
- Partnership agreements and how they were used;
- Mechanisms used to demonstrate respect for board culture (e.g. language, religion) between schools (e.g. interior and exterior school board branding);
- Collaborative leadership and teaching practices required to manage two coterminous school populations (e.g. regularly scheduled management team meetings to coordinate usage of shared spaces); and
- Design standards required to meet the unique needs of a Joint-use School (e.g. shared spaces, security, on-site parking and traffic flow, etc.)

A wide variety of leadership and educational approaches to leveraging the opportunities and overcoming the challenges associated with a Joint-use School were observed.

The integration of the communities from the four distinct DSBs in Ontario provides great and diverse opportunity for success.

"A Joint-use School means that we get to, as Catholic students, share a single environment with people with different beliefs and of different faith. It allows us to learn to be more accepting towards everyone, and to have an open mind towards differences." – Student

"A Joint-use School means: community. Access to resources/equipment otherwise unavailable, builds community relationships and spirit. Allows celebration of unique cultures (Catholic, Aboriginal, French, etc.), sharing of unique perspectives." - Teacher

"Registering your child can be a positive journey. With many mixed cultures in our community as well as in our schools, we all need to appreciate others. As children get older and go out into the workforce they will realize that they need to be accommodating to all people." – Parent

"A joint school encourages teamwork and the sharing of our culture and our language with an Anglophone school." – Principal

4.2.2 Emerging Theme # 2 - Respectful of Four School Board Systems

All stakeholder groups commented on the importance of respect for each of the four School Board Systems in Ontario (Public English, Public French, Catholic English and Catholic French DSBs). Comments received highlighted the importance of grade structure alignment and program alignment where partner boards complement each other's vision and mandate.

"Emphasis should be placed on the mandate of the French-language Catholic School. This dual mandate to ensure the sustainability of language and culture in a minority setting, while ensuring a place of fulfillment at the level of the faith. Each partner has its identity and it is important that it is respected by both partners. It's important to allow students to experience that identity." - DSB Administrator

"It is important to respect Catholic school culture and symbolism." - DSB Administrator

"The Joint-use School has the potential to become the anchor for the francophone community in Toronto" - DSB Administrator

"It makes sense where we have capacity, as buildings get older, to take advantage of opportunities to co-locate, bringing smaller populations together in Joint-use Schools." - DSB Administrator

"A Joint-use School is a school that shares more than space. It shares programs, values, resources etc. As with any good couple, each must exist without being absorbed by the other. This would mean to me that there will be the values of A, the values of B and the values of AB. This requires a lot of investment and policy attention to avoid a power imbalance by the strongest partner (strength from history, finance, location, region)". - Parent

4.2.3 Emerging Theme # 3 - Joint-use School Design and Shared Spaces

All five stakeholder groups provided comments on the importance of Joint-use School design (including site configuration and building layout for DSBs and community partners) and shared spaces (room purpose and location within the facility) being considered very carefully to ensure equality of programming, school security and community access.

Some of the key aspects of facility design that were consistently highlighted included:

- Value of “mirror imaging” of the shared schools space so that each school shares similar design standards and features;
- Maintaining a unique brand/identity for each of the partner schools;
- Availability of larger shared space including gymnasiums, library or learning commons, swing spaces, specialty classrooms and staffrooms;
- Importance of entrance points, interior student flow to maintain security and reduce noise/disruption impacts (especially when off-setting schedules exists); and
- Site needs including parking lots, drop-off zones, bussing zones, and athletic fields and playgrounds.

"A Joint-use School means to me a school used by two or more schools. There are several positive and negatives, such as bigger gyms, larger libraries, cheaper supplies and several other things." - Student

"Entering a Joint-use School as a parent my main concerns was safety for my children. Our school does a fantastic job assigning resources to welcoming grade nine students and their parents to the school community. Explaining separate start times help parents and alleviate concerns." - Parent

"The mirror design of the school is the best option because if it's the same layout students wouldn't complain about their conditions and would focus their attention on changing things that are more realistic like classes and programs." - Secondary Student

"I would encourage parents to consider a Joint-use School as a benefit and resource to the community. As a parent, I have no concerns and appreciate the cost-sharing as a tax payer. Joint-use Schools are unique by design and open more opportunities." - Parent

"I was initially concerned about children or visitors going freely between each location. I was concerned about how much they keep students separate and safe when people could easily flow between the two buildings. My concerns were addressed by speaking with teachers and finding out the process for transitions." – Parent

4.2.4 Emerging Theme # 4 – Importance of Scheduling Shared Spaces

School-based stakeholder groups and the Municipal Partners identified the importance of the shared spaces including gymnasiums, libraries, staffrooms, athletic fields and playgrounds to the Joint-use School experience. However, the benefit of often larger and/or enhanced program spaces associated with Joint-use Schools needs to be balanced with detailed and proactive scheduling of the shared spaces between DSBs. Additionally, given the highly scheduled calendar for these spaces, one-time or infrequent activities by one DSB (e.g. assembly, outside presentation, etc.) can result in a disruption to regular programming. All stakeholders (including community partners, where applicable) must be engaged early and often in the scheduling process.

"Booking and co-scheduling allow both parties to work together via mutual respect to get the necessary planning done." - Secondary Teacher

"With a Joint-use Schooling system, communication is essential, whereas at single school's teachers are able to access the resources they need independently. For example, teachers from both sides must consider one another's schedules prior to setting up performances in the theatre or games in the soccer field." - Secondary Student

4.2.5 Emerging Theme # 5 – Shared Programming Opportunities

School-based stakeholder groups expressed a desire to share specialty programming and associated spaces between Joint-use Schools, particularly in rural and remote settings.

Within the secondary school setting, we heard of students switching between peer schools within the Joint-use School, so they could take vocational classes (e.g. shop, theatre) that were not offered within their school, or for which they had to be transported to another school within their DSB.

Additionally, where community partners are also present within a Joint-use School, the additional resources and spaces available to both schools provide enhanced programming opportunities (e.g. library theatre, community centre, etc.), while also creating a community hub.

"To benefit education, I think it should be easy for another student from a different school to join a Joint-use School's course. For example, our school stopped grade 12 math class, since not enough people took it and this can be a big problem because universities make it mandatory to take that course to apply to specific programs, like engineering." - Secondary Student

"In a joint school, there are more cultural and artistic activities than in a traditional school." - Teacher

4.2.6 Emerging Theme # 6 – Peer-to-Peer Interaction between Student and Teachers

The student and teacher voices were very strong in this theme where both expressed a desire to have more interaction between peer groups within the Joint-use School. Principals and parents/guardians also commented on this theme but expressed caution in planning to ensure DSB priorities were being met. The student interaction suggestions focused on greater opportunities to collaborate on sports, special visitors and events at the school(s) that will benefit all students. The teacher interaction suggestions focused on the opportunity for educators to share valued resources and to improve pedagogy through collaborative learning and collaborative planning at a professional level.

"In a Joint-use School, you learn to interact with people other than the people you see every day. You may meet people with different ideas, motivations, religions and families which can really open your eyes to the world around you." - Student

"I think we should have more co-operatives times between the schools such as after school activities or sports or even our play days. This would allow our schools to better understand each other and work better together in dire situations and allows us to function as a whole." - Student

"It's nice to have colleagues nearby to bounce ideas off of sometimes; to see how other professionals do things." - Secondary Teacher

"I am the only grade five student. Sometimes I have to work with bigger or younger students. I don't have anyone my age to work with. All students from all schools should share the gym every day. It would be better if there were more people in my grade." – Student

"It does impact my role as a teacher, the public school is larger than my own school, so it is beneficial to work with others and hear their thoughts/opinions. They have more conversations, so we can learn from them and gain their experiences. We've learned a lot about pedagogy from them..." – Teacher

"FSL teachers often work in isolation. A Joint-use School offers having another francophone teacher in the building. Presents opportunities for collaboration." - Teacher

"I'm more likely to do new things. We share sports tournaments. I can play with other people in the schoolyard and I can sit with the kids my age at lunch time because I'm the only one in Grade 8." – Student

4.2.7 Emerging Theme # 7 - Importance of Communication

All stakeholder groups, with the exception of the students and the Municipal Partners, identified the impact and criticality of effective communications between the partners in determining the success of a Joint-use School. The importance of both the informal methods of communication that occur between the school leadership, on a daily basis, and the formal communication methods that layout the use of shared space and operations of the Joint-use Schools as determined by the formal board approved agreements were highlighted.

"Joint-use School s run better if there is flexibility and good communication between administrators." - Teacher

"Communication has to be well established or there is chaos." - Public Parent

"Communication must be transparent. There must be active listening, problem solving, flexibility with scheduling, open-mindedness and collaboration. Be ready to make changes; Adapt, help the other direction, exchange of favor for the smooth operation of a joint school." - Principal

4.2.8 Emerging Theme # 8 – Importance of the Role of Principal

The most common thread that we heard from all stakeholder groups, except for students, was the importance of the role of the Principals within a Joint-use School. In fact, this may be the most critical factor in the success of a Joint-use School - the relationship and collaboration between the Principals in the Joint-use School.

There were several instances where a change in one or both Principals had a major impact on the success of a Joint-use School. Typically, the initial Principals that were often involved in the planning and construction of the Joint-use School had a shared vision for success. In some instances when those founding Principals moved on, the replacements took a very different approach and created barriers between the two schools.

"Depending on who the principals of each school are, reflects how the year will go. For example, when the principals do not get along, there was more separation of schools." – Teacher

"I've worked here when both schools worked cohesively, and everything was done together. This worked because the scheduling was the same and principals communicated regularly. Personalities worked." - Teacher

"Communication must be transparent. There must be active listening, problem solving, flexibility with scheduling, open-mindedness and collaboration. We have to be ready to make changes; to adapt and to help the other school administration for the smooth operation of a joint school." – Principal

"It's not just my school. I have to co-ordinate a lot with my partner. I have to think of "how will this impact my partner." Two critical points are it is necessary to have a really good relationship with your partner and be very organized. You need strong communication skills, you have to be flexible and your interpersonal skills are very important. Formal and informal conversations happen on a regular basis. The other impact is that I like having someone to talk to about my practice – professional networking of sharing the responsibility of meeting the needs with this community." – Principal

"In the case of shared premises, everything depends on the interest of working well together; This makes the situation quite difficult. After several years, we were able to establish informal agreements, materials sharing, resources (ingredients), course plans, projects - but all of this can fall into the water if one of the teachers changes or if our will changes too." - Teacher

4.2.9 Emerging Theme # 9 – Cost-Sharing

Joint-use provides the opportunity to share the costs associated with valuable resources and equipment (e.g. gymnasium equipment, theatre equipment, library books) between boards (and municipal partners where present). The benefits of the cost savings benefit the students, teachers and community-at-large. Additionally, often these arrangements were based on informal agreements between school Principals and not a mandated process.

In one instance we heard that due to differences in budget allocation between the two DSBs, one DSB agreed to purchase most of the books for the shared library, while the other DSB covered other costs associated with the joint-use operation to offset the increased investment by their peer school.

Additionally, the opportunity for construction and operational costs savings associated with a Joint-use School, when compared to two traditional schools was raised by several of the stakeholder groups.

"Specialty spaces are expensive. Joint-use School design allows for these spaces to be constructed. As an example, shared gymnasiums and libraries are larger providing improved spaces for both the schools and community." - DSB Administrator

"With Joint-use Schools we can purchase shared equipment for specialty spaces, with shared or pooling of funds to help to cover costs." - DSB Administrator

“Joint-use Schools allow us to build larger specialty spaces, providing better bang for the construction dollar. As an example, we are able to provide schools that are fully air conditioned. It’s about economy of scale!” - Catholic DSB Administrator

“As the building is large enough, sharing the running costs (electricity, heating, maintenance, renovation, etc.) is an advantage. In addition, being able to share carpentry workshops, for example, allows this space to be used daily and reduced expenses for both boards.” - DSB Administrator

4.2.10 Emerging Theme # 10 - Construction, Operations and Administrative Approaches

Our team repeatedly heard from both the school and DSB Administrative stakeholders the importance of the formal agreements governing the Joint-use School, as well as the informal processes and lines of communication developed by the Principals and the DSBs.

Although there was significant variation between the formal and informal agreements and processes, their existence and usage played a key role in the success of Joint-use Schools, and where needed mitigation of issues that can arise between peer communities.

The Joint-use Schools Toolkit provide additional information on the recommended Best Practices for DSBs to leverage the benefits and address the challenges associated with planning, building and operating a Joint-use School.

“Agreements are used to address growth areas in the community and required usage in the schools. Someone owns the lead as laid out in the agreement. Boards share the same database tools (e.g. community use and work order systems) thus having clear communications between the partners.” - DSB Administrator

“Logical agreements are easy to negotiate.” - DSB Administrator

“Converting an existing building is more difficult than designing a new building in partnership. The location of shared spaces would be better if they were at the center of the building. Currently, it is necessary to cross the spaces of the other board to access some premises.” - DSB Administrator

“Establish protocols for communication, responsibilities of each party, what will be done in case of challenges or bad agreements, which is the banker DSB, identify who uses what premises, etc. Other very important components: How public communication takes place on shared files, how major changes / redesigns are planned and executed.” – DSB Administrator

5 CLOSING SUMMARY

Joint-use Schools have a long and wide-ranging history across Ontario. The study examined 25% of the current Joint-use Schools and as outlined throughout this report, it demonstrates excellent examples of the benefits and challenges of Joint-use Schools.

Joint-use Schools are not a one-size-fits-all solution. Each of the stakeholder groups included in the Study recognize both the benefits and some of the challenges associated with joint-use. Many of the benefits of a Joint-use School also have corresponding challenges. For example, a school may have access to a larger gymnasium as a result of being in a Joint-use School. However, as a result, they also have to share the gymnasium which requires additional planning and reduces the flexibility of making adjustments to schedules.

This Experience Study shared the unique experiences of stakeholders (students, parents, school principals/vice-principals, school board administration and municipalities) and their involvement in Joint-use Schools. The lived experience of those who learn and work in a Joint-use School setting can provide school boards, the Ministry of Education and communities with significant insights into the benefits and challenges of such arrangements. It is the hope that this Study will further encourage the creation of more Joint-use School partnerships in the province of Ontario.

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APPENDIX 1

DETAILED STUDY METHODOLOGY

METHODOLOGY

The following section of the report outlines the methodology employed by our team throughout the project to gather the source data used to develop our findings and recommendations.

Research Methodology

Our team used stakeholder-specific questions, to gain an understanding of the joint-user experience. The study team interviewed key stakeholders utilizing focus group, which included time for individual reflection. Qualitative data was gathered through:

- In-school interviews of Students, Teachers, School Administration and Parents/Guardians;
- In-person interviews of senior DSB staff; and
- Collection of relevant background information and joint-use agreements pertaining to each Joint-use School involved in the study.

Interview Methodology

To gather the required evidence to support the study findings, our team conducted focus groups involving key stakeholder groups. The stakeholder groups included Students, Teachers, School Administration, Parents/Guardians, senior DSB staff from the study schools and DSBs. In-school and DSB meetings and interviews were conducted with the key stakeholder groups between May 2017 and July 2017.

The study team created general and group specific interview questions that were vetted and approved by the Ministry and the Joint-use Steering Committee.

The questions were designed to investigate 5 principle stakeholder perspectives regarding the Joint-use School user experience. The stakeholder groups and desired learning objectives investigated include:

1. **Students (Grades 3 to 12)**, understanding learning and cultural experience;
2. **Parents/Guardians**, understanding student expectations and outcomes;
3. **Teachers (Including those responsible for shared spaces such as Physical Education, Librarians, Theatres etc.)**, understanding academic and cultural experience;
4. **School Administration (Principals/Vice-Principals)**, understanding the role of school administration and academic management; and
5. **DSB Administration (Director of Education, Supervisory Business Official(s) and Managers)**, understanding proven practices relating to political and cultural alignment, business and related planning.

To ensure the integrity of the interviewing process and information received, all focus groups within each stakeholder group received the same questions, same interviewing technique and timeline. Focus groups were conducted in both English and French languages based on the DSB and school program.

To complete the Study, in-school interviews were conducted in both the selected Joint-use Schools and supporting DSB offices. At each interview, a minimum of 4 representatives from the Student, Teacher and Parent/Guardian stakeholder groups were invited to attend the focus group sessions.

Our team endeavoured to speak with each Principal and Vice-Principal associated with each Joint-use School. In some cases, our Principal/Vice-Principal interview also included former Principals that were still involved in the school (at a Board or volunteer level) or future Principals in circumstances where staff changes were planned for the 2017/2018 school year.

Each focus group was led by a Facilitator from the study team. Focus group interviews were carried out, wherever possible, concurrently at the Joint-use Schools. As an example, in a Joint-use School where the Public and Catholic boards share the facility, the in-school interviews for both the Public and Catholic school students were carried out on the same date at the same time. The Facilitators switched between schools after each set of interviews to ensure that the study team members received the user experience study responses equally between the two schools.

The DSB interviews involving the Director of Education, Supervisory Business Official(s) and Managers were conducted on a separate date at the DSB office. Two principle members of the study team were present for all interviews and the French languages team member joined the interviews for the French language boards. The French in-school and board interviews were conducted in French.

The in-school focus group interviews for each group averaged about one-hour, while the DSB sessions averaged two-hours to review the assigned questions.

In-School Interviews

Students, Teachers, School Administration and Parents/Guardians, made up the in-school focus group interviews. Each focus group was organized by school with the interview focusing on their school and the interaction with the peer school within the joint-use facility. As an example, the study team conducted two sets of focus group interviews concurrently at each Joint-use School. This method was applied to each focus group involved in the in-school phase of the Study.

Following brief introductions as well as overview of the purpose of the interview/study, the Facilitator proceeded to initiate the interview through presenting the questions to the focus group, followed by group discussion, followed by individual reflection and writing.

Each member of the focus group was requested to write down their thoughts in response to each question. Focus group members were provided an average of 5-10 minutes per question. A generic answer form was provided to each of the focus group members to capture all written response. Participants completed a response form for each question. The purpose of asking each individual participant to write their own responses to each question was to allow the Study to capture the Voice of each participant and stakeholder group, as opposed to filtering feedback through our Facilitators.

The forms identified the date, location, stakeholder group, number of focus group members, facilitator and interview question completed. To ensure individual confidentiality, no personal information was captured on the completed forms or by any of the Facilitators.

Additionally, the Facilitators also took their own notes of key feedback and findings during the interviews.

Board Office Interviews

The Board Office interviews involved a two-hour session with the Director of Education, Supervisory Business Officer and Managers. Interview questions for the DSB staff were provided in advance of the interviews to allow for preparation and integration of individual thoughts/feedback. The two-hour sessions focused on responding to the interview questions and review of the Joint-use School background information provided in advance of the interview. The Joint-use School data requested included all related agreements (land, development, construction, lease, operating, and any other pertinent legal documents), facility condition assessment reports and School Information Profiles.

As a follow-up, and to gather the DSB Voice, DSB staff were requested to submit a consolidated written response to the questions presented and discussed during the interview.

Additionally, the Facilitators also took their own notes of key feedback and findings during the interviews.

Observations

Based on the Joint-use Experience Study involving the 13 DSB districts and 8 Joint-use Schools and identified key stakeholder groups, at the conclusion of the selected school and board interviews, 246 individuals were interviewed and 1,166 responses to the questions presented were received. The following table highlights the breakdown of the stakeholder interviews.

Summary of Interviews and Responses Received					
Category	Stakeholder Group				
	Students	Parents/ Guardians	Teachers	School Admin	DSB Admin
Stakeholders Interviewed	68	41	63	27	47
Individual Written Responses to Focus Group Questions	365	241	363	189	13*

Notes:* Each of the thirteen (13) DSBs included in the Study were requested to submit a consolidated response to the questions whereas individual responses were collected for other stakeholder groups.

All formal responses have been consolidated and provided as support documentation to the Ministry as background information to this report.

The Study Team consolidated all responses to the joint-use user questions posed. Through analysis of the data received through the key stakeholder interviews, the study team extracted 10 Emerging Themes, which represent the joint-use user experience. Based on the study goals and desired learning objectives under investigation, this information was used to develop the Study findings, conclusions and outcomes.

APPENDIX 2

LIST OF ONTARIO'S CURRENT JOINT-USE SCHOOLS

List of Ontario Joint-use Schools as of July 2017				
No.	School	Board	Grades	City
1	Holy Cross Catholic Secondary School	London DCSB	9 to 12	Strathroy
	Strathroy District Collegiate Institute	Thames Valley DSB	9 to 12	
2	École secondaire Franco-Jeunesse	CS Viamonde	7 to 12	Sarnia
	École secondaire catholique Saint-François-Xavier	CSC Providence	7 to 12	
3	Walter Gretzky Elementary School	Grand Erie DSB	JK to 8	Brantford
	St. Basil Catholic Elementary School	Brant Haldimand Norfolk CDSB	JK to 8	
4	St. Bernadette Catholic Elementary School	York CDSB	JK to 6	Sutton West
	Black River Public School	York Region DSB	JK to 6	
5	Holy Child Catholic School	Toronto CDSB	JK to 8	Etobicoke
	Humberwood Downs Junior Middle Academy	Toronto DSB	JK to 8	
6	Branlyn Public School	Grand Erie DSB	JK to 8	Branford
	Notre Dame school	Brant Haldimand Norfolk CDSB	JK to 8	
7	J. Clarke Richardson Collegiate Vocational Institute	Durham DSB	9 to 12	Ajax
	Notre Dame Catholic Secondary School	Durham CDSB	9 to 12	
8	Westervelts Corners Public School	Peel DSB	JK to 5	Brampton
	St. Cecilia Elementary School	Dufferin Peel CDSB	JK to 8	
9	École secondaire catholique Saint-Frère-André	CS Catholique Mon Avenir	7 to 12	Toronto
	École secondaire Toronto Ouest	CS Viamonde	7 to 12	
10	École élémentaire catholique Saint-Nom-de-Jésus	CSC du Nouvel-Ontario	JK to 8	Hornepayne
	Holy Name of Jesus Separate School	Huron Superior CDSB	JK to 8	

List of Ontario Joint-use Schools as of July 2017				
No.	School	Board	Grades	City
11	Red Maple Public School	York Region DSB	JK to 8	Richmond Hill
	St. John Paul II Catholic Elementary School	York CDSB	JK to 8	
12	Kate S. Durdan Public School	DSB Niagara	JK to 8	Niagara Falls
	Loretto Catholic Elementary School	Niagara CDSB	JK to 8	
13	École secondaire publique Northern	CSP du Nord-Est de l'Ontario	9 to 12	Sturgeon Falls
	Northern Secondary School	Near North DSB	9 to 12	
14	École élémentaire catholique Franco-Terrace	CS District Catholiques des Aurores boréales	JK to 8	Terrace Bay
	St. Martin Catholic School	Superior North CDSB	JK to 8	
15	École élémentaire catholique Notre-Dame-des-Écoles	CS District Catholiques des Aurores boréales	JK to 8	Nakina
	St Brigid Catholic School	Superior North CDSB	JK to 8	
	Nakina Public School	Superior-Greenstone DSB	JK to 8	
16	École élémentaire catholique Saint-Joseph	CS District Catholiques des Aurores boréales	JK to 8	Geraldton
	St. Joseph Catholic School	Superior North CDSB	JK to 8	
17	Our Lady of Fatima Catholic School	Superior North CDSB	JK to 8	Longlac
	École élémentaire catholique Notre-Dame-de-Fatima	CS District Catholiques des Aurores boréales	JK to 8	
18	École élémentaire catholique Val-des-Bois	CS District Catholiques des Aurores boréales	JK to 8	Marathon
	Holy Saviour Catholic School	Superior North CDSB	JK to 8	
19	Our Lady of Fatima Catholic School	Huron-Superior CDSB	JK to 8	Chapleau
	École élémentaire catholique Sacré-Cœur	CSC du Nouvel-Ontario	JK to 6	

List of Ontario Joint-use Schools as of July 2017				
No.	School	Board	Grades	City
20	Iroquois Falls Secondary School	DSB Ontario North East	9 to 12	Iroquois Falls
	Iroquois Falls Secondary School (Elementary)	DSB Ontario North East	7 to 8	
	École secondaire publique l'Alliance	CSP du Nord-Est de l'Ontario	9 to 12	
	École secondaire catholique l'Alliance	CSDC des Grandes Rivières	9 to 12	
21	Kapuskasing District High School	DSB Ontario North East	9 to 12	Kapuskasing
	Kapuskasing District High School (Elementary)	DSB Ontario North East	JK to 8	
	École secondaire publique Écho du Nord	CS Publique du Nord-Est de l'Ontario	9 to 12	
22	Manitouwadge Public School	Superior-Greenstone DSB	JK to 8	Manitouwadge
	École publique Franco-Manitou	CS Publique du Grand Nord de l'Ontario	JK to 8	
23	Marathon High School	Superior-Greenstone DSB	9 to 12	Marathon
	École secondaire Cité-Supérieure	CS Publique du Grand Nord de l'Ontario	9 to 12	
24	Espanola High School	Rainbow DSB	9 to 12	Espanola
	A.B. Ellis Public School	Rainbow DSB	JK to 8	
	École secondaire catholique Franco-Ouest	CSC du Nouvel-Ontario	9 to 12	
25	–Upper Canada Community Centre - TR Leger School	Upper Canada DSB	9 to 12	Cornwall
	St. Joseph Catholic Secondary School	Eastern Ontario CDSB	9 to 12	
26	St Nicholas Catholic Elementary School	Niagara CDSB	JK to 8	St. Catharines
	École élémentaire catholique Immaculée-Conception	CS Catholique Mon Avenir	JK to 8	
27	St Mark Catholic Elementary School	Sudbury CDSB	JK to 6	Markstay
	École publique Camille-Perron	CS Publique du Grand Nord de l'Ontario	JK to 8	

List of Ontario Joint-use Schools as of July 2017				
No.	School	Board	Grades	City
28	Stratford Northwestern Secondary School	Avon Maitland DSB	9 to 12	Stratford
	Stratford Northwestern Public School	Avon Maitland DSB	7 to 8	
	St Michael Catholic Secondary School	Huron-Perth CDSB	9 to 12	
29	St John School	Kenora CDSB	JK to 8	Red Lake
	École élémentaire catholique des Étoiles-du-Nord	CS District Catholiques des Aurores boréales	JK to 8	
30	Cochrane High School	DSB Ontario North East	9 to 12	Cochrane
	Cochrane Public School	DSB Ontario North East	JK to 8	
	École secondaire publique Cochrane	CS Publique du Nord-Est de l'Ontario	9 to 12	
31	Our Lady of Fatima Catholic School	Huron-Superior CDSB	JK to 8	Elliot Lake
	École élémentaire catholique Georges Vanier	CS Catholique du Nouvel-Ontario	JK to 8	
32	St. Joseph Catholic School	Huron-Superior CDSB	JK to 8	Wawa
	École secondaire catholique Saint-Joseph	CS Catholique du Nouvel-Ontario	9 to 12	
	École élémentaire catholique Saint-Joseph	CS Catholique du Nouvel-Ontario	JK to 8	