

LEADING PRACTICES TOOLKIT FOR SCHOOL BOARDS CONSIDERING A JOINT-USE SCHOOL

Prepared by

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DEFINITIONS AND 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 (Boards).

DEFINITIONS / GLOSSARY	
Joint-use School	For the purposes of this Toolkit, 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.
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.
Long-Term Accommodation Plan (LTAP)	A Long-Term Accommodation Plan (LTAP) is an annually reviewed planning document produced by Boards that provides enrolment projections and guides accommodation planning for a 10-year period. The LTAP also identifies accommodation pressures resulting from these projected enrolments and proposes strategies to address them.

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.
Pupil Accommodation Review (PAR)	When school boards are considering a school consolidation or closure, they reach out to parents and the public for their input. This public consultation process is called a “pupil accommodation review.” This process is mandated by the Ministry of Education and must occur prior to a decision to close or consolidate a school. It is through the PAR that parents and guardians communicate to the school board their perspective on the educational needs of their children and their views on the board’s specific proposal for change.
Pupil Accommodation Review Guidelines (PARG)	Pupil Accommodation Review Guidelines set the framework of minimum standards for school boards to undertake PARs to determine the future of a school or group of schools. The PARG ensures that where a decision is taken by a school board regarding the future of a school, the decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.
Traditional School	A school owned and operated by a single Board.

PREFACE

The primary purpose of this Leading Practices Toolkit is to act as a reference document for Board Trustees, School Board Administrators and Staff responsible for the development and implementation of their respective Long-Term Accommodation Plans (LTAPs) and the application of the Joint-use School Model.

In the spring of 2017, the Ministry of Education (Ministry) retained Roth Integrated Asset Management Strategies Ltd. (Roth IAMS) in partnership with L.I.F.T. Management Solutions (L.I.F.T.) to undertake a Joint-use Schools Experience Study and the development of a Joint-use Schools Toolkit (the Toolkit). The Toolkit is organized into the following sections:

1. Background;
2. Conditions for Success;
3. Joint-use School Project Planning Cycle; and
4. Agreement Frameworks.

The four sections are best illustrated with a flowchart, shown on Page iv, which serves as the framework for this document. The flowchart diagram provides an overview of the prototypical Joint-use School Model from concept to occupancy. The flowchart is not intended to be prescriptive or to imply that Boards should forgo their current practices. Rather, the suggested process is meant to assist those boards that do not have a well-defined process in-place and are interested in learning about the best practices of Boards that have successfully undertaken Joint-use Schools. Application of the process may vary based on Board's policies, experience and the status of a specific project.

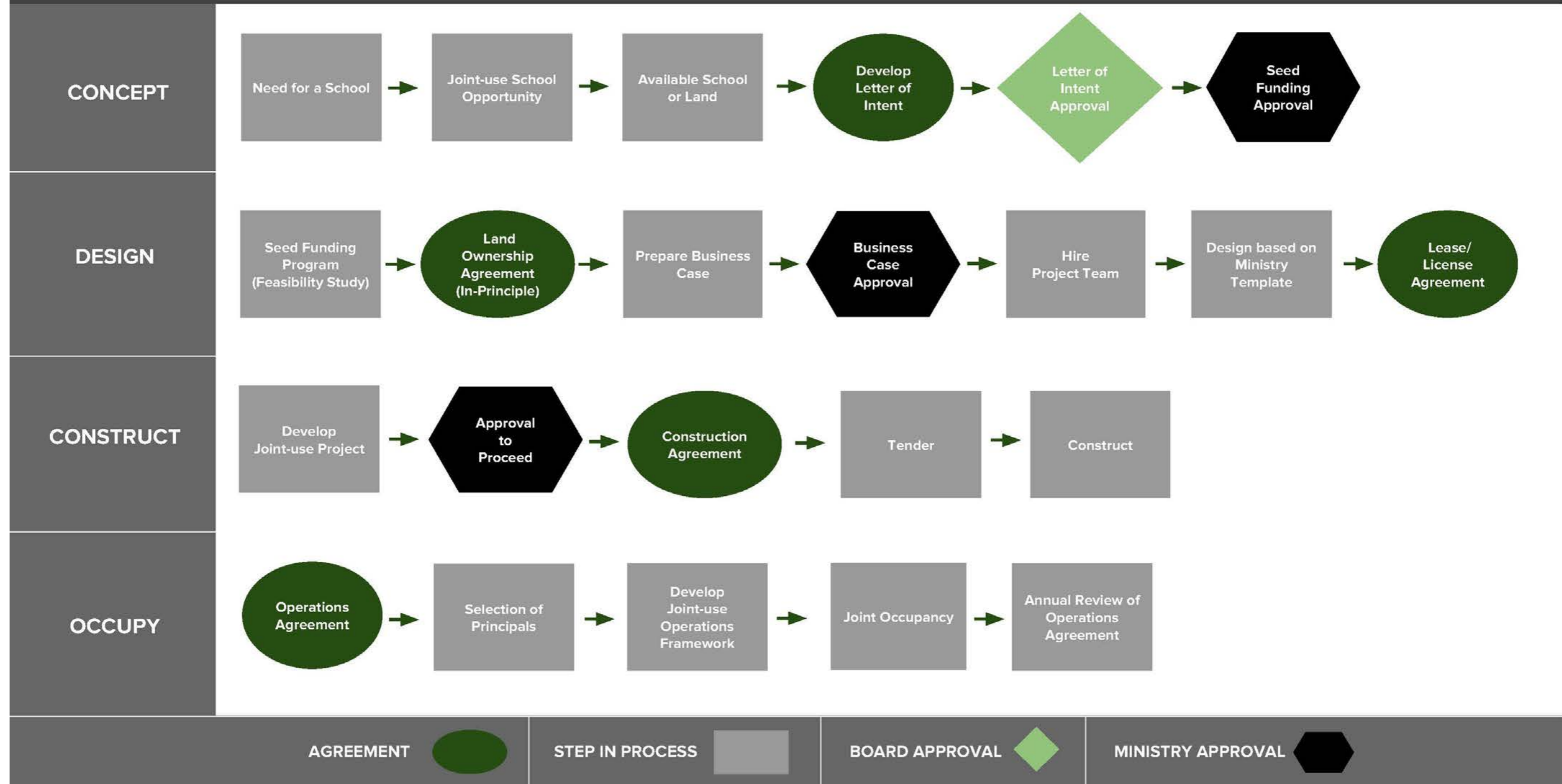
It is hoped that this Toolkit will prove to be a useful resource for Boards. We would like to thank the Ministry for initiating the study and commissioning the Joint-Use Experience Study and Toolkit.

Roth Integrated Asset Management Strategies Ltd. and L.I.F.T. Management Solutions would like to thank the Ministry staff that participated in the preparation of the Study as well as the following members of the Joint-use School Study Steering Committee:

- Peter Bosch, Upper Canada District School Board;
- Daniel Del Bianco, Dufferin-Peel Catholic District School Board;
- Miguel Ladouceur, Conseil Scolaire Viamonde; and,
- Lewis Morgulis, Durham Catholic District School Board.

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

JOINT-USE SCHOOL PROJECT PLANNING CYCLE BEST PRACTICE



SECTION 1

BACKGROUND

1 BACKGROUND

The Study involved eight (8) of the thirty-two (32) Joint-use Schools across the province. The Ministry requested that the Study Team develop a Joint-use Schools Toolkit (the Toolkit) based on the input received from the following five stakeholder groups included in the Joint-use Schools Experience Study:

- Students;
- Teachers;
- School Administration (Principals/Vice Principals);
- Parents/Guardians; and,
- District School Board /Conseil Scolaire Administration.

Details of the Joint-use Schools included in the Experience Study have been provided in **Appendix A**.

1.1 THREE GEOGRAPHIC CONTEXTS

Many of the findings/emerging themes (as documented in the Joint-use Experience Study) are relevant to all Joint-use Schools across Ontario. However, there are certain findings/recommendations that have greater relevance to the following three unique geographic contexts outlined in the Toolkit:

- **Urban Communities** – Joint-use Schools within an urban community both in highly developed (high density) and growing communities;
- **Rural Communities** – Joint-use Schools within a rural community (where other coterminous Schools are located within the Community);
- **Remote Communities** – Joint-use School within a community, typically located in Northern Ontario, where there is a single school with a significant distance to the next closest school.

More information regarding the geographic contexts can be found in Section 2.3.

1.2 LIMITATIONS

The information provided herein is intended as a practical guide only. It is not a substitute for the expertise and judgement of the professionals required in the undertaking of a Joint-use School project.

The information, recommendations and opinions expressed in this report are based on the data gathered and the responses provided by the various stakeholders interviewed during the school and Board visits. It is assumed that this information provided by the stakeholders is accurate and correct.

The recommendations and best practices outlined in this Toolkit should be implemented in compliance with the Education Act and other applicable Ministry guidelines.

SECTION 2

CONDITIONS FOR SUCCESS

2 CONDITIONS FOR SUCCESS

Joint-use Schools can provide an effective accommodation strategy for participating Boards, the students and staff, and the local community. However, a Joint-use School is not a one-size-fits-all solution for school accommodation.

This section outlines the Conditions for Success for Joint-use Schools that are important considerations for Boards before starting the process of planning a Joint-use School.

The Study Team has identified the following five (5) Key Conditions for Success that should be met for any Joint-use School project:

- Need for a school between two or more Boards;
- Concurrent timing of needs;
- Available land or space in a school;
- Ministry support for the project; and
- Well-developed partnership agreements.

Also outlined are additional Conditions for Success that should be taken into account wherever possible when considering a Joint-use School throughout Ontario and a series of items relevant from a geographic context (see Section 1.2).

2.1 KEY CONDITIONS FOR SUCCESS

2.1.1 Need for a School Between Two or More Boards

The initial stage of consideration for a Joint-use School should be reviewed as part of a Boards Long-Term Accommodation Plan (LTAP), which would address demographic growth scenarios, and Pupil Accommodation Reviews (PARs) in instances of declining enrollment. As this process requires forward planning, we recommend that Boards' review both their LTAP and projected PARs collectively on a regular basis to provide sufficient time to consider joint-use as part of their planning processes.

Joint-use Schools should be considered where two or more Boards have an accommodation need in the same geographic area, but the demographic projections do not support the development of multiple stand-alone schools.

2.1.2 Concurrent Timing of Needs

One of the hardest factors to control, but one that is critical, is that the requirement for a School needs to be concurrent for all participating Boards for a Joint-use School to be considered. This is where it becomes crucial for coterminous boards to share, plan and identify potential Joint-use School opportunities.

Given the complexity of Joint-use Schools, when compared to Traditional Schools, planners from coterminous Boards need to be looking further into the future as part of their regular planning processes.

2.1.3 Available Land or Space in School

Based on the LTAP's projections for PARs and/or growth, the joint-use opportunity will exist for one of three (3) potential scenarios:

- **Declining Enrollment** – When considering consolidation of two or more schools into an existing facility, to create a Joint-use School, there must be sufficient capacity (pupil places) and an effective layout for shared spaces and programming (e.g. gymnasium, library, etc.) to accommodate both Board populations.
- **Demographic Growth** – Where a new Joint-use School is being considered, there must be a parcel of land within the specific community that is appropriate to accommodate the Joint-use School and be positioned in such a way to allow for management of increased traffic flow resulting from the combination of the school populations. Conducting joint planning with municipalities and property developers is key to identifying parcels of land suitable for a Joint-use School.
- **French-Language Rights** - Within the four (4) publicly-funded school board systems in Ontario; French public, French Catholic, English public and English Catholic, consideration of a Joint-use School must take in account all systems student enrolment demographics and, where applicable, the French-language schools right to protect, enhance and transmit the French language and culture in accordance with section 23 of the Canadian Charter of Rights and Freedoms.

The following considerations should be reviewed when evaluating available lands within a community:

- Do available parcels of land (sites) provide sufficient acreage to allow for the construction of a building that meets the design standards for a Joint-use School;
- Is the available site situated within the planned community with appropriate access points to avoid disruption to residents and local community activities; and
- In dense urban settings, with limited available land, there are design solutions that can accommodate a Joint-use School on smaller parcels of land than the general recommendation for site considerations.

2.1.4 Ministry Support for the Project

Critical to a project success is the Ministry of Education's support for the project. School Boards must get Ministry approval of their Capital Priority Project (Joint-use Submission). As a best practice, it is recommended that the Boards engage the Ministry at all stages of the project.

2.1.5 Well-Developed Partnership Agreements

To ensure initial and long-term success of a Joint-use School, it is critical that Boards develop, execute and leverage a series of agreements that will govern the lifecycle of the Joint-use School for either an existing school or a newly built school.

Based on the study we have identified the following key legal agreements that need to be developed, dependent upon the specific Joint-use scenario:

- Letter of Intent;
- Land Ownership Agreement;
- Lease/License Agreement;
- Construction Agreement, and;
- Operations Agreement.

In developing, reviewing and approving any of the above agreements, Boards should follow the relevant internal policies and procedures with respect to their own guidelines and processes. Further details related to these agreements will be presented in Sections 3 and 4, and associated appendices of the report.

OTHER CONDITIONS FOR SUCCESS

2.2 OTHER CONDITIONS FOR SUCCESS

In addition to the five Key Conditions for Success presented above, the following table outlines other Conditions for Success that, where possible, should be considered during a Joint-use School project.

Other Conditions for Success	
Condition	Importance
Respect for School Communities between the participating Boards	Planning, design and operation of a Joint-use School should respect the unique requirements and processes of each party in the partnership. Shared spaces should remain neutral to the various parties unless otherwise agreed to.
Willingness to Negotiate and Execute relevant agreements in good faith	Having a clear and concise understanding of the agreements that will govern the planning, design, construction and operations of a Joint-use School is critical to the short and long-term success of Joint-use projects. Each Board must understand and be willing to negotiate a wide-range of issues with the partner Board.
Alignment or Flexibility of Board Design Standards	Boards have to recognize and address differences in school design standards and be willing to be flexible in overcoming the differences, while maintaining compliance with Ministry guidelines.
Sufficient Available Space to house one or more additional Boards within an existing building (Co-Location)	<p>Within a traditional school occupied by one Board, or within a surplus building available from a coterminous Board, there must be sufficient available space to house the Joint-use School based on current and projected enrollment in the community.</p> <p>For specific information regarding the unique design requirements of a Joint-use School, refer to Section 3.2.6.</p>

Other Conditions for Success	
Condition	Importance
Flexibility for Redesign of the existing building/site (Co-Location)	<p>When converting a traditional school into a Joint-use School, consideration must be given to the ability to renovate/expand the building and site to allow for the design standards of a Joint-use School to be met (size and program needs).</p> <p>For specific information regarding the unique design requirements of a Joint-use School, refer to Section 3.2.6.</p>
Consideration of Community Partners	<p>Wherever possible, adding a Community Partner (e.g. library, recreation centre, daycare, etc.) to a Joint-use School Co-Build provides many benefits including additional shared spaces, community programs, and a greater opportunity for the community. As the high traffic times for community partners often do not overlap with those of Boards, Joint-use Schools with a community partner offers an opportunity for increased facility utilization. Additionally, students can also have access to additional community programs and amenities (after school programming, public library, etc.).</p>
Secure Public Access for Community Use	<p>Consideration must be given to providing safe and secure learning environments, while also allowing community use of the public shared spaces. While this is true of all schools, it can be particularly challenging in a Joint-use School since public spaces must be centralized and easily secured, while providing easy access for the participating Boards.</p>

GEOGRAPHIC CONTEXT - CONDITIONS FOR SUCCESS

2.3 GEOGRAPHIC CONTEXT

The table below provides Conditions for Success that are unique to each of the three geographic contexts (Urban, Rural and Remote) within which Joint-use School are operated.

Geographic Context		
Context	Condition	Importance
Urban	Available Land to support a Joint-use School	<p>In dense urban environments, local communities may not have access to multiple Board programming and/or a community centre due to a lack of available land. A Joint-use School, which may also include a municipal partner, can provide a dense local area with access to multiple Boards, as well as community services.</p> <p>Extremely high land costs in urban communities may make traditional school development prohibitive in these situations.</p> <p>The available site might dictate that the traditional elements of a school must be dealt with creatively in a smaller footprint. In these instances, it is essential to work with the municipality and all involved partners to maximize the available land.</p>
	Opportunity for Early Access to multiple Board programs in a developing community	<p>During the early stages of a developing community, student enrollment may be insufficient for a stand-alone school for multiple coterminous Boards. However, when future growth projections suggest the need for multiple stand-alone schools, a “growth-oriented” Joint-use School should be considered. As the community grows, Boards would develop their own Traditional School when enrollment supports it. The agreements developed for this scenario should explicitly address the eventual departure of specific Boards.</p>

Geographic Context		
Context	Condition	Importance
Rural	Ability to Maintain all Coterminous Boards	Small rural communities may not be able to support individual schools for all coterminous schools. Joint-use Schools can increase access to specialized programming opportunities, such as French-language and/or Catholic education.
	Opportunities to Enhance the Academic Program for Boards with smaller local populations	A Joint-use School can offer enhanced programming to all partnering Boards, particularly in smaller communities, beyond what could be offered individually.
	Board-Level Agreements for smaller communities	Where there are smaller student populations in a region, informal or formal agreements between Boards can allow smaller communities to thrive. For example, in areas of Northern Ontario, the French Catholic and French Public Boards had an agreement wherein the French Catholic Board will provide elementary schools and the French Public Board will provide secondary schools. This Board-Level Arrangement allow students in the community to have access to French-language education from Kindergarten to Grade 12.
	Enhancement of Utilization through school consolidation	Many rural communities across Ontario experience declining enrollment with multiple underutilized schools servicing a small student population. Consolidating multiple school communities into a Joint-use School (either an existing school or a new build) provides an opportunity to maintain programming, while reducing overall Board operational costs through a more effective utilization of space.

Geographic Context		
Context	Condition	Importance
Remote	Integration of all Coterminous Boards to support education in the community	Joint-use School in remote communities should consider inclusion of all coterminous Boards to ensure local access to education (avoiding transportation to neighbouring communities, often many hours away).
	Integration with Community Partners	When combined with a community partner, the Joint-use School building often becomes the focal point for the remote community as-a-whole. For example, one of the remote Joint-use Schools studied included Public, Catholic and French Catholic programming, as well as a public library and community hall (e.g. holding weddings in the school gymnasium).
	Program Flexibility and Integration	Boards, through their partnership agreements, may be able to leverage their combined expertise to allow for greater program flexibility and integration.
	Integration of Extracurricular Activities	In remote communities, school populations are often too small to support stand-alone sports teams, class trips and/or outside speakers/presentations. The Joint-use School and Board Administration should collaborate on these activities that make-up an important part of the educational program.

SECTION 3

JOINT-USE SCHOOL

PROJECT PLANNING CYCLE

3 JOINT-USE SCHOOL PROJECT PLANNING CYCLE

3.1 STAGE 1 – CONCEPT



Although Joint-use Schools have a long history in Ontario, Boards should take a more proactive approach to considering Joint-use Schools as part of long-term planning. To leverage the benefits of Joint-use Schools, the Toolkit is recommending that Boards start to look for joint-use opportunities very early in the overall planning process.

This section of the Toolkit will focus on the importance of Long-Term Accommodation Planning, consultation with coterminous Boards and community partners in identifying potential Joint-use Schools for their Board.

3.1.1 Determining the Need for a School

A Board's LTAP and on-going planning processes will identify the need for a new school or the need to consolidate an existing, underutilized school. Once the need is identified, Boards should include Joint-use as well as Traditional Schools in their approach to planning.

A Board's LTAP will present enrollment projections for growth or decline, program changes, and school accommodation needs (e.g. consolidation and/or closure).

When completing an LTAP, Boards should analyze the following issues relating to a potential Joint-use School:

- Land costs;
- Project development costs;
- Construction costs;
- Operating costs; and
- Specialized learning spaces that benefit the school and community.

3.1.2 Joint-use School Opportunity

Proactive coterminous Board planning and municipal consultation ensures Joint-use Schools opportunities are explored and identified for:

- Growth areas, whether in new or revitalized communities; and
- Communities where student growth is declining and there is a need to maintain educational services, including protecting and enhancing French-language rights in the community.

Where possible, senior leadership from coterminous Boards should meet regularly to discuss their accommodation needs and review the following information:

- Student projections by school, area and district;
- Growth areas and potential new schools;
- Areas of declining enrolment and where reviews for a boundary change, school closure and program changes may occur;
- Available land and municipal planning; and
- Opportunities for partnerships (e.g., with municipalities and community service providers).

Occupying an Existing School Building

Boards should consider co-locating in a school with available space where declining enrolment has impacted utilization within existing communities. In this case, one Board would identify an existing, underutilized building within which space could be offered to a coterminous Board for conversion to a Joint-use School. Typically, the Board that owns the existing school will lease/license space to the coterminous Board.

In this approach, students and families remain in their communities even when two or more individual schools cannot be maintained. This approach is most beneficial for rural and remote accommodation planning.

A critical ingredient for success is a commitment by the “owner” Board and the “tenant” Board(s) to have a collaborative and respectful partnership.

Building a Joint-use School Building

There are generally two scenarios wherein building a newly constructed Joint-use School would be required.

The first scenario is in a community, with declining enrollment, where existing schools do not possess the design features to effectively house a Joint-use School or the facilities are not in a state-of-good repair.

The second scenario exists in growing communities, where existing schools are not present.

Joint planning between the Boards, municipalities and developers can identify potential parcels of land appropriate for Joint-use Schools. This is particularly important in instances where the Joint-use School was not part of the original vision for the development.

3.1.3 Available School or Land

Based on the specifics of the joint-use scenarios, the coterminous Boards must secure an existing school or a parcel of land that can be developed.

Selecting an Existing School

Through the shared planning between coterminous Boards (LTAPs, PARs, etc.), the ideal scenario for creation of a new Joint-use School would be where an existing school has the capacity to be renovated or expanded to facilitate a coterminous Board co-locating within the facility.

In selecting an existing traditional school to house a Joint-use School, it should either possess the design features presented further in Section 3.2.6, or have the ability to be renovated, or expanded to achieve these key features.

Selecting a Parcel of Land for New Construction

An ideal site for the development of a Joint-use School should include the following characteristics:

- Adheres to relevant municipal planning standards within the community;
- At least three access points and, where possible, bordered by two roadways (three preferred) to allow for more efficient traffic flow and minimize disruption to the community; and
- Ensures fire route access, school bus drop-off, parent drop-off, adequate staff parking for all partners, short-term visitor parking and accessible parking.

3.1.4 Develop Letter of Intent

Creating and signing of the Letter of Intent confirms the first step towards a successful Joint-use School. Support for the project must come from the Board's senior leadership (Director of Education) and governance body (Board of Trustees). More information on the recommended content for a Letter of Intent can be found Section 4 – Resources.

Boards should consider that the planning, development and implementation of a successful Joint-use School will require an extended timeline compared to a traditional school as a result of:

- Additional complexity in consensus-based decision making between Boards;
- Negotiation and agreement of design standards (bringing together Board-specific standards and reconciling the differences);
- Addressing needs/requirements and input from Community partners, where involved; and
- Establishing the relevant agreements.

3.1.5 Board Approval of Feasibility Study Funding

Once the Letter of Intent has been developed by the partnering Boards, the application form for Feasibility Study funding (see Ministry Approval of Seed Funding below) should be developed and submitted along with the Letter of Intent to each of the Boards of Trustees for review and approval.

3.1.6 Ministry Approval of Seed Funding

The Ministry currently has a Joint-use Seed Funding Program, which provides funding on an application basis to school Boards to explore joint-use opportunities during the concept development stage of the capital planning process.

This program provides partnering school boards with seed funding to support costs associated with the project planning and development, including:

- Legal, design, architectural, planning;
- Consulting services, (feasibility studies, costing, program review, enrolment and demographic projections); and
- Facilitation services.

Participating school Boards require trustee-level approval to apply for this funding. Boards are encouraged to contact the Ministry for further details on the Joint-Use Seed Funding Program.

3.2 STAGE 2 – DESIGN



3.2.1 Seed Funding Program (Feasibility Study)

Working with consultants and internal Board resources, and leveraging the Ministry Seed Funding Program, the partnering Boards may undertake a feasibility study to confirm the planning assumptions that were developed during the initial Board discussions and as outlined in the partnering Board LTAPs.

The outcome of the feasibility study will typically include a conceptual design and high-level cost estimate for the proposed joint-use project.

3.2.2 Develop Land Ownership Agreement (In-Principle)

With the completion of the successful feasibility study, focused on the available school or parcel of land, the Land Ownership Agreement should be developed and agreed upon in-principle. The finalization (signing) of the agreement will occur following the Ministry approval of the Capital Priorities Joint-use Business Case Submission.

The agreement will outline which organization(s) own the land on which the school is to be built or will be developed.

The following examples of land ownership were observed within Ontario:

- Single Board ownership;
- Joint Ownership between two or more Boards;
- Ownership of adjacent parcels of land; and
- Ownership by a third party.

3.2.3 Prepare Joint-use Business Case

Partnering school Boards should prepare and be ready to submit their business case for their Joint-use capital project in alignment with the Ministry's regular cycle for Capital Priorities Submissions.

3.2.4 Seek Ministry Capital Priorities Funding Approval of Business Case

Following the Ministry Capital Priorities Approval process and submission guidelines, partnering Boards should submit their Joint-use School business case for capital funding approval.

Presently, the Ministry will further incentivize Boards by providing funding based on each Board's pupil place needs and not as a combined pupil place need. This will allow for additional funding for school boards to share spaces.

3.2.5 Hire Project Team

With Ministry Capital Priorities funding approval of the Joint-use School Business Case, the Partnering Boards can build their project team, consisting first of a Project Manager and an Architect that will support the consolidated Board stakeholder group.

As a best practice, Boards should discuss and agree on which Board will take a Lead Role and oversee the project including banker, planning, project management and operations.

Secure a Joint-use Project Manager

Currently, once a Joint-use School project is approved through the Ministry's Capital Priorities process, boards receive funding from the Ministry to cover the costs associated with a single Joint-use project manager, per Ministry-approved Joint-use School project. The project manager could be tasked with coordinating all aspects of the planning, design and construction of the Joint-use School on behalf of all participating Boards.

Secure an Architect

Boards should follow existing policy and methods for securing an architect. However, given the unique aspects of a Joint-use School, Boards should also consider the following criteria when examining the qualifications of an architect for a Joint-use School:

- Experience on previous Joint-use Schools, wherever possible, recognizing that as Joint-use Schools become more numerous, this criterion will be easier to achieve; and
- Experience on projects of a similar size and type to the board's project.

3.2.6 Design based on Ministry Space Template

Based on evidence collected during the Study, the following design elements were identified and should be considered in both the Co-Locate (Renovation to an Existing School) and Co-Build (New Construction) applications of Joint-use Schools.

School Size

How big is too big? The general feedback from the Boards and School Administration suggested that the total pupil places (for all participating Boards) in a Joint-use School should not exceed the pupil places recommended for a traditional school as per the Ministry of Education's guidelines.

In addition to impacting program effectiveness, the size of a school can also result in disruption to a local community (e.g. traffic congestion, safety/security issues, emergency response, etc.). As such the size of a Joint-use School must also consider its geographic context (Urban, Rural and Remote) as outlined in Section 2.3.

Classroom Space

As a best practice and to demonstrate equity and allow for efficient sharing of space, classroom design should be consistent between all partners in the Joint-use facility and reflect the Ministry Space Template.

Shared Spaces

Shared spaces, such as gymnasiums, libraries and theatres should be centrally-located in the building and must be secured (as defined by Safe Schools, Board Standards, etc.) from the academic spaces in the Joint-use Schools. Public access points to the shared space for after-hours community use should also be designed into the plan. Additionally, consideration should be given to maximize the effectiveness of the shared spaces in a Joint-use scenario, such as including two stages and additional sound-proofing in a gymnasium.

School Office Spaces

As a best practice, there should be separate offices for the Joint-use Schools. However, the offices should be located in the central area of the building, for easy public access, and within close proximity of each other to facilitate easy formal and informal communication between School Administrations.

Respecting Board Identity and Culture

Co-branding of the new Joint-use School should be addressed early in the design with clear exterior school signage for partnering Boards and schools. Additionally, the interior design of each School's space should be reflective of the Board brand.

In addition to brand identity, Board culture must be respected. The design of shared internal and external spaces must consider and treat all partners in the facility equally. It is recognized that the partnership relationship will be based on an owner-lessee relationship, but both sides of the Joint-use school must be seen to be balanced in nature. Shared spaces however, should be neutral in design to ensure that the school culture of both partners and communities are respected and honored.

Building Services

All building services (physical plant), mechanical and electrical spaces should be centrally-located where possible with separate utility meters for each partner. Additionally, consideration for integration of the following key building systems must be included in the design:

- Information Technology;
- Public Address;
- Building Automation;
- Security and Access Control; and,
- Other systems based on the specific building design.

Lifecycle of a Joint-use School

Although it is true for all schools, given the unique aspects of a Joint-use School, it is critical that the design provide flexibility for major changes that can occur over the lifespan of the building. These changes can include:

- Typical community evolution and renewal of community population;
 - New communities often have many young families that require significant access to K-12 educational facilities;
 - As the residents mature, the needs for schools can decrease;
 - Over time, as residents leave the community and new, often younger families move back in, the need can once again increase.
- Evolution of Program Requirements;
 - Ministry and Board-driven program requirements can change significantly over time. It is difficult to predict what program requirements will exist decades into the future.

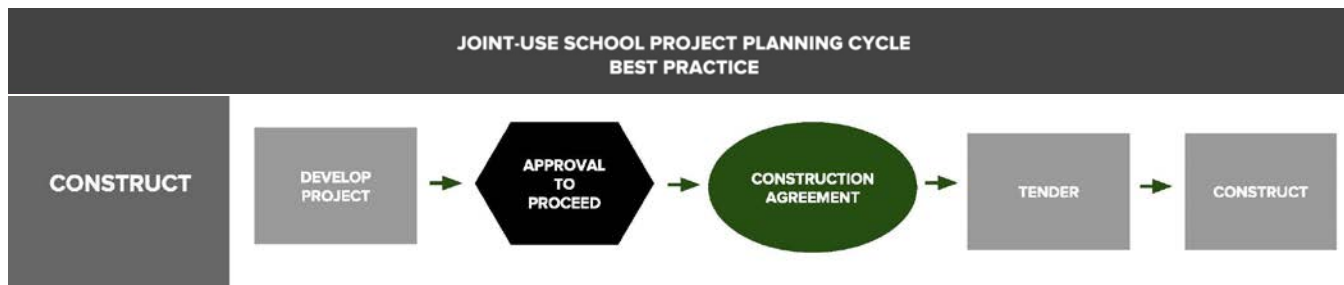
Major changes to the functionality of a Joint-use School may require major adjustment of shared spaces and capacity for one or both Boards.

Additionally, consideration should be given to situations where one partner no longer wishes to participate in the Joint-use School. The building design should allow for potential partial demolition of specific areas of the building as a result of departure of one of the partner Boards.

3.2.7 Develop Lease/License Agreement

A Lease/License Agreement is required when one Board is leasing/licensing available space within an existing building to a coterminous Board that has an accommodation need within the school community. Where the coterminous Boards are planning to build a new Joint-use School and the property is shared, this step is not required.

3.3 STAGE 3 – CONSTRUCTION PHASE



3.3.1 Develop Joint-Use Project

The first step in developing a new Joint-use School is collectively deciding key responsibilities through the duration of the construction-phase of the project including:

- **Management and governance approval structures** – Clarity in project decision making responsibilities (e.g., three levels of approval (where required); Project Manager, Superintendent, and Director/Board of Trustees for each board);
- **Supervision model to be applied** – Selection of a Single Board or Multi-board project leadership model;
- **Board standards** – Establish a common set of design standards evolved from the partnering boards specific standards/requirements;
- **Specification development** – Developing the contractor pre-qualification and tendering protocols;
- **Payment processes** – Establishing responsibility for payment process and cost recovery between boards based on supervision model and approval structure; and
- **Reporting processes** – Clarity related to required project status reporting for each of the partner boards.

3.3.2 Seek Ministry Approval of the Design

As with all approved Capital Priority project tender packages, the Partner Boards must request and receive approval from the Ministry prior to issuing the tender. Boards must review current Ministry guidelines to determine what documentation is required for this approval. For example, at the time of the writing of this document, the services of a quantity surveyor are required to confirm that the project aligns with the approved project budget. This report must then be submitted with the request to proceed to tender.

3.3.3 Develop Construction Agreement

A Co-Build Joint-use School involves two or more Boards building a new Joint-use School or renovating an existing school building into a new Joint-use School.

The key success factors in delivery of the new Co-Build Joint-use School do not differ from a traditional school. The project must be delivered within project scope, on-time and on-budget.

3.3.4 Tender and Construct

The Toolkit does not provide details on the tender and construction phase of the project as each Board has existing processes in-place to address these stages of project development.

3.4 STAGE 4 – OCCUPY/OPERATE



On-going operations and maintenance represents the majority of the lifecycle of a Joint-use School, and also must be maintained through multiple administration changes at the school and Board-level. As such, effective operations have the greatest impact on the success of a Joint-use School at the ground-level.

The following best practices should be addressed during the on-going management of a Joint-use School.

3.4.1 Develop Operations Agreement

The Operations Agreement outlines all aspects of the Joint-use partnership between the parties focusing on the responsibilities of operations of the shared facility (post occupancy). It should be noted that certain articles included in the Construction Agreement are also recommended for inclusion in the Operations Agreement and should be consistent between the two documents.

3.4.2 Selection of Principals

The importance of the role of the Principals is one of, if not the most important factor, that leads to a successful Joint-use School.

It is critical that Boards have unique selection criteria for the Principals for a Joint-use School. What makes a successful Principal in a traditional school may not translate to a Joint-use School.

The change of one or more of the principals in the Joint-use School can result in a dramatic change to the success of the partnership. A collaborative spirit and synergy between principals is critical. Boards are encouraged to put a strong emphasis on building this skill set in all principals selected for this type of partnership.

Developing a mentorship program for Joint-use School Principals (within a Board or between existing partners) can ease the transition from one administrator to the next.

Key leadership qualities for Joint-use School Administrators include, but are not limited to:

- **Collaborative** – Willingness to work closely with, and consider the needs of her/his partner board’s leadership team;
- **Long-term vision associated with planning usage of shared spaces** – Ability to see the big picture associated with the success of the Joint-use School in all situations;
- **Flexibility to adapt to changing circumstances** – Willingness to adjust plans and processes to address unforeseen changes in the needs for the school resulting from partner board activities; and
- **Strong listener and communicator** – Ability to communicate clearly and concisely.

The Ministry of Education’s Ontario Leadership Framework promotes a set of leadership tools for education leaders in schools and Boards to grow and refine their leadership skills. Boards are encouraged to utilize this Framework.

3.4.3 Setup School Operations Model

The following Operational Models were observed:

- **Individual Operators:** Each Board maintains their respective teaching spaces, and shares responsibility for the shared spaces;
- **Lead Operator:** One Board takes the lead for the entire facility, while the other Board(s) receives charge-backs for the operations/maintenance and capital work performed;
- **Shared Operators:** Each Board is responsible for specific aspects of operations within the Joint-use school (e.g. one Board responsible for interior maintenance and one responsible for exterior maintenance); and
- **Third-Party Operator:** Third-party provider of building operations (custodial, grounds, maintenance, capital renewal etc.).

It is critical that the Operational Model selected for a specific Joint-use School is sensitive to each of the partner Board’s associated collective agreements that govern the board-specific school operations.

Formal and Information Communication

The key to successful operations of Joint-use Schools is effective communication. Informal communication, starting with the Principals and including all staff involved in operations, on a day-to-day basis through various communication tools is necessary. As communication is highly personal, there is not a one-size-fits-all approach that appeared to work better than others. The critical factor is that informal communication lines are open.

School offices located in close proximity to each other (design consideration) within the Joint-use School can facilitate more frequent informal communication between the school board administrations.

Regularly scheduled, formal (with agenda and minutes), Joint-use management team meetings (school and key members of board administration) are required to address on-going operational needs and priorities such as, but not limited to:

- Planning the use of shared spaces;
- Reviewing emergency procedures;
- Resolving recurring problems/issues; and
- Planning for required future capital renewal and/or program-based projects.

Additionally, any issues that are not addressed between the Principals should be elevated to the Management team.

Shared or Integrated IT Solutions

Common or integrated software systems between partner Boards are recommended to allow for the efficient sharing of information (e.g. Permits, Maintenance, Financial, Energy, Security). This will help improve communication and streamline the operations of the school.

Capital Renewal Planning

Boards must develop a co-planning process to proactively address future renewal needs. Coterminous Boards should plan their capital renewal needs collaboratively, based on clear understanding of condition, and allocate sufficient funding to address those needs now and into the future.

It is important to build an integrated capital renewal planning process into the Operational Model for a Joint-use School to lay the foundation for effective future renewal planning.

Operations and Maintenance

Consideration of the current collective agreements as well as procurement policies of the participating Boards and community partners is required when determining the Operational Model to be applied at a specific Joint-use School.

With regards to the School Administration, clear roles and responsibilities and effective communications between the partnering Boards are critical to achieving the expected levels of service.

3.4.4 Occupy the School

Once the school renovation/construction is complete, the Partner Boards will begin to execute the operational model governed by the Operations Agreement.

3.4.5 Regular Review of the Agreement and Periodic Renegotiation

A formal structure should be developed to review and renegotiate articles of the Operations Agreement as the operating conditions (e.g., demographics, program needs, etc.) can change significantly over the lifespan of a Joint-use School. The review structure should be clearly defined in the Operations Agreement.

Post-occupancy of the Joint-use School, there are generally one of two agreements that will require review and renegotiation (where needed):

- Lease/License Agreement, when operational considerations are included:
- Operations Agreement that governs the on-going operations of the Joint-use School.

Re-opening negotiations is meant to focus on making adjustment to cost/space sharing arrangement but is not intended as a complete renegotiation of all articles of the agreement.

The intent of the review/renegotiation is to ensure that appropriate articles are reviewed to confirm on-going validity and provide fair terms for the partners.

The following best practices associated with the review and renegotiation of the Operations Agreement are recommended:

- Annual Review;
 - General review with School and Board Administration;
 - Adjustments to the space sharing arrangements including assigning classroom spaces based on program needs;
- Renegotiation (Where Needed);
 - Upon a material change in the utilization/space need within the Joint-use School by one or more of the partner Boards formal renegotiation of key articles associated with on-going Operations of the Joint-use School should occur; or
 - In the absence of material change in utilization/space need, renegotiation should take place at a minimum of once every five (5) years.

SECTION 4

AGREEMENT FRAMEWORKS

4 AGREEMENT FRAMEWORKS

This section of the Toolkit will provide details of the following five (5) key agreements that govern the Joint-use Schools legal framework:

- Letter of Intent;
- Land Ownership Agreement;
- Lease/License Agreement;
- Construction Agreement, and;
- Operations Agreement.

It should be noted that the Toolkit is meant to provide recommended frameworks for the articles that should be included in each of the specific agreements. The articles presented in each of the agreements are referenced from best practices observed during a review of Joint-use School legal documents and may not include all required articles. It is advised that articles and associated language should be drafted by experienced legal counsel representing each of the partners participating in a Joint-use School. In presenting of the recommended articles, it should be noted that there are some that appear in more than one agreement. If two or more agreements are combined, the overlapping articles should only appear a single time.

4.1.1 Letter of Intent

The Partnership Agreement begins with a simple Letter of Intent committing to the development of a Joint-use School. The letter will be signed by the Joint-use partners following their Boards and partners commitment to the project. The Letter of Intent should be signed by the Director of Education and Chair of the Board for all partnered Boards, and where appropriate, senior leadership from other community partners associated with the Joint-use School project.

The Letter of Intent should contain the following:

- Identify the Board and community partners (if applicable);
- Identify the intended project, including details such as program grade range (e.g. K-8);
- Agreement to conduct a Joint-use Schools feasibility study (currently, Boards can apply for seed funding through the Ministry's Joint-use Seed Funding Program);
- Agreement to submit a Joint-use Capital Priorities business case to the Ministry for capital funding and land purchase funding (if needed);
- Pending the outcome of the feasibility study and Capital Priorities submissions, a commitment to negotiate the Joint-Use Agreements (Land Ownership, Lease/License, Construction and Operations), and;
- Dated signature(s) including Chair of the Board and Director of Education.

4.1.2 Land Ownership Agreement

The Land Ownership Agreement outlines each of the partner's responsibilities relating to the purchase (if required) and ownership of lands for the Joint-use School. Key articles recommended for inclusion in a Land Ownership Agreement have been presented below.

LAND OWNERSHIP AGREEMENT

KEY ARTICLES

Land Ownership Agreement Key Articles		
Article	Title	Purpose
1	Guiding Principles	Agree on fundamental principles relating to the land ownership and responsibilities associated with Joint-use School site selection (existing school or undeveloped land). The fundamental principles should be based on the mandate of each of the partner boards.
2	Definitions	Provides definitions for the referenced acronyms used in the agreement.
3	General Operations	Article relates to the execution of legal instruments and banking arrangements.
4	Management Committee	Identifies the mandate of the Management Committee (typically Principal and Board Administration), duties, membership, vacancies, scheduling of meetings, notice, quorum, action, remuneration, records, liability, and referral to Governance Committee authority.
5	Governance Committee	Identifies the mandate of the Governance Committee (typically Director(s) and the Board of Trustees), duties, membership, vacancies, scheduling of meetings, notice, quorum, voting rights, defaulting to co-owner, action, remuneration, records, liability, referral to senior administration, authority.
6	Disputes Resolutions	Outlines the process to resolve disputes and includes negotiation, mediation, arbitration processes.
7	Cost of Land Acquisition, Site Development and Construction	Articles outline the responsibilities associated with the cost of land, the development of the site, professional fees for design and the construction costs.
8	Renovations	Outlines process in which site renovations and improvements are undertaken.

Land Ownership Agreement Key Articles		
Article	Title	Purpose
9	Redevelopment	Outlines the process to follow when considering redevelopment of the site.
10	Damage or Destruction	Outlines process to follow in the event of damage or destruction to the site.
11	Disposition	Formal process to address disposition of properties by either party including consideration of applicable Ministry requirements.
12	Buy and Sell Provisions	Describes initial probation period, sales notice, responding notice and purchase agreement in compliance with legislation and law for the completion of sales.
13	Maintenance and Repair	Outlines authority, standards, contracts, and repair/replacement responsibilities.
14	Insurance	Describes responsibilities.
15	Default	Describes responsibilities relating to default and remedies.
16	General	Covers all other articles including registration, force majeure, notice, reasonableness and good faith, planning and compliance, severability, governing law, binding, further awareness and provisions with the land.

4.1.3 Lease/License Agreement

The Joint-use Lease/License Agreement is utilized where a Board has excess space in a school and agreed to lease or license the space to another Board or Community Partner. The Lease/License outlines the relationship between the owner and the lessee/licensee through the following agreement.

Key Articles recommended for inclusion in a Lease/License Agreement have been presented in the table below.

LEASE/LICENSE AGREEMENT KEY ARTICLES

Lease/License Agreement Key Articles		
Article	Title	Purpose
1	Term	Outlines the term of the agreement between the two parties including renewal terms.
2	Definitions	Provides definitions for the referenced acronyms used in the agreement.
3	Licensed Areas	Describes spaces to be leased.
4	Fees	Outlines the method in determining lease/license fees and includes language that addresses utilities, grounds keeping, repairs and maintenance, capital renewal and custodial services. This section of the agreement will also include payment schedules.
5	Covenants	These articles identify the terms agreed to by both the owner and the licensee. Language includes agreement of payment schedule, use of leased/licensed space, enter and inspection permissions, terms and vacancy conditions, maintenance repair and operating condition, approval procedures for renovations including payment responsibilities, renovation-improvement conditions, contractual responsibilities relating to renovation-improvement encumbrances, indemnification, insurance requirements, maintenance of shared spaces.
6	Joint Covenants	This article describes access rights into each other spaces for various reasons including custodial, maintenance, computer technology, etc. This article addresses cost sharing responsibilities including notice and budget planning.

Lease/License Agreement Key Articles		
Article	Title	Purpose
7	Provisos	This article addresses the Owner's right to re-enter the license space if any article of the agreement is not upheld by the Licensee. This article also addresses automatic renewal of the license and notification processes, theft and damage responsibilities.
8	Owner Board Building Rules	This article outlines the Board's policy and procedures relating to use of the facility by third parties including third parties authorized by the Licensee.
9	Notice	This article outlines the communication protocol to be utilized in the administration of the agreement.
10	Furniture and Equipment	Defines Owner and Licensee responsibilities associated with purchase and maintenance.
11	Dispute Resolution	Identifies the dispute resolution process to be followed by both parties in the event of a dispute that cannot be resolved through the agreement.
12	Termination	Identifies notice period in the event the agreement is to be terminated by either party.
13	Variation	Article confirms shared space agreement procedures and regulation. The article permits owner/licensee review pending proper notification procedures as outlined in the agreement.

4.1.4 Construction Agreement

The Construction Agreement outlines each partner's responsibilities relating to the methodology and reporting structure during the design and construction phases of a new school, or major renovation of an existing school, resulting in a new Joint-use School.

Site Plan Agreement (SPA) results from working with the local municipality, Board-approved Architect and Board staff on the development and design of the site. The SPA follows standard municipal requirements and has not been included in the Toolkit.

Key Articles recommended for inclusion in a Construction Agreement have been presented in the table below.

CONSTRUCTION AGREEMENT KEY ARTICLES

Construction Agreement Key Articles		
Article	Title	Purpose
1	Guiding Principles	Agree on fundamental principles in the design and construction of the Joint-use School. The fundamental principles are based on school board beliefs and mandate for each of the partnered boards.
2	Definitions	Provides definitions for the referenced acronyms used in the agreement.
3	General Operations	Article relates to the execution of legal instruments and, banking arrangements.
4	Management Committee	Identifies the mandate of the Management Committee (typically Principal and Board Administration), duties, membership, vacancies, scheduling of meetings, notice, quorum, action, remuneration, records, liability, and referral to Governance Committee authority.
5	Governance Committee	Identifies the mandate of the Governance Committee (typically Director(s) and the Board of Trustees), duties, membership, vacancies, scheduling of meetings, notice, quorum, voting rights, defaulting to co-owner, action, remuneration, records, liability, referral to senior administration, authority.
6	Dispute Resolutions	Outlines the process to resolve disputes and includes negotiation, mediation, and arbitration processes.
7	Cost of Development and Construction	Articles outline the proportionate costs sharing for the professional fees for design and the construction costs.
8	Renovations	Outlines process in which co-owned facility renovations and improvements are undertaken.
9	Redevelopment	Outlines the process co-owners are to follow when considering redevelopment of their space.

Construction Agreement Key Articles		
Article	Title	Purpose
10	Damage or Destruction	Outlines process to follow for co-owners in the event of damage or destruction to the Joint-use facility.
11	Disposition	Formal process to address disposition of properties by either party. Leases that are permitted within the facility should be identified.
12	Use, License and Permits	Statement that partners agree to the use, licensing and permitting of the Joint-use facility.
13	Buy and Sell Provisions	Describes initial probation period, sales notice, responding notice, purchase agreement, compliance with legislation and law, completion of sales.
14	Maintenance and Repair	Outlines authority, standards, contracts, repair and replacement responsibilities.
15	Property Management (if applicable)	Outlines co-owner's commitment to a Property Management model and related duties and responsibilities.
16	Operating Costs and Revenue	Identifies shared costs responsibilities, extraordinary costs, budget preparation, payment of shared costs, annual audit, adjustments and revenue.
17	Capital Project Responsibilities, Expenditures and Reserves	Describes co-owner responsibilities relating to the capital project including decision making, supervision model to be applied, Board standards and specification development, payment processes and reporting processes.
18	Insurance	Describes co-owner's responsibilities.
19	Default	Describes co-owner's responsibilities relating to default and remedies.

Construction Agreement Key Articles		
Article	Title	Purpose
20	General	Covers all other articles including registration, force majeure, notice, reasonableness and good faith, planning and compliance, severability, governing law, binding, further awareness and provisions with the land.

4.1.5 Operations Agreement

The Operations Agreement outlines all aspects of the Joint-use partnership responsibilities between the parties focusing on the operations of the Shared Facility (post occupancy). It should be noted that there are some articles from the Construction Agreement that are generally carried forward into the Shared Operations Agreement.

Key Articles recommended for inclusion in an Operations Agreement have been presented in in the table below.

OPERATIONS AGREEMENT KEY ARTICLES

Operations Agreement Key Articles		
Article	Title	Purpose
1	Guiding Principles	Agree on fundamental principles in the design and construction of the Joint-use School. The fundamental principles are based on school board beliefs and mandate for each of the partnered boards.
2	Definitions	Provides definitions for the referenced acronyms used in the agreement.
3	Cost Sharing	Article outlines the proportionate cost sharing for operations of shared spaces.
4	Co-Owners and Exclusive Use of the Schools	Article defines co-owner's relationship in terms of the exclusive use of each owner's share of the site and facility with accompanying site drawing(s) demonstrating exclusive and shared use.
5	Shared Use Areas of the Schools and Schedules	Identifies shared spaces in the Joint-use School demonstrating the operational responsibilities (e.g., custodial, maintenance) of the spaces, and scheduled usage by partner Boards and community (if applicable).
6	Management Committee	Identifies the mandate of the Management Committee (typically Principal and Board Administration), duties, membership, vacancies, scheduling of meetings, notice, quorum, action, remuneration, records, liability, and referral to Governance Committee authority.
7	Dispute Resolution	Outlines the process to resolve disputes and includes negotiation, mediation, and arbitration processes.
8	Redevelopment	Outlines the process co-owners are to follow when considering redevelopment of their space.
9	Damage and Destruction	Outlines process to follow for co-owners in the event of damage or destruction to the Joint-use School.

Operations Agreement Key Articles		
Article	Title	Purpose
10	Disposition	Formal process to address disposition of properties by either party. Leases that are permitted within the facility should be identified.
11	Permits	This article outlines processes and responsibilities relating to the after-hours permission of school space for community use.
12	Use of Property	Article outlines the general use of the property, restrictions, permitted uses, use by permittees, prohibited uses, changes in use, right to withdraw approval, compliance with laws, rules, parking, recreation and general interest programs.
13	Procedure for Operations	This article clearly defines the governance model and the co-owner's responsibilities relating to the day-to-day operations of the Joint-use School based on the agreed upon operational model.
14	Classroom Shifting	This article relates to annual review between the Boards on the use of classroom space in their own portion of the Joint-use School and excess space in the controlled by a partner board.
15	Equipment	Outlines equipment definition, financial value and expected lifecycle. Includes the original purchase and replacement responsibilities used by participating Boards. Defines miscellaneous equipment and individual board responsibility to maintain and replace as needed. The article also clarifies the difference between fixed life safety/security equipment versus program delivery equipment.
16	Portable Classrooms	Identifies individual Board's responsibilities relating to portables.

Operations Agreement Key Articles		
Article	Title	Purpose
17	Maintenance and Repair	Outlines authority, standards, contracts, repair and replacement responsibilities.
18	Property Management (if applicable)	Outlines co-owner's commitment to a Property Management model and related duties and responsibilities.
19	Operating Costs and Revenue	Identifies shared costs responsibilities, extraordinary costs, budget preparation, payment of shared costs, annual audit, adjustments and revenue.
20	Capital Expenditure and Reserve Fund	Describes co-owner responsibilities relating to the capital project including decision making, supervision model to be applied, Board standards and specification development, payment processes, and reporting processes.
21	Insurance	Describes co-owner's responsibilities.
22	Disposition	Formal process to address co-owners disposition of the property by either party.
23	Default	Describes co-owner's responsibilities relating to default and remedies.
24	Legislation	Article confirms Joint-Use Agreement under the Education Act, procedures and regulation including Ministry financial funding formulas. The article also outlines procedures for addressing future changes in legislation that impact the Joint-use School.
25	Term of Agreement	Outlines the term of the agreement between the two parties including review and/or renegotiation terms.
26	General	Covers all other articles including registration, force majeure, notice, reasonableness and good faith, planning and compliance, severability, governing law, binding, further awareness and provisions with the land.

Operations Agreement Key Articles		
Article	Title	Purpose
27	Future additions	Provision to revise existing agreements in the event of a future addition by one or more of the partner boards.

APPENDIX A

PARTICIPATING JOINT-USE SCHOOLS AND BOARDS

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