

Greater Essex County District School Board

Education Development Charges Background Study

March 1, 2024

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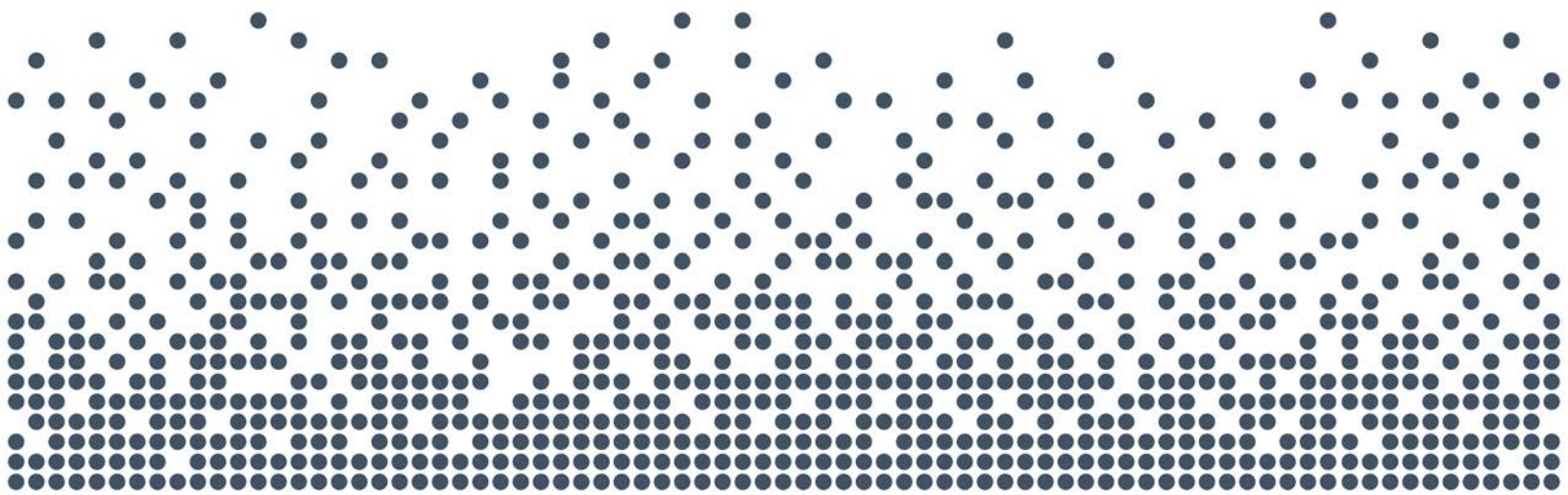
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List of Acronyms and Abbreviations

Acronym	Full Description of Acronym
DC	Development Charge
EDC	Education Development Charge
GECDSB	Greater Essex County District School Board
GFA	Gross Floor Area
CGSR	Grade Structure Ratio
LPAT	Local Planning Appeal Tribunal
MCR	Municipal Comprehensive Review
OLT	Ontario Land Tribunal
OMB	Ontario Municipal Board
O. Reg.	Ontario Regulation
OTG	On the Ground (Capacity)



Executive Summary

Executive Summary

The Greater Essex County District School Board (GECDSB) has education development charge (EDC) by-laws in place in the County of Essex/Township of Pelee and the City of Windsor that are set to expire on April 21, 2024. EDCs are a revenue source, for school boards that qualify, to purchase and develop land for new schools. EDCs are meant as a funding mechanism for boards that are experiencing a growth-related accommodation need in their jurisdiction. To renew their by-laws, a Board must follow certain processes and guidelines as required by provincial legislation. This background study fulfills certain requirements while providing the information necessary to understand and determine the EDC.

The general authority for school boards to impose EDCs is provided by Division E of Part IX for the *Education Act.* Ontario Regulation 20/98, as amended, provides the requirements necessary to determine an EDC. In addition, the Ministry has published a set of guidelines (Education Development Charge and Site Acquisition Guidelines) to assist boards with the EDC process.

Before an EDC by-law can be passed, school boards must ensure they:

- Demonstrate that their elementary and/or secondary enrolment on a jurisdiction-wide basis is greater than the elementary and/or secondary approved On-The-Ground (OTG) capacity or that their EDC reserve fund is in a deficit position.
- Prepare a background study meeting the requirements of the legislation.
- Hold required legislated public meetings.
- Receive written Ministry approval of the projected number of students and school sites.

The GECDSB is eligible to renew their existing by-law for the County of Essex / Township of Pelee region based on:

1. **Reserve Fund Qualification** – The GECDSB has an estimated deficit in the EDC reserve fund and outstanding financial obligations in this region.

The GECDSB is <u>not</u> eligible to renew their existing by-law for the City of Windsor at this time.

The EDC analysis in this background study has been completed for the GECDSB within County of Essex/Township of Pelee. This EDC study contemplates by-law renewal for County of Essex/Township of Pelee and excludes consideration of City of Windsor EDC by-law renew.

The Board intends to hold a public meeting to inform the public as to the new proposed EDC by-law. The GECDSB will hold a meeting on March 19, 2024, and then consider passage of the EDC by-law at an additional meeting on April 2, 2024. Further details will be provided in the Board's public meeting notices found in section 2.3 of this report.

Demographic projections form an important component of the EDC analysis. The residential dwelling unit forecast is used both to project pupils from new development and to determine the final quantum of the residential charge. The residential forecasts used in this analysis are consistent with the most recent County/municipal forecasts that were available at the time of study preparation. The total number of net new units projected in the County of Essex/Township of Pelee for the 15 years in the EDC analysis is **16,538** (excluding the City of Windsor).

The number of growth-related pupils is based on the aforementioned residential forecast and pupil yields that have been derived from Statistics Canada custom tabulated data and historical board enrolment information. Pupil yields are mathematical representations of the number of school-aged children that will be generated by particular dwellings. The total growth-related pupils must be offset by any available pupil places that are not required by existing pupils of the Board. These calculations were done for the Board on a review area basis to determine the total net growth-related pupil places.

The analysis projects a total of **1,017** net growth-related elementary pupils and **257** net growth-related secondary pupils in the County of Essex/Township of Pelee jurisdiction of the GECDSB.

Once the net growth-related pupil place requirements have been determined, it is necessary for boards to decide the number of new schools that will be built to accommodate that need. The EDC legislation provides a table that relates pupil place requirements to school site sizes. The table, as well as a description and the

methodology, is provided in the background study. The study also provides information on the approximate timing, size, and location of the proposed new schools/sites.

The EDC analysis for the County of Essex/Township of Pelee projects that the GECDSB will require approximately **four (4) new elementary sites** (one in RA02, one in RA03, one in RA07, and one in RA10) and **one (1) new secondary site or land for addition** (one in SRA03) in the 15-year EDC time frame.

One of the final steps of the EDC process involves translating the land requirements to actual land costs. Site acquisition costs are based on appraisals completed by the firm Cushman and Wakefield ULC. The per acre acquisition values ranged from **$746,000 to $803,500** for sites within the County of Essex/Township of Pelee. As with many areas in Ontario, the cost to acquire land has been increasing rapidly across the jurisdiction. The acquisition costs have been escalated for a period of five years (the by-law term) at a rate of **2.5%** for each consecutive year until the end of the by-law term.

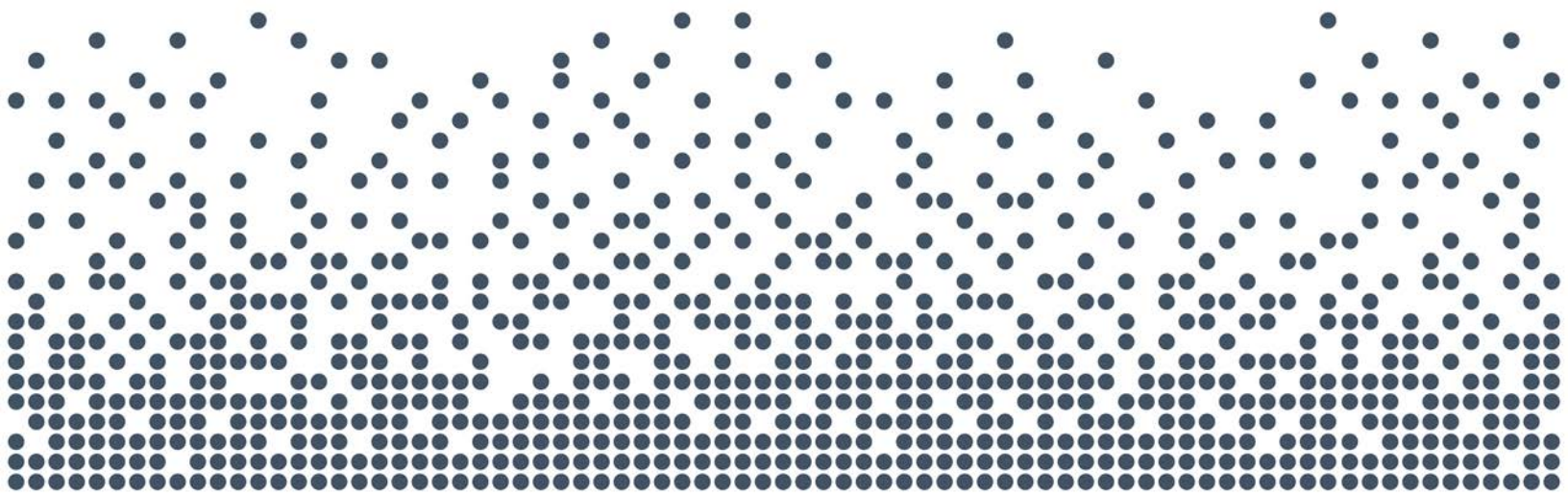
The costs to prepare and develop a site for school construction are also EDC-eligible costs. The assumed site preparation costs are estimated at **$159,550** per acre for the GECDSB. Site preparation costs are escalated to the time of site purchase or until the end of the by-law term, at a rate of **9.5%** per year.

The total land costs (acquisition and servicing costs), as well as study costs, must be added to any outstanding financial obligations incurred by the board under a previous EDC by-law to determine the final net education land costs. A deficit balance in the existing EDC reserve fund is an outstanding obligation and must be added to the existing land costs. If a board has a surplus balance in the EDC reserve fund, this amount must be subtracted from the land costs and used to defray the net education land costs.

The GECDSB's total net education land costs in the County of Essex/Township of Pelee are estimated to be **$19,892,539** which includes -**$1,244,551** for outstanding financial obligations. The total Growth-Related Net Education Land Costs are estimated to be **$20,342,539.**

Based on the growth-related net education land costs and net new unit forecasts, the analysis resulted in a proposed EDC rate of **$1,230 per dwelling unit** for the GECDSB's residential charge in the County of Essex/Township of Pelee. The charge

contained herein are based on a uniform rate for all types of development and is based on 100% of total costs of growth-related net education land costs attributed to residential development within the County of Essex/Township of Pelee.



Report

Chapter 1
Introduction

1. Introduction

1.1 Background

Education development charges (EDCs) are a revenue source, for school boards that qualify, to purchase and develop land for new schools. EDCs are meant as a funding mechanism for boards that are experiencing a growth-related accommodation need in their jurisdiction. To qualify for EDCs, it is necessary for school boards to meet certain qualification criteria.

School boards can no longer implement property taxes to fund education costs and now rely on a system of per pupil grants established by the Ministry of Education. The grants are set out to cover expenses such as teacher salaries, textbooks, heating of schools, renewing schools, building schools, etc. EDCs are meant to fund the acquisition and development of growth-related school sites outside this grant envelope. EDCs are based on a formulaic approach that looks at three main areas – enrolment projections to determine need, the number of school sites necessary to meet need, and the costs related to the purchase and development of those school sites.

The EDC may be levied by a school board on both residential and non-residential developments, subject to certain exemptions which are outlined in the legislation. Division E of Part IX of the *Education Act* is the legislation responsible for governing the EDC. Ontario Regulation (O. Reg.) 20/98, as amended, provides guidelines and requirements on the qualification process for a school board and the specifics on calculating the charge. The charges are collected at building permit issuance on behalf of the school board by the local area municipality to which the by-law applies.

As mentioned earlier, not all school boards are eligible to implement EDCs due to qualification criteria that must be met. To qualify, there are two criteria that can be met. One trigger is that the board's total projected enrolment for the five-year period following expected by-law passage must exceed the board's Ministry-rated On-The-Ground (OTG) capacity on **either** the elementary or secondary panel.

The other qualification criterion deals with unmet financial obligations regarding the purchase and development of growth-related school sites. If the school board has an existing EDC by-law in place and they can demonstrate that there are existing

outstanding financial obligations, the school board will automatically qualify for a subsequent by-law. The *Education Act,* specifically section 257.54, gives school boards the ability to pass EDC by-laws.

> "If there is residential development in the area of jurisdiction of a board that would increase education land costs, the board may pass by-laws for the imposition of education development charges against land in its area of jurisdiction undergoing residential or non-residential development."

School boards are responsible for providing school sites and can do so through limited revenue sources such as selling surplus school sites, revenue from leasing sites, entering into joint use agreements with other school boards or public/private partnerships, and the imposition of EDCs – thus making EDCs an important and primary revenue source.

1.2 Existing By-laws

This EDC background study has been prepared on behalf of the Greater Essex County District School Board (GECDSB) in consideration of renewing their EDC by-law within County of Essex/Township of Pelee. The City of Windsor does not meet qualification criteria for the renewal of their EDC by-law in 2024. The Board's current in-force by-laws came into effect on April 22, 2019, with an amendment passed on January 18, 2022. The Board's by-laws are based on 100% cost recovery from residential development are set to expire on April 21, 2024.

The current EDC rates for the GECDSB for the City of Windsor are $1,805 per residential dwelling unit (Year 5 Rates, effective April 22, 2023) and $973 per residential dwelling unit for the County of Essex/Township of Pelee region (Year 5 Rates, effective January 23, 2023).

Table 1-1: Current In-force EDC By-laws for the GECDSB

School Board	In-force Date	Area of By-law	% Residential/ Non-residential	Charge
GECDSB	April 22, 2023	City of Windsor	100% Residential	$1,805/unit
GECDSB	January 23, 2022	County of Essex/Township of Pelee	100% Residential	$973/unit

Source: GECDSB Education Development Charge By-Law Amendment (2022).

EDC Policy Review

All school boards with an existing EDC by-law in place must conduct a review of the policies contained in their existing by-laws before passing a new by-law. This process includes a public meeting to review the policies in a public forum.

Section 257.60 subsection (1) of the *Education Act* states that:

> "Before passing an education development charge by-law, the board shall conduct a review of the education development charge policies of the board."

Subsection (2) goes on to state that:

> "In conducting a review under subsection (1), the board shall ensure that adequate information is made available to the public, and for this purpose shall hold at least one public meeting, notice of which shall be given in at least one newspaper having general circulation in the area of jurisdiction of the board."

1.3 Area in Which By-law May Apply

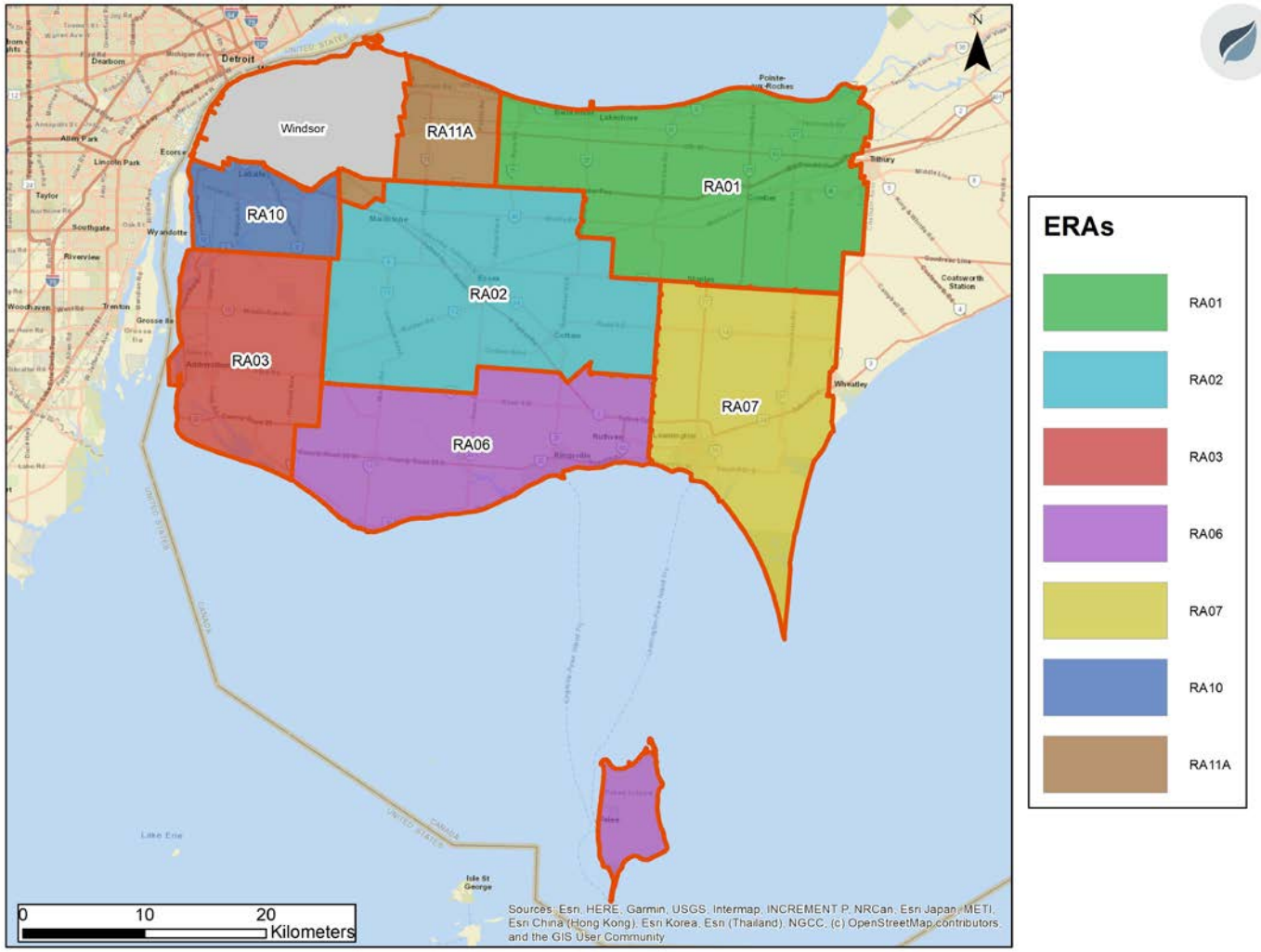
The legislation states that an EDC by-law may apply to the entire area of the jurisdiction of a board or only part of it. In addition, an EDC by-law of the board shall not apply with respect to land in more than one "region" if the regulations divide the area of the jurisdiction of the board into prescribed regions. This EDC applies uniformly to the County of Essex/Township of Pelee region of the school board, excluding the City of Windsor as presented in Maps 1 and 2.

1.4 EDC Review Areas

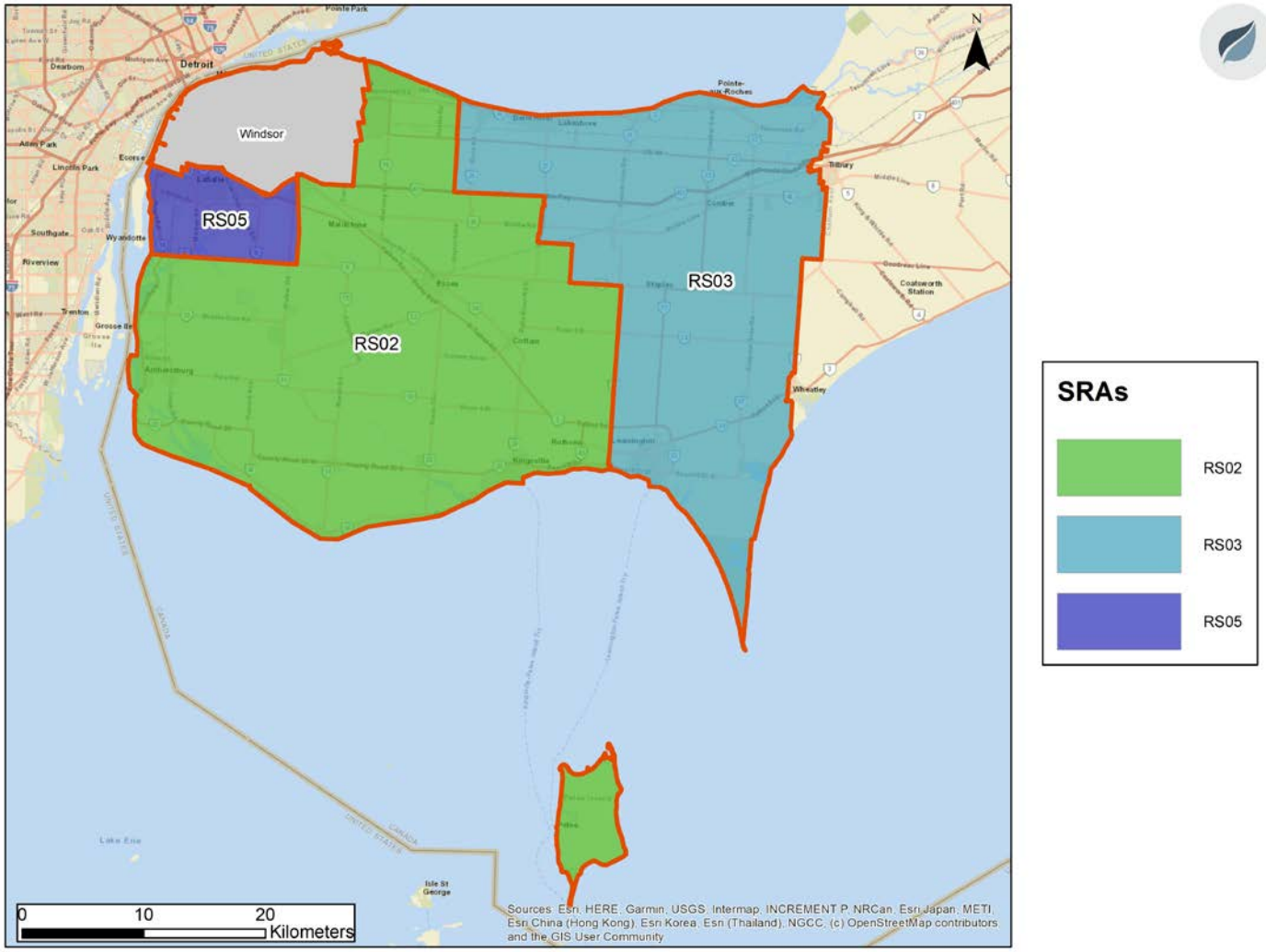
The EDC methodology allows school boards to examine growth-related needs on a jurisdiction-wide basis – that is, to treat the whole EDC area as one review area – or to examine them on a sub-area basis or by review area. Review areas are artificial constructs intended to divide the board's jurisdiction into sub-areas to more accurately determine the location of new school sites. Board review areas are likely to reflect attendance boundaries for families of schools, natural dividers such as rivers, creeks, etc., or manufactured barriers such as major thoroughfares. The Ministry of Education's

EDC Guidelines recommend that review areas are consistent with board review areas used for capital planning purposes and that they try to maintain consistency with review areas of subsequent EDC by-laws.

Map 1: Greater Essex County District School Board Elementary EDC Review Areas 2024
County of Essex/Township of Pelee Region



Map 2: Greater Essex County District School Board Secondary EDC Review Areas 2024
County of Essex/Township of Pelee Region



For the GECDSB, the review areas used in this background study are largely consistent with the Board's review areas used in their long-term accommodation plans and previous EDC studies except for following existing (including new schools and adjusted boundaries) attendance areas. For the purposes of calculating EDCs for the County of Essex / Township of Pelee region of the board, the GECDSB has been divided into **seven (7)** review areas on the elementary panel, with **three (3)** corresponding review areas on the secondary panel.

Table 1-2: Greater Essex County District School Board Review Areas

Elementary Review Area		Secondary Review Area	
Name	Region	Name	Region
RA01	Belle River DHS Family of Schools	SRA02	West Essex (Less Sandwich SS)
RA02	Essex DHS Family of Schools	SRA03	East Essex
RA03	North Star Family of Schools	SRA05	West Essex – Sandwich SS
RA06	Kingsville DHS Family of Schools		
RA07	Leamington Family of Schools		
RA10	Sandwich Family of Schools		
RA11A	Tecumseh Vista Academy Family of Schools		

The EDC, when calculated on a review area basis, assumes that the combined OTG capacity of the existing (and approved) facilities located within the review area is the total available capacity. Determining Board needs on a review area basis is premised on the following:

- Available space is determined by subtracting the Year 15 existing community enrolment number from the current OTG capacity figure.
- EDC eligible pupils must fill any available surplus OTG capacity first.
- Pupils generated from new development above and beyond those that fill any available surplus space within the review area are net growth-related pupil place requirements and can potentially be funded using EDCs.
- New pupils residing in development areas that came from units built since the coming into force of the existing or most recently expired bylaw and that are not

accommodated in permanent structures identified in the previous background studies are to be identified as holding students and can now be included in determining the review areas net growth-related pupil places. (Ontario Regulation 20/98 as amended, section 7 (1) paragraphs 3.1, 3.2, 3.3, 3.4).

The review area approach to calculating EDCs has been undertaken by the Board and is largely consistent with the way in which future capital needs will be assessed by the Board over the long term.

Chapter 2
The EDC By-law

2. The EDC By-law

2.1 Imposition of an EDC

The passage of an EDC by-law gives school boards the authority to impose and collect EDCs for the purpose of acquiring and developing growth-related school sites. Each by-law has a maximum term of five years and must be passed within one year of EDC background study completion. Before a school board can proceed with an EDC by-law, it must receive confirmation in writing from the Ministry of Education acknowledging receipt of the background study and approving estimates of enrolment projections and future site needs contained in the background study.

Section 10 of O. Reg. 20/98 sets out the conditions that must be satisfied for a board to pass an EDC by-law:

- The Minister has approved the board's estimates of the total number of elementary and secondary pupils over each of the 15 years of the forecast period.
- The Minister has approved the board's estimates of the number of elementary and secondary school sites used by the board to determine the net education land costs.
- The board has demonstrated that the average elementary or secondary enrolment within its jurisdiction exceeds the board's elementary or secondary capacity; or the board's current EDC financial obligations exceed revenues reported in the EDC reserve fund.
- The board has prepared a background study and given a copy of the EDC background study relating to the by-law to the Minister and each board having jurisdiction within the area to which the by-law would apply.
- The board provides any information regarding the calculation of the EDC if requested by the Minister upon the review of the background study.

2.2 The Background Study

An EDC background study must be completed by a school board that wishes to pass an EDC by-law. The intention of the background study is to provide information on the

process and methodology of calculating an EDC, as well as the background and assumptions that make up the estimates of the enrolment projections and site needs.

Section 257.61 (1) of the Act requires that "before passing an education development charge by-law, the board shall complete an education development charge background study."

Section 257.61 (2) of the Act and O. Reg. 20/98 subsections 9 (1) and (2) set out the following information that must be included in an EDC background study:

Subsection 9 (1):

- Estimates of the anticipated amount, type, and location of new dwelling units for each year of the 15-year forecast period in the area in which the charge is to be imposed.
- The number of projected new pupil places because of new growth and the number of new school sites needed to provide accommodation for those students.
- The number of existing pupil places by school and the number of available spaces to accommodate the projected number of new pupil places.
- For every existing elementary and secondary pupil place in the board's jurisdiction that the board does not intend to use to accommodate pupils from new growth, an explanation as to why the board does not intend to do so.

Subsection 9 (2):

- For each elementary and secondary school site, estimates of the net education land cost, the location of the site, the area of the site (including the area that exceeds the maximum set out in section 2 of O. Reg. 20/98, and an explanation of whether the costs of the excess land are education land costs and if so, why).
- The number of pupil places the board estimates will be provided by the school to be built on the site, and the number of those pupil places that the board estimates will be used to accommodate new pupil places.

The EDC Guidelines suggest that school boards are required to provide the Ministry with a copy of the final background study at least 40 days prior to the anticipated by-law passage date. In addition, the background study must be made available to the public at least two weeks prior to the legislated public meeting.

2.3 Public Meetings

Before a school board can pass an EDC by-law, the legislation requires that the board hold at least one public meeting. The purpose of the meeting is to advise any interested stakeholders and the public at large of the board's intentions and address the new proposed EDC by-law. The public meeting also gives the community and stakeholders the opportunity to voice any issues or concerns they have regarding the proposed by-law.

The board is required to provide at least 20 days' notice of the meeting and must make the background study and the new proposed by-law available to the public at least two weeks in advance of said meeting. O. Reg. 20/98 states that notice of a public meeting can be given in two ways:

1. To every owner of land in the area to which the proposed by-law would apply by personal service, fax, or mail.
2. By publication in a newspaper that is, in the Secretary of the Board's opinion, of sufficiently general circulation in the area to which the proposed by-law would apply to give the public reasonable notice of the meeting.

If a school board already has an existing in-force EDC by-law in place, the board must hold an additional meeting to review the existing policies of the current EDC by-law. This part of the process is needed to fulfil the necessary requirements of the policy review process. It should be noted that this policy review meeting can be addressed by the board during its EDC public meeting.

The Board intends to hold public meetings to inform the public of the new proposed EDC by-law. A stakeholder meeting is scheduled to take place on February 21, 2024, the public meeting to take place on March 19, 2024, and a final public meeting in consideration of by-law enactment on April 2, 2024, as outlined within the following notice.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

EDUCATION DEVELOPMENT CHARGES TO APPLY IN THE COUNTY OF ESSEX AND TOWNSHIP OF PELEE

NOTICE OF PUBLIC MEETINGS
To be held at Greater Essex County District School Board
Board Room, Second Floor
451 Park Street West, Windsor, Ontario

FIRST MEETING
– POLICY REVIEW PUBLIC MEETING –
TUESDAY MARCH 19, 2024 @ 7:00 P.M.

TAKE NOTICE that on March 19, 2024, the Greater Essex County District School Board will hold a public meeting pursuant to Section 257.60 of the Education Act. The purpose of the meeting will be to review the current education development charge policies of the Board and to solicit public input. Information concerning the policy review for the Board's current education development charge by-law will be available on or before March 4, 2024, at the Board's administrative offices during regular office hours and on the Board's website at www.publicboard.ca.

IMMEDIATELY FOLLOWED BY SECOND MEETING
– SUCCESSOR BY-LAW PUBLIC MEETING –
TUESDAY MARCH 19, 2024 @ 7:15 P.M.

TAKE NOTICE that on March 19, 2024, the Greater Essex County District School Board will hold a second public meeting pursuant to Section 257.63 of the Education Act. The purpose of the second public meeting is to consider the continued imposition of education development charges in the County of Essex and the Township of Pelee and a successor by-law, and to inform the public generally about the Board's education development charge proposal. The education development charge background study required under Section 257.61 of the Education Act (including the proposed EDC by-law) setting out the Board's education development charge proposal will be available on or before March 4, 2024, at the Board's administrative offices during regular office hours and on the Board's website at www.publicboard.ca.

THIRD PUBLIC MEETING
– IN CONSIDERATION OF BY-LAW ADOPTION –
APRIL 2, 2024 @ 7:00 PM

TAKE NOTICE that on April 2, 2024, the Greater Essex County District School Board will hold a third public meeting. The purpose of this meeting is to consider the enactment of a successor education development charges by-law that will apply in the County of Essex and the Township of Pelee.

All interested parties are invited to attend the public meetings. Details on how to observe the meetings virtually will be available on the Board's website, www.publicboard.ca.

Any person who attends the meeting(s) may make a representation to the Board in respect of these matters. The Board will also consider any written submissions. All submissions received in writing and those expressed at the public meetings will be considered prior to the enactment of an education development charge by-law.

The Board would appreciate receiving written submissions one week prior to the public meetings, so that they may be distributed to Trustees prior to the meetings. Submissions and requests to address the Board as a delegation should be submitted to:

Melissa LeBeouf
Office of the Director of Education
Greater Essex County District School Board
451 Park Street West, Windsor, Ontario
Telephone: (519) 255-3200, **Ext. 10259**
Email:
Melissa.LeBeouf@publicboard.ca

Please contact Shelley Armstrong, Superintendent of Business and Treasurer, Greater Essex County District School Board, at (519) 255-3200, Ext. 1020 or Shelley.Armstrong@publicboard.ca, with any comments, requests for further information, or if you wish to address the Board at any of the meetings.

Vicki Houston
Director of
Education

Stakeholder Participation

In addition to the legislated public meetings, the Ministry encourages school boards to include relevant stakeholders in the EDC process and discussions. Local developers or development associations, as well as municipalities, should be contacted in advance of the public meetings to ensure they are aware of the proposed EDC and bring to light any potential issues, etc. It is essential that stakeholders are part of the process and that the discussions always remain transparent to help ensure a smooth passage of the EDC by-law. The Board initially notified area stakeholders of their intent to begin the EDC renewal process in the Fall of 2023. An introductory presentation on EDCs was provided to the Board of Trustees on January 16, 2024 and information regarding the EDC process was shared with municipal partners during the Community Planning and Partnership meeting on January 31, 2024. A stakeholder meeting was held on February 21, 2024.

The GECDSB has worked on the preparation of the EDC background study and by-laws to ensure consistency in the included data and assumptions used in the calculation of the charges. Growth forecasts used for the EDC analysis are consistent with the most recent and available municipal and county forecasts.

Exemptions

The EDC by-law is subject to certain statutory exemptions for both residential and non-residential collection. The exemptions for residential development deal with residential intensification and replacement of units. If a new unit is added to an existing dwelling unit, for example a single detached unit is converted to a duplex, the additional unit is exempt from EDCs. Section 3 of O. Reg. 20/98 sets out the classes of residential buildings and the maximum number of dwelling units that can be added under the exemption.

The legislation also allows for exemptions dealing with the replacement of residential units when the unit has been destroyed by fire, demolition or otherwise, or has been rendered uninhabitable, subject to certain conditions prescribed under section 4 of O. Reg. 20/98.

Non-residential statutory exemptions deal similarly with additions/enlargements of space and replacement of existing non-residential space that has been destroyed. A non-residential development that includes the enlargement of existing industrial space,

up to 50% of the gross floor area (GFA) of the existing development, is exempt from EDCs as per section 257.55 of Division E of the *Education Act*. Replacement of non-residential building space is exempt from EDCs if the existing space was destroyed by fire, demolition or otherwise, or has been rendered uninhabitable, subject to certain conditions in section 5 of O. Reg. 20/98.

In addition to the exemptions mentioned, the legislation allows for a limited non-residential exemption for certain institutional developments. Section 257.54 (5) of the *Education Act* stipulates that, "No land, except land owned by and used for the purposes of a board or municipality, is exempt from an EDC under a by-law passed under subsection (1) by reason only that it is exempt from taxation under section 3 of the *Assessment Act*."

School boards may also decide to impose their own non-statutory exemptions to certain developments, both residentially and non-residentially. These types of exemptions may be for developments like seniors' housing, social housing, or recreational developments. Non-statutory exemptions are entirely at the discretion of the board and any EDC revenues lost as a result cannot be recovered.

Expiration

A school board can specify any date as the expiration date of the EDC by-law if the term of the by-law does not exceed five years. The exception to this rule is that the EDC by-law of one school board automatically expires on the same date as an existing by-law of a coterminous school board if they are in force in any part of the same area. Section 17 of O. Reg. 20/98 prescribes the conditions dealing with this special rule of expiry of by-laws.

Collection

The EDC is collected by local municipalities on behalf of the school board at the time a building permit is issued. The funds are deposited into an EDC reserve fund. The municipality, under the legislation, cannot issue a building permit if the EDC has not been paid. In addition to collecting the charge and transferring the monies to the school boards, municipalities are also required to provide the board with detailed reports respecting all EDC transactions (section 20 of O. Reg. 20/98). At a minimum, each report should cover the total EDCs that have been collected, the number of building

permits issued (or GFA for non-residential), any exemptions granted and any permits that were issued without an EDC being paid.

The municipalities do not receive any remuneration for collecting EDCs on behalf of the school board; however, municipalities are allowed to retain any interest earned on the monthly EDC balances.

2.4 Appeals and Amendments

Appeals

The EDC by-law can be appealed by any individual or organization in accordance with the provisions in the *Education Act*. Sections 257.64 to 257.69 of the Act outline the legislation dealing with the appeal of the EDC by-law. The by-law is subject to appeal for a maximum of 40 days after the by-law has been passed. The school boards must provide a written notice that an EDC by-law has been passed (within 20 days of passage) and this notice must include information on how to file an appeal.

An appeal of an EDC by-law goes to the Ontario Land Tribunal (OLT), formerly known as the Local Planning Appeal Tribunal (LPAT), and before that as the Ontario Municipal Board (OMB), to be decided. All appeals must be filed in writing with the secretary of the school board within the allotted time allowed. The reasons for the appeal must be included in the notice. It is the responsibility of the secretary of the school board to forward a copy of the Notice of Appeal to the OLT within 30 days after the last day of the appeal period. In addition to the Notice of Appeal, the secretary must provide:

- A copy of the by-law certified by the secretary;
- A copy of the background study;
- An affidavit or declaration certifying that notice of the passing of the by-law was provided in accordance with the *Education Act*; and
- The original or true copy of all written submissions and material relevant to the by-law.

After hearing an appeal, the OLT may decide to:

- Dismiss the appeal in whole or in part;
- Order the board to repeal or amend the by-law; or

- Repeal or amend the by-law itself.

If the by-law is repealed, the EDCs that have already been paid must be refunded. If the by-law is amended and the amended charge is lower than the original charge, the difference must be refunded. All refunds are due within 30 days of the by-law being repealed or amended. While the OLT does have the power to repeal or amend the by-law, they are not able to increase the quantum of the charge, remove or reduce the scope of discretionary exemptions or change the expiration date of the by-law.

Amendments

The EDC legislation gives school boards the authority to amend their by-laws. Section 257.70 (1) of the Act states: "Subject to subsection (2), a board may pass a by-law amending an education development charge by-law." There are certain limitations to an EDC amendment, specifically laid out in subsection 257.70 (2) of the Act, as follows:

> "A board may not amend an education development charge by-law so as to any one of the following more than once in the one-year period immediately following the coming into force of the by-law or in any succeeding one-year period:
>
> - Increase the amount of an EDC.
> - Remove or reduce the scope of an exemption.
> - Extend the term of the by-law."

There are a variety of reasons why school boards may feel the need to amend their by-law. School boards may be paying more for school sites than what was estimated in the EDC and may need to increase their land cost assumptions, or they may need to change a discretionary exemption. The board does not need Ministry approval to pass an amending by-law; however, boards are required to provide proper notice proposing an amendment and of the amendment itself. Boards are also required to ensure that the original EDC background study is available, as well as any additional information that would explain the reason for the amendment. A public meeting is not required to pass an amending by-law, but it is recommended.

Chapter 3
The Process and Methodology of Calculating an Education Development Charge

3. The Process and Methodology of Calculating an Education Development Charge

The following chapter will outline the procedures and methodologies utilized to calculate the EDC. As mentioned earlier in this report, the EDC calculation is formulaic and technical in nature and encompasses three main components – demographic projections, determination of need (new school sites), and the associated costs.

3.1 Eligibility

School boards must meet certain criteria to be eligible to impose EDCs. The first criterion deals with the board's average projected enrolment compared to its OTG capacity. The second set of criteria, available only to school boards who have an existing in-force by-law, deals with outstanding EDC financial obligations.

Capacity Criteria

If a school board's average elementary or secondary enrolment on a **jurisdiction-wide** basis over the five years following proposed by-law passage is greater than the board's elementary or secondary OTG capacity, then it is eligible to impose an EDC. Qualification on either panel allows the board to impose EDCs throughout its jurisdiction for both elementary and secondary new school sites. Form A of the EDC submission sets out the board's projected average daily enrolment over the proposed five-year term of the EDC by-law (2024/25 to 2028/29), as compared to the board's OTG capacity on both the elementary and secondary panels.

The board's OTG capacity for the EDC is based on the Ministry-approved permanent capacity according to the Education Capital Information System on the proposed date the new by-law is to come into force. Additional adjustments may be made to the capacity figure used in the study, in consultation with Ministry staff and for circumstances such as:

- OTG capacity of schools that are transferred from one panel to the other within 12 months of by-law passage may be attributed to the panel for which the school will be used after the transfer is complete. Boards must have passed a resolution for this to take effect.

- The capacity of all schools or additions under construction and that are planned for opening within 12 months of the by-law coming into force are to be included in the capacity determination.
- Purpose-built space that cannot be reasonably used to accommodate pupils from new growth may be excluded from the permanent capacity determination.
- The capacity of a leased school must be included if the school has a "New Pupil Place" capacity attributed to it. The "New Pupil Place" capacity is the capacity used in the determination of Ministry grants.
- Any schools that have been closed (in accordance with the board's school closure policy) may be excluded from the permanent capacity. In addition, if a school is scheduled to close during the tenure of the by-law (with board-passed resolution) then the capacity may also be excluded.

The permanent existing capacity for the Board is **27,432** on the elementary panel and **13,271** on the secondary panel.

The GECDSB's five-year average projected Board-wide elementary enrolment is **24,849**, compared to the capacity of **27,432**, resulting in a surplus of **2,583** spaces.

On the secondary panel, the GECDSB five-average projected Board-wide enrolment is **11,868**, with the capacity of **13,271**, resulting in a surplus of **1,403** spaces.

While this proposed EDC is for the County of Essex/Township of Pelee EDC region, the trigger calculation as noted above is based on the Board-wide figures and as such, the capacity criteria are not satisfied.

Financial Obligations

A school board that has an existing EDC by-law in place, and has outstanding financial obligations related to its existing by-law that exceed the balance of the EDC reserve fund, is eligible to impose EDCs. It is possible for a board to have sufficient capacity to accommodate projected enrolment, yet still be obligated to pay for sites that have been purchased as a result of a growth-related need. Outstanding financial obligations can result from a board not having collected enough revenue because of growth shortfalls or an increase in land prices, or if a board has purchased school sites earlier than what was projected in the background study.

This financial obligation eligibility trigger was added to the original capacity trigger criteria with an amendment to O. Reg. 20/98 and came into force on March 12, 2002.

For school boards to qualify under this trigger, an EDC financial obligation must be demonstrated in the background study including the following required information:

- The board must have a previous by-law in effect after September 1, 1999.
- Funds borrowed from the EDC reserve fund must be reconciled back.
- Copies of Appendix D1 and D2 must be provided.
- A transaction history of EDC financial activity must be provided from the last Appendix D1 and D2 statements to proposed by-law implementation.
- A repayment schedule outlining the elimination of the EDC financial obligation must be provided.

The GECDSB's EDC reserve fund for the County of Essex/Township of Pelee By-law must be estimated to the day before the new by-law passage is considered. Based on actual and estimated revenues and expenditures provided by the school board, the GECDSB will have an estimated reserve fund balance of **-$1,244,551.** Based on these outstanding financial obligations for the County of Essex/Township of Pelee region, the GECDSB is eligible for by-law renewal in this EDC region of the board.

Form A from the EDC Ministry Submission for the GECDSB can be found as Figure 3-1. The A.2 section of the Ministry EDC forms outlines the Board's estimated reserve fund balances at the time of by-law renewal.

Figure 3-1: Greater Essex County District School Board – Form A

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form A - Eligibility to Impose an EDC: Board-Wide Enrolment & Capacity

A.1.1: CAPACITY TRIGGER CALCULATION - ELEMENTARY PANEL

Elementary Panel Board-Wide EDC Capacity	Projected Elementary Panel Enrolment						Elementary Average Projected Enrolment less Capacity
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Average Projected Enrolment Over Five Years	
27,432.0	24,734	24,803	24,784	24,922	25,001	24,849	-2,583

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Projected Enrolment less Capacity
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Average Projected Enrolment Over Five Years	
13,271.0	11,847	11,745	11,894	11,920	11,933	11,868	-1,403

A.2: EDC FINANCIAL OBLIGATIONS

Total Outstanding EDC Financial Obligations (Reserve Fund Balance):	-$ 1,244,551

3.2 Demographic Projections

The demographic projections respecting school enrolment and housing and population growth form an important basis for the entire EDC analysis. These projections ultimately determine eligibility, need, and the final quantum of the charge. The housing unit forecasts contained in this study are consistent with the most recent municipal forecast available at the time of study. The background, methodologies, and overviews of both the enrolment and housing forecasts can be found in Chapter 4 of this report.

The demographic projection requirements of the EDC consist of three distinct components: projecting the number of annual building permits that will be issued for new dwelling units and new non-residential space; projecting enrolment of the existing community; and projecting enrolment from new housing growth.

New Dwelling Units

The number of new dwelling units in the area of the EDC by-law must be estimated for each of the next 15 years. The forecast is set out by three types of development, low density (single and semi-detached houses), medium density (townhouses) and high density (apartments) and is broken down by the school board review areas that were outlined earlier in this report in section 1.4.

The forecast is set out by varying types of development for two reasons. The first reason is that different types of development produce school-aged children in different ways. Lower-density developments typically produce greater numbers of school-aged children than do apartments; however, recent demographic data shows that gap is closing. Defining various types of developments allows for greater accuracy when projecting the number of new pupils arising from new developments. The second reason is to be able to calculate a differentiated charge should the Board choose to do so. Each Board can charge a uniform EDC rate across all types of development, meaning that the EDC is one rate for a single detached unit or an apartment, or the Board can choose to charge separate rates depending on the type of development.

There are certain situations, as defined by the legislation, where specific developments are exempt from EDCs, such as housing intensification. The forecast of **net new dwelling units** should ensure that these exempt units are factored into any forecast and excluded.

Existing Community Projections and Projections of New Pupils

The enrolment projections required to calculate EDCs must be made up of two distinct projections, one for the existing community and one for pupils from new housing growth. This is done because ultimately the number of total growth-related pupils must be offset by any available pupil places that are not required by pupils of the existing community in Year 15 of the forecast. The existing community projection must estimate, by school, the number of students for 15 years based on the number of existing students today and assuming no additional new housing growth. The board's total OTG capacity of the review area (as of by-law inception) less the projected number of existing community pupils in the review area in Year 15, is the board's **total available space**.

The determination of pupils from new development is based on the aforementioned housing forecast and the use of pupil yield factors. Pupil yields are mathematical representations of the number of school-aged children that will be generated by a particular dwelling over the planning forecast and that will attend a particular school board. Pupil yields used in this analysis are based on Statistics Canada data and board historical enrolment information. Multiplying the pupil yield factors by the appropriate type of development in the net new dwelling forecast determines the projected pupils from new development.

To determine the total **net growth-related pupil place requirements**, the available pupil places (total available space referenced above) must be subtracted from the total pupils projected from new development. Enrolment projections and the determination of net growth-related pupil places can be done on a jurisdiction-wide basis or on a review area basis. The EDC analysis in this study is based on a review area approach.

Site Needs

The final "planning" or "forecasting" step in the EDC process is to determine the board's site needs, specifically the number, location, and size of sites for new growth-related schools. The calculation of net growth-related pupil place requirements ultimately determines the number of necessary sites and their size. The regulation governing the EDC provides a table of maximum sizes depending on the number of pupil places that will be constructed. These tables can be found on the following page.

While the calculations shown in the tables ultimately determine the amount/size of land that will be necessary for new school sites, the legislation also recognizes that there

may be situations in which the necessary site for a new school may exceed the size specified in the table. For example, a board may need a larger site to accommodate certain municipal requirements or Ministry initiatives. Should a site exceed the legislative requirements, justification must be included in the EDC background study.

Table 3-1: Elementary School Maximum Area to Pupils

Number of Pupils	Maximum Area (acres)
1 to 400	4
401 to 500	5
501 to 600	6
601 to 700	7
701 or more	8

Table 3-2: Secondary School Maximum Area to Pupils

Number of Pupils	Maximum Area (acres)
1 to 1,000	12
1,001 to 1,100	13
1,101 to 1,200	14
1,201 to 1,300	15
1,301 to 1,400	16
1,401 to 1,500	17
1,501 or more	18

Form G of the Ministry EDC Forms submission provides specific details on each site the board is proposing to acquire to construct new schools. On a site-by-site basis, Form G provides information on the general location of the site (by review area or greater detail, if available), the proposed size of the new school, the approximate timing of site purchase, as well as the percentage of the site that is considered EDC eligible. The Ministry also recommends that proposed site purchases for new schools are consistent with the board's long-term accommodation plans.

3.3 Growth-related Net Education Land Costs

The planning or forecasting component of the EDC analysis is critical to determining the overall EDC-eligible needs of the Board. To finalize the calculation process of the EDC, these accommodation needs must be translated into financial requirements. The analysis in the previous section determined the total growth-related pupil needs and the amount of land (in acres) that will be required to accommodate those pupils. EDC-eligible expenses are determined by attaching costs to acquire and service the land needed.

Land acquisition costs have been determined by qualified appraisers; the methodologies used, and relevant data, can be found in Chapter 5 of this report. Servicing costs are based on historical costs provided by the Board with respect to sites that have been recently developed. Once costs for each site have been finalized, the next step is to determine the percentage of each site that is EDC eligible. This is based on the percentage of net growth-related students that make up the total capacity of the proposed new school. For example, if the new proposed school had a capacity of 450, and 400 of the spaces were accounted for by new growth-related pupils, then the site would be 88.88% eligible for EDCs (400/450 = 88.88%).

In addition to site acquisition and servicing costs, there are other EDC-eligible expenses that can be included in the analysis. Examples of other EDC-eligible costs include:

- Interest and borrowing costs related to site acquisition.
- Land escalation costs.
- Costs related to the preparation and distribution of EDC background studies.
- Costs related to studies of land being considered for acquisition (environmental assessments); and
- Costs to service/prepare land for construction (grading, service lines, etc.).

Alternative Projects

The legislative revisions made regarding EDCs and how they can be used introduced the possibility/opportunity for EDC funds to be used in ways not historically possible or contrary to the older legislative regulations. One example of this is the introduction of Alternative Projects. A school board may request approval from the Ministry of Education that EDC revenues be used towards an “alternative project.” An alternative

project is deemed as a "project, lease or other prescribed measure…that would address the needs of the board for pupil accommodation and would reduce the cost of acquiring land." Some examples provided by the Ministry of Education include but are not limited to, alternative parking arrangements (i.e., underground parking), additional capital costs attributed to vertical construction, etc.

Alternative projects are a concept that have not been widely considered by many Ontario school boards to date, but opportunities and possibilities continue to be evaluated. Further study and detailed costs would need to be analyzed to determine the overall cost benefit of any such project which in turn would require Minister of Education approval before being fully incorporated into any EDC by-law.

Outstanding Financial Obligations

In addition to the costs that have been outlined above, any outstanding financial obligations from previous by-laws are also eligible education land costs. A negative balance in a Board's EDC reserve fund, established for the area to which the proposed by-laws will apply, is considered an outstanding financial obligation and can be added to the total net education land costs. It should be noted that if the Board has a positive balance in their EDC reserve funds, these funds must be used to defray any EDC-eligible expenditures. The total eligible costs are referred to as the **total growth-related net education land costs** as presented in Form H.

3.4 Determination of the Charge

Once the total growth-related net education land costs have been determined, there are certain prescribed steps that must be followed to determine the actual quantum of the EDC. As discussed in Chapter 2, the legislation allows school boards to determine the type of EDC it will impose. Boards can impose EDCs on residential or non-residential developments and can also charge a uniform rate for all types of developments or can differentiate the rate based on dwelling unit types.

Apportionment of Land Costs

The legislation allows school boards to allocate up to 40% of their education land costs to non-residential development. If a school board had a non-residential component to their EDCs, then the land costs would be multiplied by whatever percentage the board

deemed to be apportioned to non-residential development. For example, if the total land costs were estimated to be $1 million and the non-residential allocation was 10%, then the **non-residential growth-related net education land costs** would total $100,000. The remaining balance would make up **the residential growth-related net education land costs** (as presented in Form H).

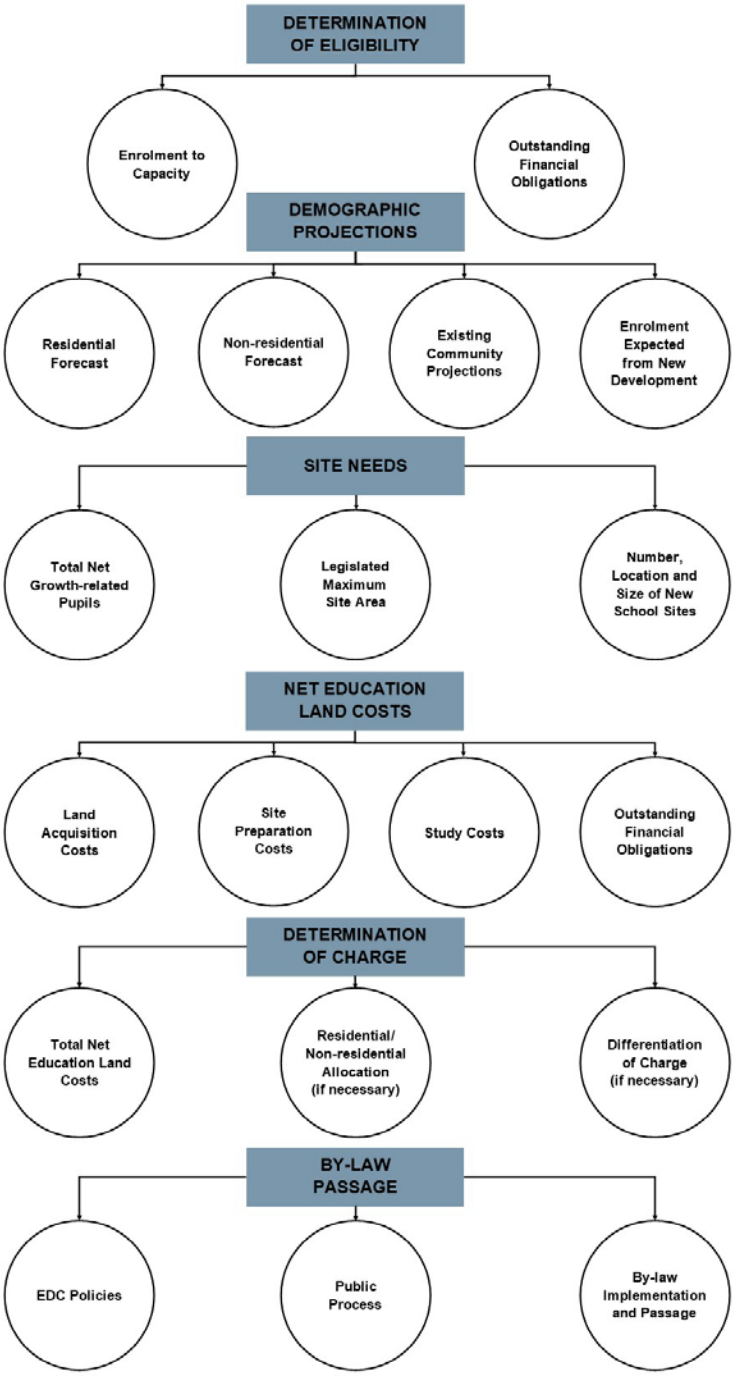
To determine the residential charge (assuming a uniform charge), the total residential growth-related net education land costs are divided over the projected number of net new dwelling units assumed in the EDC forecast over the next 15 years. The result is the amount of the uniform residential EDC per dwelling unit. If charges are to be imposed on non-residential development, there are two ways in which they can be calculated. If the board chooses to use a non-residential forecast of GFA, then the total non-residential growth-related net education land costs are divided by the estimated GFA of proposed non-residential developments. The board can also choose to use a non-residential forecast of estimated declared values where the non-residential land costs are divided by the projected declared values and multiplied by 100 to get a non-residential charge.

Once the residential charge is determined, it can be charged uniformly across all types of development or different rates can be charged depending on the types of units being built. If the EDC is applied in a uniform manner, then the total residential land costs are simply divided over the estimated net new dwelling units as described earlier. If the board chooses to impose a differentiated EDC, then the charges are apportioned based on different unit types producing different amounts of pupils. Boards may choose to define developments as they wish (i.e., low density, high density, condominiums, apartments, single family, etc.) but are encouraged to stay as consistent as possible with categories used by the municipalities impacted by the by-law.

A distribution factor is determined by the distribution of growth-related pupils amongst the various unit types defined by the board. For example, if 100 students were from low-density developments, 50 from medium-density developments and 10 from high-density developments, the distribution factors would be 62.5% for low density (i.e. 100/160), 31.25% for medium density and 6.25% for high density. These distribution factors are then multiplied by the total residential land costs to determine the apportioned residential land costs by development type. Each separate amount is then divided by the number of net new units for the particular development type to arrive at the **differentiated residential EDC per unit by development type**.

A flow chart detailing the EDC process can be found on the following page. In addition, the Ministry EDC Forms, which detail the calculations required to determine the EDC can be found in Appendix A at the end of this report.

EDC Process and Methodology



Chapter 4
Demographic Projections

4. Demographic Projections

As discussed earlier in this report, the demographic projections form the backbone of the EDC analysis in that they are used to determine eligibility, need, and ultimately the quantum of the charge itself. The demographic projections for an EDC consist of both forecasts of new housing development and projections of school enrolment. Projections of both new housing and enrolment must be provided on an annual basis for a 15-year period following by-law imposition.

The following chapter provides the methodology and background to the demographic projections, as well as the results of those projections for the County of Essex/Township of Pelee region.

4.1 The Residential and Non-Residential Growth Forecast

4.1.1 Residential

The residential growth forecast for the EDC is critical to the analysis because of the direct link between new homes and new pupils for the school board. In addition to determining a board's needs, the number of net new projected units in the forecast is what the total net education land costs are divided by to determine the final quantum of the residential charge. The dwelling unit forecast contained in this study provides a projection of the number of units on an annual basis for the next 15 years by low- (single/semis), medium- (townhouses) and high-density (apartments) allocations. O. Reg. 20/98 subsection 7 (1) states that a board must "estimate the number of new dwelling units in the area in which charges are to be imposed for each of the 15 years immediately following the day the by-law comes into force."

Housing development and occupancy patterns have changed significantly over the last decade. Housing developments are offering more choice in terms of density, like singles, townhouses, and apartments, as well as developments that cater to specific lifestyles or age groups (retirement residences). Recent policy changes by the provincial government, such as the new *More Homes Built Faster Act (2022)*, mandate that future developments will have more units on less land, increasing the likelihood of more urban type developments and infilling projects in the future. The combination of new initiatives, societal shifts in housing and accelerated economic change resulting

from the coronavirus disease (COVID-19) pandemic have posed a set of unique challenges for municipalities in the area to develop long-term population and housing projections.

The development projections contained in this study are derived from a variety of municipal and county forecasts, including the 2019 Development Charge Background Study for the Town of Amherstburg, 2022 County of Essex Growth Analysis Report, and the 2023 Development Charge Background Study for the Town of Kingsville which outline population, housing, and employment growth spanning the 15-year study horizon. The anticipated growth from the secondary plans that has been included within the development projections may not be fully representative of the secondary plan targets due to the timing, phasing, and servicing timelines relative to the 15-year forecast period. In addition to the above, sub-municipal level data was reviewed, outlining major transit station areas and other areas that are anticipating high levels of growth over the study period.

Over time and due to the rapidly changing planning landscape (change in local and provincial legislation), the Board will continue to monitor growth-related metrics supplemented with other relevant data garnered from historical building permit issuance, small area development plans and conversations/meetings with local planning departments and revise forecasts as needed.

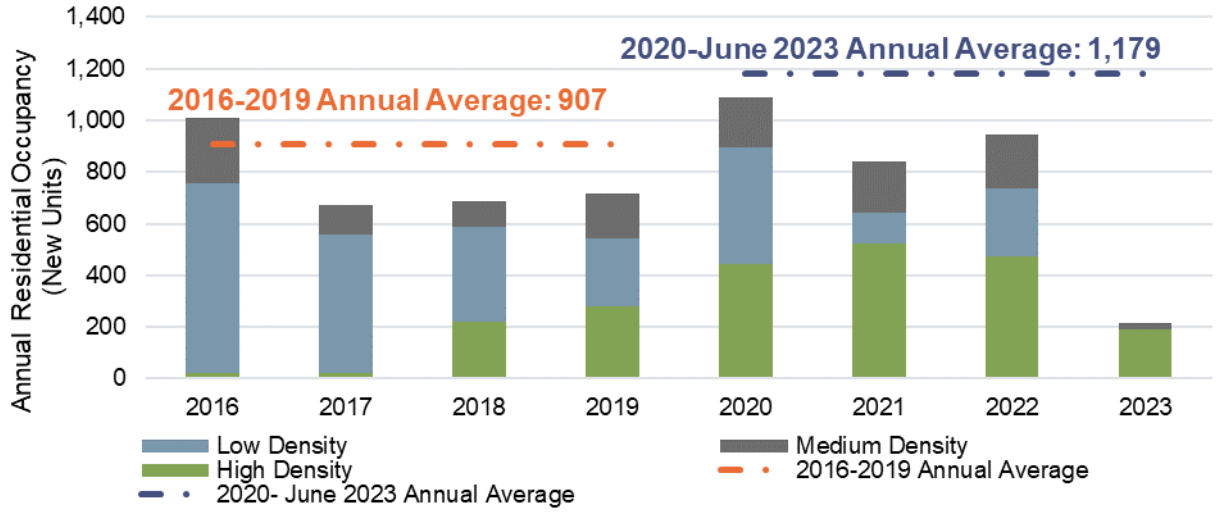
According to information from municipal building permit data, the municipalities within the County of Essex/Township of Pelee geography have averaged approximately 1,143 occupancies from new units constructed from January 2019 to June of 2023, increasing from a 2016 to 2018 average of 877 units. Residential building activity in the County of Essex/Township of Pelee has fluctuated over the last five years, ranging from a low of 904 in 2018 to a high of 1,532 occupancies in 2020 (range of 628 units). Prior to this peak, building permit issuance was slightly lower at 998 in 2019.

Table 4-1: County of Essex/Township of Pelee
Historical Building Permit Occupancy (New Units), 2016 to June 2023

Year	Area	Total
2016	County of Essex	1,033
*2017	County of Essex	693
2018	County of Essex	904
2019	County of Essex	998
2020	County of Essex	1,532
2021	County of Essex	1,362
2022	County of Essex	1,418
*2023	County of Essex	405
	2016-2023 County of Essex Total	8,345
	2016-2019 Average	907
	2020-June 2023 Average	1,179

*2017 building permit data only available within the Windsor CMA (Amherstburg, Lakeshore, LaSalle, and Tecumseh).
*2023 building permit data only available for January to June.
Source: Statistics Canada Municipal Building Permit Reports (2023).

Figure 4-1: County of Essex/Township of Pelee, Residential Building Permit Occupancy (New Units)
by Type, 2016 to June 2023



*2017 Building permit data only available for Amherstburg, Lakeshore, LaSalle, and Tecumseh.
*2023 Building permit data only available for January to June.
Source: Statistics Canada Municipal Building Permit Reports (2023).

The County's growth forecasts project significant growth over the next few decades with an average of approximately **1,117** new dwelling units per year from 2024 to 2039 (15-year EDC forecast term). A shift in future development is expected to occur in both the location and in the type of units being built. According to building permits reported by the County between 2016 and June 2023, approximately 62% of all permits were for low-density type units (singles/semis), 15% were for medium-density type units, and 23% were for high-density type units, while future growth is anticipated to have 50.8% of new development come from medium- and high-density development.

Table 4-2: County of Essex/Township of Pelee Residential Forecast, 2024 to 2039

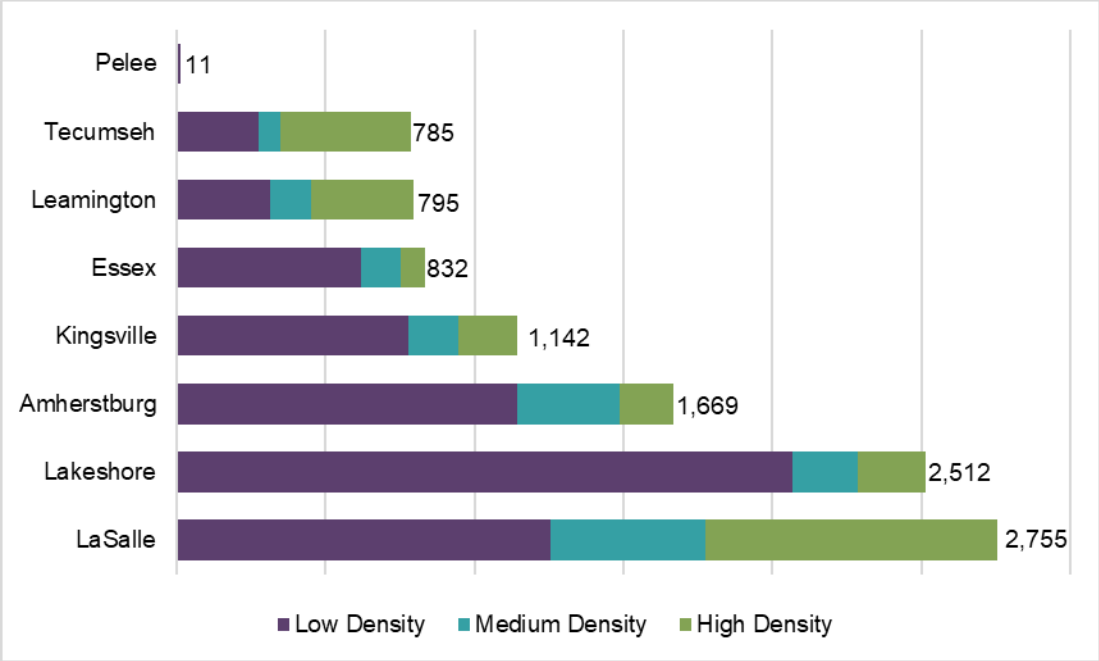
Unit Type	# of Units	% By Density
Low Density (Singles/Semis)	8,243	49.2%
Medium Density (Townhouses)	4,584	27.4%
High Density (Apartments)	3,929	23.4%
Total	**16,756**	**100%**

Source: Derived from the 2019 Development Charge Background Study for the Town of Amherstburg, 2022 County of Essex Growth Analysis Report, and the 2023 Development Charge Background Study for the Town of Kingsville, by Watson & Associates Economists Ltd.

Over the last decade, growth within the County has not been distributed equally across each local municipality. From 2016 to June 2023, the Town of LaSalle received 2,755 building permits or 26% of the county's housing development. Meanwhile, the Municipality of Lakeshore received 24% of all residential growth at 2,512 and the Town of Amherstburg received 16% with 1,669 building permits (Figure 4-2).

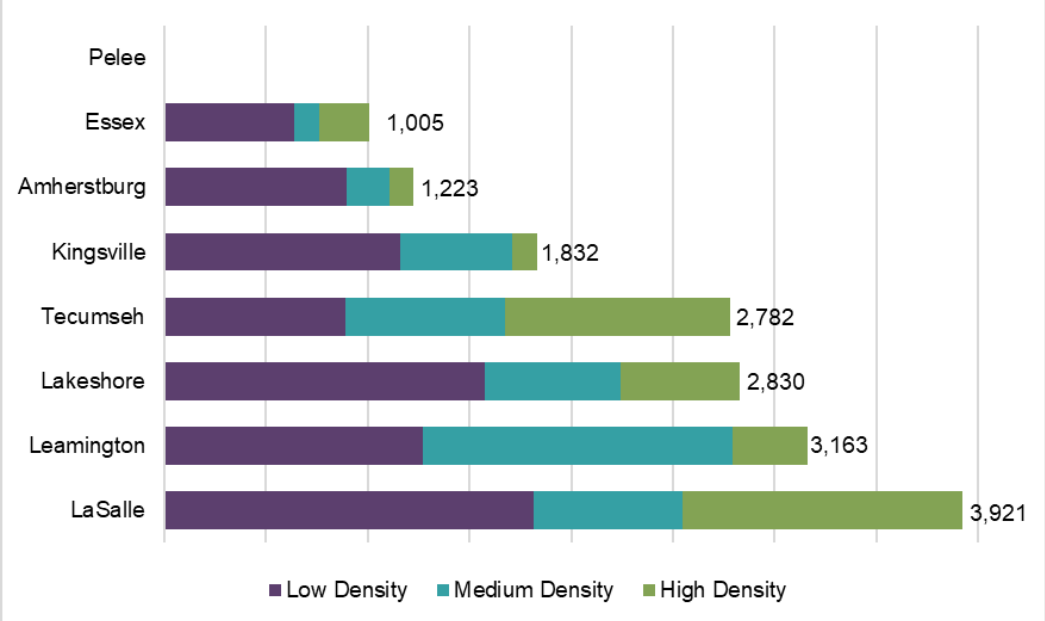
Similar trends are expected throughout the 15-year projections, with the Town of LaSalle anticipated to receive 23% of future residential unit development and the Municipality of Leamington is expecting to receive 19%. Both the Town of Amherstburg and the Town of Essex are expected to receive less than 10% of the County's residential units over the 2024-to-2039-time horizon (Figure 4-3).

Figure 4-2: County of Essex/Township of Pelee, Historical Building Permits by Municipality, 2013 to 2023



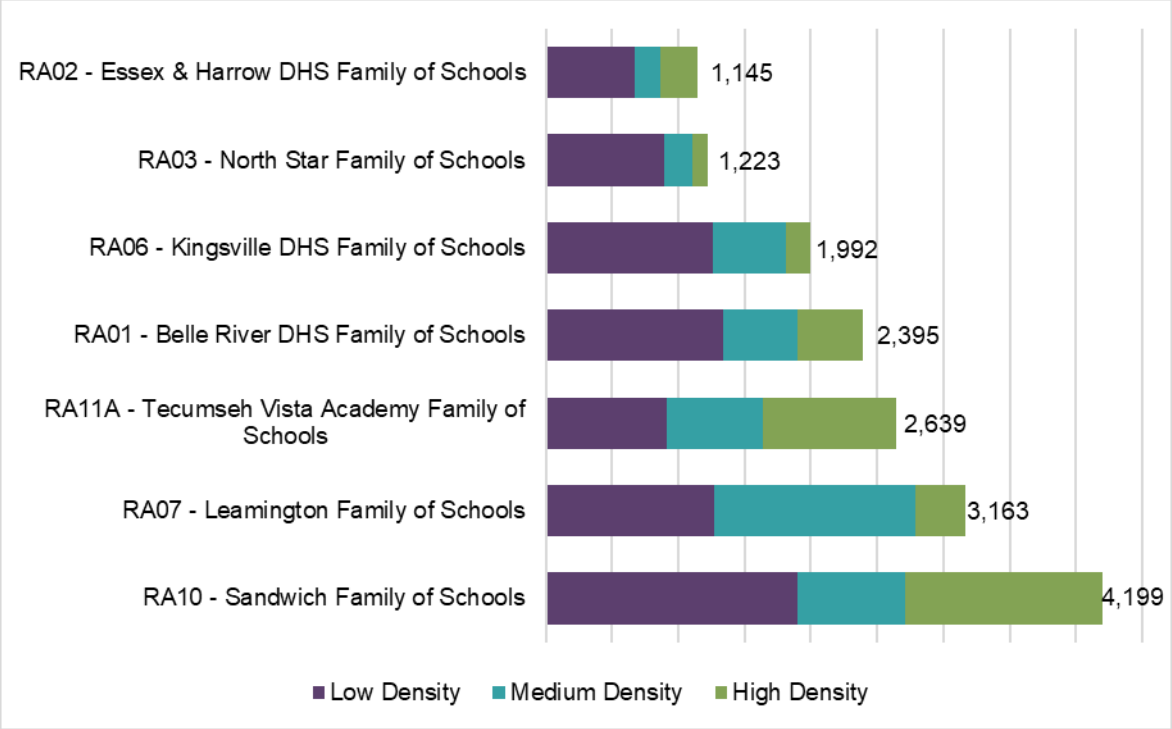
Source: Statistics Canada Municipal Building Permit Reports (2023).

Figure 4-3: Residential Forecast (Gross New Units), 2024 to 2039 by Municipality



Source: Derived from the 2019 Development Charge Background Study for the Town of Amherstburg, 2022 County of Essex Growth Analysis Report, and the 2023 Development Charge Background Study for the Town of Kingsville, by Watson & Associates Economists Ltd.

Figure 4-4: Residential Forecast (Gross New Units), 2024 to 2039 by Review Area



Source: Derived from the 2019 Development Charge Background Study for the Town of Amherstburg, 2022 County of Essex Growth Analysis Report, and the 2023 Development Charge Background Study for the Town of Kingsville, by Watson & Associates Economists Ltd.

As noted earlier, the final growth forecast for the County of Essex/Township of Pelee by-law for the GECDSB is based on the aforementioned data and totals **16,756** new units that are forecast to be built over the next 15 years. Of these new units, 49.2% are estimated to be low density, 27.4% medium density and 23.4% high density. While the forecast averages **1,117** units per year for the 15-year EDC term, the first five years of the forecast will average a slightly higher number of new builds at **1,128** units per year. Forecasts for the Board by elementary review area and density type can be found as part of the Ministry Forms package in Appendix A.

To account for intensification of units, which are exempt from EDCs, an adjustment to the projections was made to derive the "net" new units housing forecast. This adjustment is intended to estimate the number of units in the forecast that will be created by intensification – transforming an existing single-family home into duplex/ apartment type units. The overall forecast was reduced by approximately 1.3% to

estimate the number of exempt units and resulted in a projection of **16,538** net new units as shown on Form C.

4.1.2 Non-residential

There is currently no non-residential component to the existing in-force by-laws.

4.2 Enrolment Projections

Enrolment projections for the purposes of the EDC analysis are completed as two separate components – enrolment of the existing community and enrolment expected from new housing growth. The enrolment projections of the existing community are based on a scenario of no new housing growth and projected enrolment of the existing population. The projections of enrolment from new housing focus on pupils that are generated from expected new housing developments. EDC-eligible growth-related pupils must be offset by any available space in the existing community, hence the necessity of examining enrolment projections utilizing the two separate components.

Enrolment projections have been prepared for each review area within the County of Essex/Township of Pelee region of the GECDSB. The existing community projections have been prepared for the Board's schools contained in the EDC analysis. The projections of enrolment from new housing growth are provided on a review area basis.

The enrolment projections also assume that students are accommodated in their home attendance areas. This means that any students currently in a holding situation, attending a school outside their home school boundary, are returned to their home boundary. Holding situations typically arise when students in a development area await new school construction and are "held" in nearby schools until the new school is open. Situations where students are permanently accommodated outside their home areas (e.g., are attending an outside school as part of a special program) are not affected.

Methodology

The prediction of school enrolment involves the consideration of a wide range of factors. There are three common methods of enrolment projection: rate of growth, enrolment ratios, and grade transition. The rate of growth method assumes that past rates of enrolment growth or decline will carry forward. In today's changing demographic and economic landscape this method of enrolment forecasting is unreliable. The enrolment

ratio method looks at historical ratios of school enrolment compared with the overall population and then carries forward these ratios, or makes assumptions about new ratios, and applies them to a population forecast. The grade transition method examines historical progression rates from grade to grade and makes assumptions about the retention of grades from one year to the next.

Watson used a combination of the latter two methodologies – enrolment ratio and grade transition – in conjunction with robust demographic background data and historical Board enrolment to produce the enrolment forecast for the EDC. The enrolment projection methodology focuses on the relationships between demographic trends and actual historical enrolment of the Board. The basis of the assumptions for future trends comes from the analysis of these historical relationships.

Pupils residing in development areas that are not accommodated in permanent structures identified in the previous background studies have been identified in Form F as "Pupils Holding for New Schools" and have been included in determining the review areas' net growth-related pupil places.

Demographic Background

A demographic profile is compiled for each review area within the Board's jurisdiction using data from the 2001, 2006, 2011, 2016 and 2021 Census. Trends in the demographic data are used to highlight changes in population on both a review area and jurisdiction-wide basis. Examining these historical trends assists in providing perspective and direction when determining future assumptions for the projections.

Table 4-3 and Table 4-4 depict the demographic trends for the County of Essex/Township of Pelee region of the GECDSB (excluding the City of Windsor). The demographic trends within this report are derived by Watson & Associates Economists Ltd. 2021, using Statistics Canada Census DA level Single Year of Age data. The total population of the County of Essex (excluding Windsor) grew by approximately 6.8% between 2001 and 2006. In comparison, the population of Ontario grew by 6.6%, while Canada grew by 5.4% over that same time period. Growth in the County of Essex has fluctuated over the last four Census periods, with a population increase of 6.8% between 2001 and 2006, and only a 0.5% increase between 2006 and 2011. This slight increase was different than the provincial and national rates during this period, which were increasing at rates of 5.7% and 5.9%, respectively. Between 2011 and 2016, the

population within the County increased by 2.2%, compared to 4.6% provincially and 5.0% nationally. More recently, between 2016 and 2021, the population of Ontario and Canada grew by 5.8% and 5.2%, respectively; meanwhile, the County of Essex exceeded the provincial and national averages and increased by 6.3% (Figure 4-3).

The elementary school-aged population (4-13 years) is especially important from a school board's perspective. In the County of Essex/Township of Pelee, the size of this cohort decreased from 2001 to 2016, decreasing by 2.2% between 2001 and 2006, and decreasing an additional 9.2% between 2006 and 2011. The elementary school-aged population continued to decrease by 1.8 % between 2011 and 2016, before increasing by 2.6% between 2016 and 2021. Overall, this resulted in an absolute decrease of 2,620 from 2001 to 2021. Similarly, the secondary school-aged population (14-18) has fluctuated over the last twenty years. The secondary school-aged population (14-18) increased by 6.7% between 2001 and 2006 and then decreased by 2.2% from 2006 to 2011. Furthermore, from 2011 to 2016 it decreased by a further 8.6%, but from 2016 to 2021 the secondary school-aged population (14-18) increased slightly by 3.9%. This amounts to a net decrease of 109 between 2001 and 2021.

In addition to the school-aged population, the pre-school-aged population and the number of females aged 25-44 are both important as they are excellent indicators of what is expected to happen in the school-aged population in the short to medium term. The pre-school-aged population will be entering the school system in the next few years, and females between 25 and 44 years of age are said to be in their prime child-bearing years. Examining these groups can provide insight into future births and the population of school-aged children.

Within the County of Essex/Township of Pelee region, the pre-school-aged population declined by 0.6% from 2001 to 2006, and further decreased by 11.3% between 2006 and 2011. Between 2011 and 2016 the size of this group continued to decline by 2.6% but increased by 2.0% from 2016 and 2021. The number of females aged 25-44 have declined from 2001 to 2021, decreasing by 2.9% between 2001 and 2006, with a further decrease of 11.5% between 2006 to 2011. From 2011 and 2016, the number of females aged 25-44 again decreased by 4.5% and again decreased by 0.3% between 2016 and 2021.

Table 4-3: Greater Essex County District School Board
Demographic Profile, 2001 to 2021

Cohort	2001 Census	2006 Census	2011 Census	2016 Census	2021 Census
Total Population	**165,582**	**176,892**	**177,837**	**181,737**	**193,100**
Pre-School Population (0-3)	8,238	8,192	7,262	7,073	7,214
Elementary School Population (4-13)	25,056	24,512	22,263	21,868	22,435
Secondary School Population (14-18)	12,581	13,426	13,131	12,007	12,472
Population Over 18 Years of Age	119,707	130,763	135,181	140,791	150,980
Females Aged 25-44	24,695	23,971	21,209	20,245	20,181

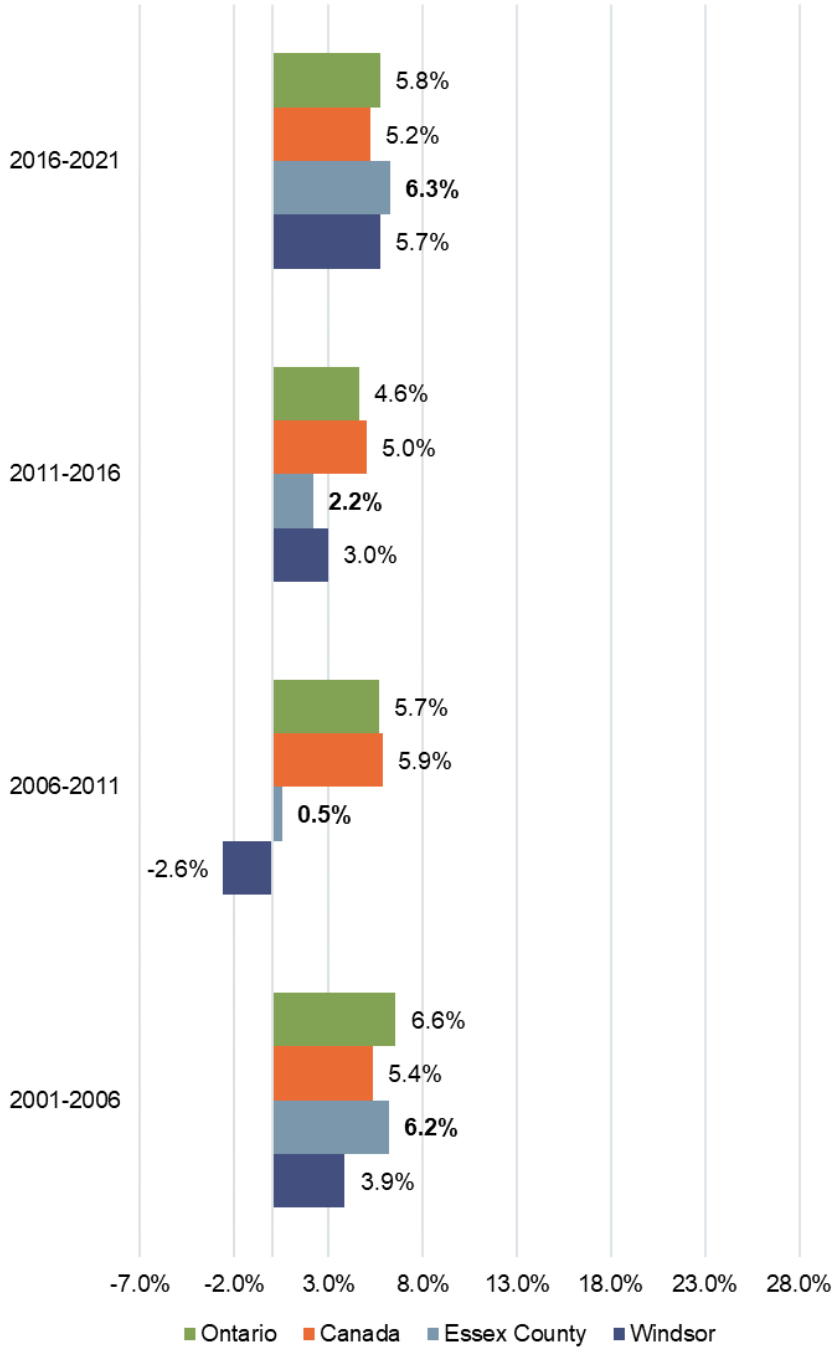
Note: Demographic Profile reflects County of Essex/Township of Pelee regions.
Source: Derived by Watson & Associates Economists Ltd. 2021, using Statistics Canada Census DA level Single Year of Age data.

Table 4-4: Greater Essex County District School Board
Population Change, 2001 to 2021

Cohort	2001-2006		2006-2011		2011-2016		2016-2021	
	Abs. Change	% Change	Abs. Change	% Change	Abs. Change	% Change	Abs. Change	% Change
Total Population	**11,310**	**6.8%**	**945**	**0.5%**	**3,900**	**2.2%**	**11,363**	**6.3%**
Pre-School Population (0-3)	-46	-0.6%	-929	-11.3%	-190	-2.6%	141	2.0%
Elementary School Population (4-13)	-544	-2.2%	-2,249	-9.2%	-395	-1.8%	568	2.6%
Secondary School Population (14-18)	845	6.7%	-294	-2.2%	-1,125	-8.6%	465	3.9%
Population Over 18 Years of Age	11,056	9.2%	4,418	3.4%	5,610	4.1%	10,189	7.2%
Females Aged 25-44	-724	-2.9%	-2,762	-11.5%	-964	-4.5%	-64	-0.3%

Note: Demographic Profile reflects County of Essex/Township of Pelee regions.
Source: Derived by Watson & Associates Economists Ltd. 2021, using Statistics Canada Census DA level Single Year of Age data.

Figure 4-5: Historical Growth Rates
County of Essex/Township of Pelee



Note: Essex County reflects County of Essex/Township of Pelee regions only (excludes the City of Windsor).
Source: Derived by Watson & Associates Economists Ltd. 2021, using Statistics Canada Census CSD level data.

A description of the relevant population age cohorts is as follows:

- Pre-school aged (0-3) – used as a lead indicator of potential anticipated enrolment in the short term.
- Elementary (4-13) – represents the predominant age structure of the students who attend elementary schools.
- Secondary (14-18) – represents the predominant age structure of the students who attend secondary schools.
- Adult (18+) – reflects the segment of the population that does not attend elementary or secondary school.

The Enrolment Projection Process

Determining Entry Year Enrolment

One of the most important and most difficult components of the enrolment forecast is predicting entry year enrolment for the junior kindergarten (JK) grade. Much of the overall projection relies on the assumptions made regarding pupils entering the system, which are based on a detailed review of historical births, pre-school population (0-3 years old) and historical JK enrolment. The JK participation rate (that is, the proportion of the 4-year-old population that enters JK) is examined from one Census period to the next to determine future participation ratios.

In addition, a population forecast of the pre-school-aged and school-aged population (0-18 years) by single year of age was prepared for the study area. This forecast is based on the population trends from the 2001, 2006, 2011, 2016 and 2021 Census periods, as well as other relevant demographic trends of the area. Recent fertility and death rates were applied to the 2021 Census population and the population was aged to provide future births and future school-aged population.

The challenge in this population forecast is to exclude growth/development in this phase of the forecast. The total enrolment forecast is divided into two separate components – existing enrolment and enrolment from future housing. To account for this, trends are examined for 2001, 2006, 2011, 2016 and 2021 Census populations to estimate levels of growth and migration that occurred between the Census periods. Assumptions arising from this examination are used to "strip" growth/migration from the projected population forecast to ensure that growth is not double counted.

Comparing historical JK enrolment to actual population provides ratios that are used to determine future JK enrolment from the projected 4-year-old population in the review area. This determines the projected JK pupils for the review area for the forecast period. These overall JK students then need to be allocated to their respective schools in the review area. This allocation is based on historical shares combined with any board information on recent openings/closures or program changes that may affect future share. Table 4-5 depicts an example of JK/elementary participation rates between 2011 and 2021.

Table 4-5: An Example of Junior Kindergarten/Elementary Participation Rates (2011 to 2021)

Single Year of Age	2011	2016	2021
0	286	261	274
1	317	291	274
2	316	296	290
3	315	355	297
4	340	288	285
5	362	328	305
6	363	391	358
7	356	350	374
8	324	372	387
9	321	364	393
10	327	378	334
11	388	365	448
12	336	350	409
13	346	323	384
JK Headcount Enrolment	**172**	**150**	**145**
Elementary Enrolment	**1,567**	**1,591**	**1,760**
JK Participation	**51%**	**52%**	**51%**
Elementary Participation	**45%**	**45%**	**48%**

At this stage of the projections, each school in a review area will have a projected number of JKs for the forecast period. The next step then involves using the grade transition method to advance each grade from one year to the next. For every school in the system, retention rates from grade to grade are calculated and applied to grade enrolments as they are advanced through each projection year. Each school and community can be unique when it comes to grade retention. For example, the ratio of

senior kindergarten (SK) students to JK students is often higher in the more rural areas and is an indication that more students routinely enter the SK grade than would be expected, given the JK count from the previous year. Programs, such as French Immersion, can also have a significant impact on grade-to-grade retention. Table 4-6 provides a generic example of retention rate calculations based on historical enrolment.

Table 4-6: Retention Rate Example

				Historical					
				2016/	2017/	2018/	2019/	2020/	2021/
	Years		Grade	2017	2018	2019	2020	2021	2022
5	**4**	**2**	**JK**	1,484	1,562	1,539	1,559	1,605	1,730
111%	112%	110%	**SK**	1,720	1,611	1,745	1,750	1,696	1,797
110%	111%	112%	**1**	1,613	1,859	1,787	1,919	1,929	1,915
104%	103%	102%	**2**	1,847	1,682	1,949	1,866	1,947	1,994
104%	104%	104%	**3**	1,982	1,911	1,765	2,016	1,934	2,047
103%	103%	103%	**4**	1,971	2,004	1,953	1,846	2,067	1,990
103%	103%	103%	**5**	2,119	2,058	2,082	2,011	1,895	2,128
102%	102%	103%	**6**	2,151	2,145	2,093	2,123	2,051	1,953
101%	101%	102%	**7**	2,184	2,144	2,174	2,114	2,148	2,093
101%	102%	102%	**8**	2,120	2,210	2,194	2,178	2,145	2,193

Historical enrolment trends, overall participation rates/enrolment share, and the overall demographics of the area are all examined in conjunction with the ratio of the projected enrolment to the population. This examination looks at the reasonableness of the projections and expected ratios and assumptions considering recent historical trends.

Secondary Enrolment Projections

The secondary enrolment projections are based largely on the elementary projections and how the elementary students transition into the secondary panel. Each secondary school of the board is assigned feeder elementary schools which form a “family” of schools based on board data. As grade 8 students graduate, they are assigned to their respective secondary schools. If grade 8 students can attend more than one secondary school, they are then allocated based on recent trends.

The other factor involved in projecting the entry year grade (grade 9) for secondary schools involves the concept of open access. In Ontario, students are permitted to attend the secondary school of their choice, regardless of religious requirements and assuming there is space and program availability. To account for this in the projections, the predicted grade 9 enrolment at a given secondary school based on its feeder schools and historical retention rates is compared to the actual grade 9 enrolment at the school. This ratio provides an approximation of the net students lost or gained due to open access.

The other important variable that is considered in the secondary enrolment projection methodology is the impact of the fifth year of secondary school being eliminated in 2003/04. The elimination of the fifth year of study does not mean that grade 12 students are not allowed to come back for a fifth year of study. There are still instances where grade 12 students may come back to finish the four-year program in five years or to upgrade or retake certain courses. The percentage of students that are coming back for a fifth year varies throughout the Province and even from school to school within a board. The projections in this analysis typically utilize a three-year average of grade 12 retention rates (putting greater emphasis on the last year or two) as well as input from the Board on their experiences and expected future trends.

The remainder of the secondary projection follows the same methodology used in the elementary projections. Grades are advanced by applying historical grade transition rates for each school in the system. Assumptions are derived using historical ratios of enrolment to population and are used to ensure that projected secondary enrolment relates back to the projected secondary populations.

Examining Historical Enrolment Trends

Historical enrolment provides trends that are used to help form assumptions for projected enrolment and provides an important basis to determine relationships with demographic data. The historical data can provide detail on things like how enrolment changes compare with the changes in the school-aged populations in the same area, how different sized grade cohorts are moving through the system, and how enrolment has changed considering new housing activity.

An important indicator when examining historical enrolment is the ratio of senior elementary enrolment compared to junior elementary enrolment. This ratio provides a

quick “snapshot” of the current enrolment structure and can provide a short-term outlook of expected enrolment.

The comparison is made between the senior elementary grades (6-8) and the junior elementary grades (JK-1). Assuming full day JK and SK, an equal number of pupils entering JK-1 to those moving through the senior elementary grades would result in a ratio of 1. If the ratio is higher than 1, it indicates that more pupils are leaving the elementary system or school than are entering, and could be an indicator of future enrolment decline, at least in the short term and absent of mitigating factors. A ratio lower than 1 indicates possible enrolment growth (at least in the short term) and is typically found in growing areas where housing attracts young couples or young families with children.

The ratio of senior to junior elementary enrolment (that is, the Grade Structure Ratio or GSR) for the GECDSB in the County of Essex/Township of Pelee region was 1.09 in 2011/12, which then remained stable before increasing in subsequent years. The GSR remained at 1.09 in 2016/17 and then increased in 2021/22 to 1.24. Table 4-7 outlines historical enrolment and historical grade ratios for this region of the GECDSB.

Table 4-7: Grade Structure Ratio - County of Essex/Township of Pelee Region

GRADES	2011/12	2016/17	2021/22
JK	*2,279*	*2,186*	*1,989*
SK	*2,304*	*2,275*	*2,294*
1	*2,431*	*2,320*	*2,283*
2	*2,351*	*2,404*	*2,390*
3	*2,437*	*2,460*	*2,394*
4	*2,348*	*2,530*	*2,586*
5	*2,510*	*2,404*	*2,549*
6	*2,536*	*2,515*	*2,654*
7	*2,518*	*2,400*	*2,717*
8	*2,591*	*2,477*	*2,768*
SE	*0*	*0*	*0*
ALT/OTH	*0*	*0*	*0*
TOTAL	***34,489***	***36,128***	***38,491***
RATIO	**1.09**	**1.09**	**1.24**

Enrolment Expected from New Housing

The second phase of the enrolment projection methodology involves predicting housing growth in the study area and its impact on school enrolment. Earlier in this chapter the residential unit growth forecasts were explained in detail. The residential unit forecast is used as the basis to predict future school enrolment from growth. Historical levels of occupancy by school-aged children and by housing type provide factors and trends that allow us to make assumptions about how new units might produce children in the future.

From an occupancy point of view, the number of people per housing unit has been declining in practically every part of the Province over the last decade or longer. In addition, the number of school-aged children per household has also been in sharp decline. New units today are not producing the same number of people or the same number of children as they have historically.

Each unit in the residential forecast is multiplied by a factor to predict the number of school-aged children that will come from the projected number of units. To derive this pupil generation factor, the methodology involves using custom Census data prepared specifically for Watson by Statistics Canada. The Census data provides information with respect to the number of pre-school-aged and school-aged children that are currently living in certain types and ages of dwelling units. For example, the data can provide the number of children aged between 4 and 13 years who live in single detached dwellings that are between one and five years old for any Census tract in the study area.

Pupil yields were derived for both the elementary and secondary panels, for low-, medium- and high-density housing types for each review area in each Board's jurisdiction. The pupil yields and trends can vary significantly from area to area in a board's jurisdiction. In this way, factors are derived and applied to the appropriate growth forecast to get a forecast of school-aged children from new development. This new development forecast must then be adjusted to reflect only the enrolment for the subject board. Using historical apportionment and population participation rates, the enrolment forecast is revised to capture the appropriate share for the board.

For the GECDSB, the total yields for the elementary panel in the County of Essex/Township of Pelee region ranges between 0.134 in the Leamington Family of Schools review area to 0.203 in the Belle River DHS Family of Schools review area

(Table 4-11). Comparably, on the secondary panel, yields range from 0.080 in the West Essex – Sandwich SS review area to 0.093 in the West Essex (Less Sandwich SS) review area.

Figure 4-6 provides a flow chart outlining the process of projecting enrolment from new development.

Table 4-8: Growth-Related Pupil Yields
Greater Essex District School Board

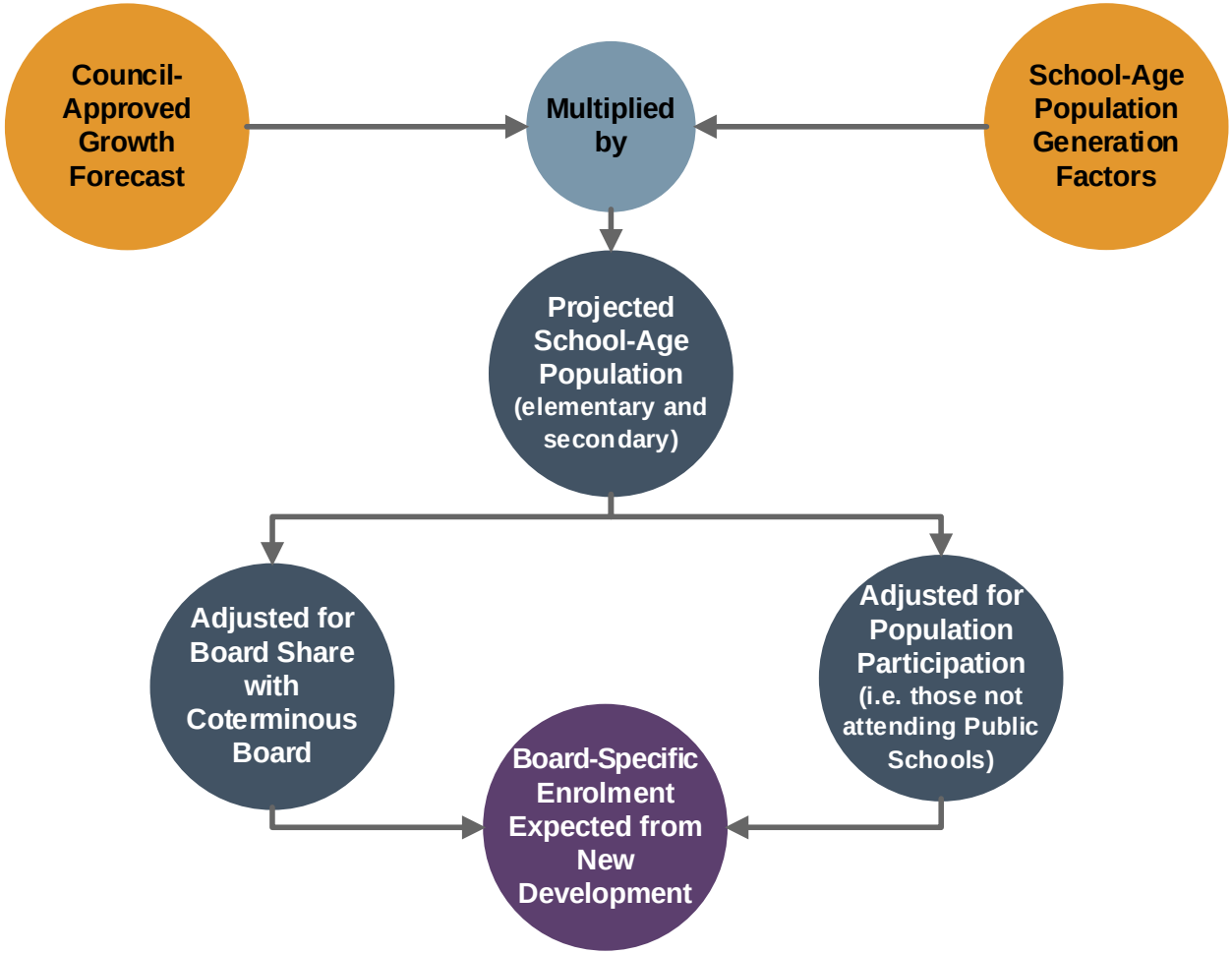
Form E – Growth-Related Pupils – Elementary Panel

Municipality	Dwelling Unit Type	Elementary Pupil Yield
Belle River DHS Family of Schoolos	Low Density	0.302
	Medium Density	0.109
	High Density	0.039
	Total	0.203
Essex DHS Family of Schools	Low Density	0.260
	Medium Density	0.106
	High Density	0.038
	Total	0.180
North Star Family of Schools	Low Density	0.196
	Medium Density	0.083
	High Density	0.032
	Total	0.162
Kingsville DHS Family of Schools	Low Density	0.210
	Medium Density	0.105
	High Density	0.039
	Total	0.167
Leamington Family of Schools	Low Density	0.218
	Medium Density	0.087
	High Density	0.031
	Total	0.134
Sandwich Family of Schools	Low Density	0.332
	Medium Density	0.144
	High Density	0.052
	Total	0.197
Tecumseh Vista Family of Schools	Low Density	0.316
	Medium Density	0.127
	High Density	0.046
	Total	0.162

Form E – Growth-Related Pupils – Secondary Panel

Municipality	Dwelling Unit Type	Secondary Pupil Yield
West Essex (Less Sandwich SS)	Low Density	0.117
	Medium Density	0.078
	High Density	0.019
	Total	0.086
East Essex	Low Density	0.136
	Medium Density	0.071
	High Density	0.017
	Total	0.093
West Essex - Sandwich SS	Low Density	0.133
	Medium Density	0.071
	High Density	0.017
	Total	0.080

Figure 4-6: Enrolment Expected from New Development



4.3 Summary of Projected Enrolment

The enrolment projections for the GECDSB indicate that by the end of the 15-year forecast period (2024/2025 to 2038/2039), the GECDSB will have a total elementary enrolment of approximately 27,405 students. This represents a total increase of 2,732 students from 2023/2024, or an approximate increase of 11.1%. On the secondary panel, enrolment is expected to increase by about 7.1%, from the 2023/2024 enrolment of 11,692 students to 12,528 students by the end of the 15-year forecast term.

In the County of Essex/Township of Pelee region of the GECDSB, EDC enrolment projections indicate an elementary enrolment of 13,137 and a secondary enrolment of 5,956.

A summary of the projected enrolment for the Board, review areas and each panel can be found on the following pages in Table 4-13.

Table 4-9: Enrolment Projections
Greater Essex District School Board

GECDSB Elementary Review Areas

Review Area	Year 1 2024/25	Year 5 2028/29	Year 10 2033/34	Year 15 2038/39
RA01	1,856	1,814	1,937	2,190
RA02	1,355	1,338	1,422	1,559
RA03	1,309	1,352	1,439	1,470
*RA04	2,017	1,898	1,795	1,793
*RA05	1,106	1,005	902	853
RA06	1,363	1,359	1,412	1,555
RA07	1,507	1,607	1,817	1,955
*RA08	4,339	4,417	4,540	4,682
*RA09	2,459	2,525	2,467	2,559
RA10	2,239	2,367	2,652	2,881
RA11A	1,470	1,349	1,416	1,527
*RA11B	42	208	454	675
*RA12	1,749	1,733	1,666	1,633
*RA13	1,923	2,028	2,041	2,074
Total Excluding Windsor	11,099	11,187	12,094	13,137
Board-Wide Total	24,734	25,001	25,960	27,405

**Windsor Not Included in EDC Study*

GECDSB Secondary Review Areas

Review Area	Year 1 2024/25	Year 5 2028/29	Year 10 2033/34	Year 15 2038/39
*SRA01	2,433	2,653	2,929	2,772
SRA02	2,898	2,756	2,790	2,847
SRA03	1,783	1,694	1,749	1,890
*SRA04	3,698	3,819	4,096	3,800
SRA05	1,043	1,057	1,111	1,220
Total Excluding Windsor	5,725	5,507	5,650	5,956
Board-Wide Total	11,856	11,979	12,675	12,528

Chapter 5
Education Development Charge Calculation

5. Education Development Charge Calculation

Once eligibility has been determined, the charge is calculated using the aforementioned forecasts and methodologies. The calculation is dependent on the growth/enrolment forecasts to project need, the valuation of land and services to assign a cost to that need and the residential to provide a quotient to determine the final quantum of the charge. O. Reg. 20/98, section 7 provides the basis under which the EDC is determined. The following section will explain and highlight the specific calculation components of the EDC.

5.1 The Projections

The residential dwelling unit forecasts that were used in the EDC analysis are explained in detail in section 4.1 and outlined below.

Residential Unit Forecasts

County of Essex/ Township of Pelee Region	2024/2025 to 2038/2039
Total Projected Units	16,756
Total Net New Units	16,538

Net Growth-related Pupil Places

The projected school board enrolments and the residential forecasts determine the net growth-related pupil places which in turn determine the number of EDC-eligible sites. Form E of the EDC Ministry Submission for the Board and each panel is set out below. This form, found in Table 5-1, highlights by review area, the net number of units, the Board's pupil yields, and the growth-related pupils.

The enrolment projections identify a total of 1,017 net growth-related elementary pupils and 257 net growth-related secondary pupils in the County of Essex/Township of Pelee region of the GECDSB.

In addition, Form F includes pupils holding in new schools. These pupils represent students residing in development areas who are not accommodated in permanent structures identified in the previous background studies and have been identified as students contributing to the net growth-related pupil places as per section 28 of the Education Development Charge and Site Acquisition Guidelines (November 1, 2019).

Table 5-1: GECDSB EDC Submission 2023 – County of Essex/Township of Pelee, Form E Growth-Related Pupils

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024

Form E - Growth Related Pupils - Elementary Panel

Municipality	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Belle River DHS Family of Schools	Low Density	1,334	0.302	403
	Medium Density	534	0.109	58
	High Density	499	0.039	20
	Total	2,368	0.203	481
Essex DHS Family of Schools	Low Density	672	0.260	175
	Medium Density	185	0.106	20
	High Density	280	0.038	11
	Total	1,136	0.180	205
North Star Family of Schools	Low Density	898	0.196	176
	Medium Density	201	0.083	17
	High Density	114	0.032	4
	Total	1,213	0.162	196
Kingsville DHS Family of Schools	Low Density	1,259	0.210	265
	Medium Density	529	0.105	56
	High Density	177	0.039	7
	Total	1,965	0.167	327
Leamington Family of Schools	Low Density	1,268	0.218	277
	Medium Density	1,450	0.087	126
	High Density	373	0.031	12
	Total	3,091	0.134	415
Sandwich Family of Schools	Low Density	1,903	0.332	631
	Medium Density	772	0.144	111
	High Density	1,486	0.052	77
	Total	4,161	0.197	819
Tecumseh Vista Academy Family of Schools	Low Density	909	0.316	287
	Medium Density	696	0.127	88
	High Density	1,000	0.046	46
	Total	2,604	0.162	421
		SUBTOTAL:		**2,864**
		LESS: Available Pupil Places:		**1,847**
		NET GROWTH RELATED PUPILS:		**1,017**

Form E - Growth Related Pupils - Secondary Panel

Municipality	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
West Essex (Less Sandwich SS)	Low Density	3,737	0.117	437
	Medium Density	1,611	0.078	126
	High Density	1,571	0.019	30
	Total	6,919	0.086	593
East Essex	Low Density	2,602	0.136	354
	Medium Density	1,984	0.071	141
	High Density	872	0.017	15
	Total	5,459	0.093	510
West Essex - Sandwich SS	Low Density	1,903	0.133	253
	Medium Density	772	0.071	55
	High Density	1,486	0.017	26
	Total	4,161	0.080	334
		SUBTOTAL:		**1,437**
		LESS: Available Pupil Places:		**1,180**
		NET GROWTH RELATED PUPILS:		**257**

5.2 Net Education Land Costs

The enrolment projections, the Board's long-term accommodation plans, and the EDC analyses ultimately determine the number of EDC-eligible sites that are needed for new growth-related schools. Form F of the Ministry Submission outlines, by review area, the 15-year enrolment projections, and the net growth-related pupil places. Form G of the Ministry Submission outlines the number of new sites that will be needed and the number of EDC-eligible acres of land that are required for those sites.

O. Reg. 20/98, section 7, specifically paragraphs 4-7, deals with the steps involved in moving from the site component of the calculation to the financial or costing component of the calculation. A cost must be attached to the value of the land that needs to be purchased, as well as the costs to provide services and prepare the land for construction. In addition, the balance of the existing EDC reserve funds must be calculated and incorporated into the analysis. Finally, the total eligible revenues, expenditures and existing deficits or surpluses are cash flowed over a 15-year period to determine the final charge.

Section 257.53 (2) specifically describes what education land costs are:

1. Costs to acquire land or an interest in land, including a leasehold interest, to be used by the board to provide pupil accommodation.

2. Costs to provide services to the land or otherwise prepare the site so that a building or buildings may built on the land to provide pupil accommodation.

3. Costs to prepare and distribute EDC background studies.

4. Interest on money borrowed to pay for costs described in paragraphs 1 and 2.

5. Costs to undertake studies in connection with an acquisition referred to in paragraph 1. N.B. – Only the capital component of costs to lease land or to acquire a leasehold interest is an education land cost.

Site Valuation

Paragraph 4 of section 7 of O. Reg. 20/98 states that,

> "The board shall estimate the net education land cost for the elementary school sites and secondary school sites required to provide pupil places for the new elementary school pupils and secondary school pupils."

To determine the costs of land acquisition, the GECDSB retained the appraisal firm of Cushman & Wakefield ULC. The appraisers were responsible for providing a land value per acre for each EDC-eligible site identified in the analysis. In addition, the appraisers were asked to provide an annual land escalation factor (for five years) to apply to the current land values.

The following approach to land valuation was undertaken by the appraisers:

> The acreage rates for each site/district have been based on an examination of historic acquisition costs, pending acquisition agreements and options, and available sales data. The information regarding the sites has been provided by the Board and has been relied upon as being accurate.
>
> In addition, the values assume that the sites are zoned and serviced for residential development, notwithstanding the fact the many of the sites are still in the preliminary stages of planning – these "hypothetical" values are intended to capture the cost of land at the time the Board will be purchasing the sites to be used as schools.
>
> In undertaking the appraisals, the two most common approaches to the valuation of development land were utilized and are summarized as follows:
>
> a) the **Direct Comparison Approach** which involves comparing or contrasting the recent sale, listing or optioned prices of comparable properties to the subject and adjusting for any significant differences between them; and,
>
> b) the **Land Residual Approach** (or Development Approach) which estimates land value based on determining selling prices of serviced lots and considers infrastructure costs and appropriate returns, rendering a 'residual' land value component.
>
> The strengths underlying the Land Residual Approach are that it more accurately reflects the specific development parameters of a site, while its

weaknesses relate to the preliminary nature of planning and engineering information available.

The strengths underlying the Direct Comparison Approach are that it more accurately reflects market attitudes to development land, while its weaknesses relate to the specifics of the subject properties, particularly those that are draft plan approved. For all the subject properties, except where noted, both approaches have been utilized.

The following tables set out the estimated EDC-eligible sites that the Board will require in the 15-year analysis term and their appraised land values on a per acre basis. These values were calculated in 2023 and do not include escalation, site improvements, land transfer taxes, HST (net of rebate) or other associated acquisition costs.

Table 5-2: Greater Essex County District School Board Form G Elementary Sites
County of Essex/Township of Pelee Region

ELEMENTARY PANEL	
Site	**Cost Per Acre**
RA02 Site #1	$721,000
RA03 Site #1	$721,000
RA07 Site #2	$721,000
RA10 Site #1	$803,500

Source: Cushman & Wakefield ULC Appraisal of Real Property – Greater Essex District School Board (2023).

Table 5-3: Greater Essex County District School Board Form G Secondary Sites
County of Essex/Township of Pelee Region

SECONDARY PANEL	
Site	**Cost Per Acre**
SRA05 Site #1	$803,500

Source: Cushman & Wakefield ULC Appraisal of Real Property – Greater Essex District School Board (2023).

Land Escalation Over the Forecast Period

As previously mentioned, the appraiser's report estimates an annual land escalation rate to be applied to the acreage values to sustain the likely site acquisition costs over the next five years. In arriving at an escalation factor, the appraisers considered the recent historical general economic conditions at both the micro- and macro-economic

levels. The purchase of school sites by the Board takes place on a very local level, with the Board entering negotiations with developers on a site-specific basis. Notwithstanding the individual nature of these transactions, it is important to recognize the perception that the health and stability of the economy as a whole has been downgraded, with impacts felt in virtually all sectors including residential land sales.

Having regard for all the above, the appraisers concluded escalation factors of 2.5% per annum for the first year through to the final year are reasonable for the purposes of projecting the land values over the five-year by-law period.

Land Development and Servicing Costs

The *Education Act* includes the "costs to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation" as an EDC-eligible education cost. These costs typically include services to the lot line of the property, rough grading, and compaction of the site and that the site is cleared of debris. Costs related to studies of land being considered for acquisition such as environmental assessments or soil studies are also considered to be EDC eligible.

Discussions with stakeholders and the Ministry of Education in past EDC by-law processes has resulted in a list that includes some of the primary development and servicing costs that are considered to be EDC eligible:

- Agent/commission fees to acquire sites;
- Municipal requirements to maintain sites prior to construction;
- Appraisal studies, legal fees;
- Expropriation costs;
- Site option agreements; and
- Land transfer taxes.

Site preparation costs have been estimated at **$159,550** per acre for the GECDSB. Using historical economic data and construction cost indices, an escalation factor of **9.5%** per annum was applied to the assumed per acre site preparation costs. Site preparation costs are escalated for the term of the by-law.

Total Land Costs

The total net education land costs, including the site acquisition costs, the escalation of land over the term of the by-law (five years), the site development/servicing costs, and the associated financing costs and study costs, are projected to approximately **$20.34 million** for the GECDSB in the County of Essex/Township of Pelee region.

5.3 Reconciliation of the EDC Reserve Fund

Before the final growth-related net education land costs can be determined, they must be adjusted by any deficit or surplus in the existing EDC reserve fund. If there is a positive balance in the EDC reserve fund, this amount is subtracted from the total land costs and used to defray EDC-eligible expenditures.

Section 7 paragraphs 5-7 of O. Reg. 20/98 describe the process for deriving the final net education land costs.

> "The board shall estimate the balance of the education development charge reserve fund, if any, relating to the area in which the charges are to be imposed. The estimate shall be an estimate of the balance immediately before the day the board intends to have the by-law come into force."
>
> "The board shall adjust the net education land costs with respect to any balance estimated under paragraph 5. If the balance is positive, the balance shall be subtracted from the cost. If the balance is negative, the balance shall be converted to a positive number and added to the cost."
>
> "The net education land cost as adjusted, if necessary, under paragraph 6, is the growth-related net education land cost."

The reserve fund analysis summarizes the EDC collections (both actual and estimated) as well as the EDC costs that have been expended (both actual and estimated) and the estimated EDC reserve fund balance. It is based on the Ministry of Education Appendix D1 and D2 Forms that are prepared and submitted to the Ministry by all school boards with EDC by-laws in place. The balance from the most recent Appendix D1/D2 is used as the base point. The EDC reserve fund must also include certain estimates respecting revenues and expenditures to account for the most recent actual balance and the balance estimated to the new EDC by-law date.

Incorporating actual collections and expenditures since 2019, as well as estimates to the proposed new by-law inception date, the new reserve fund balance for the County of Essex/Township of Pelee of the GECDSB is estimated at **-$1,244,551**.

5.4 The Education Development Charge

The total land costs, adjusted by any surplus or deficit in the EDC reserve fund, determine the total net education land costs for which EDCs may be imposed. The existing EDC by-law for the County of Essex/Township of Pelee region within the GECDSB is based on an **100% residential charge**. The EDCs are a uniform rate across all types of development. The proposed charge in this background study is premised on the same assumptions. In addition, a differentiated residential charge is also presented as part of the EDC Forms package contained in Appendix A.

The final net education land costs that have been apportioned to residential are divided over the net new units from the dwelling forecast to determine a final EDC rate per dwelling unit.

The growth-related net education land costs for the residential portion of the County of Essex/Township of Pelee EDC by-law are estimated to be **$20,342,539** and the number of net new units in the EDC forecast is projected to be **16,538** resulting in a rate of **$1,230** per dwelling unit.

Tables for the proposed by-laws, shown below, outline the total growth-related net education land costs, the net new units, and the final EDC rates.

Greater Essex County District School Board – County of Essex/Township of Pelee
Uniform Residential EDC

Residential Growth-Related Net Education Land Costs	$20,342,539
Net New Dwelling Units (Form C)	16,538
Uniform Residential EDC Per Dwelling Unit	**$1,230**

EDC Rate Phase-In

As described earlier in the report, the final step in the EDC calculation is to determine the permitted phase-in of EDC rates. The existing in-force 2024 EDC rate in the County of Essex/Township of Pelee region is **$973** per residential unit. As described above, the residential EDC rate can increase annually by the greater of **$300** per year or 5% of the existing rate. Upon passage of a new by-law in the County of Essex/Township of Pelee region, the EDC rate would equal **$1,230** per unit. This rate would remain at $1,230 per unit for the following five-years until by-law expiry or an amendment. The rate falls within the permitted maximum increase in year 1 and no phase in would be required.

The following table provides a summary of the existing EDC rate, the proposed phase-in of rates, and the new maximum rate.

Table 5-4: Greater Essex County District School Board - County of Essex/Township of Pelee Phase in Rates

Type of Development	Existing EDC Rate (2024)	Year 1	Year 2	Year 3	Year 4	Year 5	MAXIMUM RATE
Residential	$973	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230

The Cashflow Analysis

A cashflow analysis was completed, incorporating all eligible EDC expenditures, current reserve fund balances and land escalation factors, to determine the necessary revenues that will be collected through the imposition of EDCs. When revenue in any given year is insufficient to cover the expenditures, financing is assumed. The methodology used for the cashflow analysis is consistent with accounting practices used by many school boards, municipalities and financial lenders across the Province.

General Assumptions Used

The cashflow analysis must incorporate certain assumptions respecting interest rates, terms, escalation, etc. The table below outlines the general assumptions that have been used for the EDC analysis.

Site Acquisition Escalation Rate	Yr. 1 – 2.5%, Yr. 2.5 – 2.5%, Yr. 3 – 2.5%, Yr. 4 – 2.5%, Yr. 5 – 2.5%
Site Preparation Escalation Rate	9.5% per annum
EDC Reserve Fund Interest Earnings	1.5%
Short Term Debt (term/rate)	5 years at 6.5%

Description of Cashflow

The first section of the cashflow deals with **revenue** – there are two distinct components to the revenue section of the cashflow:

1. The first component deals with any debt the Board incurs. The total debt issuance for any given year will be identified in Lines 1 or 2 of the cashflow.

2. The second component deals with the actual expected collections through the imposition of the EDC incorporating the annual net new dwelling unit forecast and non-residential forecast (if available). Projected EDC collections by year can be found on Lines 3, 4, and 5 of the cashflow.

The second section of the cashflow deals with **expenditures** – the eligible EDC expenditures incorporate the site acquisition and development costs, study costs and financing costs for incurred debt.

- Site acquisition costs are found on Line 7 of the analysis and are escalated for up to a five-year period (term of the by-law).
- Site preparation/development costs are found on Line 8 of the cashflow and have also been escalated for the term of the by-law.
- Study costs (Line 9) are based on actual and projected board data and are included for each expected subsequent by-law renewal (every five years).
- Financing costs (debt carrying costs) are found on Line 10 of the cashflow analysis.

The final section of the cashflow provides the projected opening and closing balances of the EDC reserve fund (by region) incorporating any existing deficit or surplus as well as annual interest earnings on any balance in the account. Total borrowing, debt payments and outstanding debt can be found in the bottom right portion of the cashflow analysis.

Cashflows for the GECDSB County of Essex/Township of Pelee region are included in Tables 5-9 and 5-10 on the following pages.

Table 5-5: GECDSB 15-Year Cashflow
County of Essex/Township of Pelee EDC By-Law

Greater Essex County District School Board (ESSEX PORTION)
Education Development Charge 2024
15 Year Cash Flow Analysis

Cash Flow Assumptions	
A. Reserve Fund Interest Rate	**1.50%**
B. Borrowing Rate	**6.50%**
C. Borrowing Term (Years)	**10**

Range of Residential and Non-Residential Rates		
Non-res Share	*Res Rate*	*Non-Res Rate*
0%	**$1,230**	**$0.00**
5%	**$1,169**	**$0.08**
10%	**$1,107**	**$0.15**
15%	**$1,046**	**$0.23**
20%	**$984**	**$0.30**
25%	**$923**	**$0.38**
40%	**$738**	**$0.61**

				Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	Projected Revenues																	
1	Long Term Financing			$500,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500,000	$2,000,000	$0	$0	$0
2	*Subtotal Financing*			*$500,000*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$500,000*	*$2,000,000*	*$0*	*$0*	*$0*
3	Education Development Charge Revenue (Residential)	**1,230**	per unit	$1,366,046	$1,366,046	$1,366,046	$1,381,887	$1,381,887	$1,381,887	$1,381,887	$1,381,887	$1,314,731	$1,314,731	$1,314,731	$1,314,731	$1,314,731	$1,380,655	$1,380,655
4	Education Development Charge Revenue (Non-Residential)	**0.00**	per sq. ft.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5	*Subtotal EDC Revenue (3 + 4)*			*$1,366,046*	*$1,366,046*	*$1,366,046*	*$1,381,887*	*$1,381,887*	*$1,381,887*	*$1,381,887*	*$1,381,887*	*$1,314,731*	*$1,314,731*	*$1,314,731*	*$1,314,731*	*$1,314,731*	*$1,380,655*	*$1,380,655*
6	**Total Revenue (2 + 5)**			**$1,866,046**	**$1,366,046**	**$1,366,046**	**$1,381,887**	**$1,381,887**	**$1,381,887**	**$1,381,887**	**$1,381,887**	**$1,314,731**	**$1,314,731**	**$1,814,731**	**$3,314,731**	**$1,314,731**	**$1,380,655**	**$1,380,655**
	Education Development Charge Expenditures																	
7	Site acquisition costs (Escalation Rates Included) [1]			$0	$0	$0	$0	$0	$0	$0	$0	$4,433,947	$4,408,787	$2,086,018	$2,599,883	$0	$0	$0
8	Site preparation costs (Escalation Rates Included) [1]			$0	$0	$0	$0	$0	$0	$0	$0	$1,227,258	$1,273,550	$643,449	$801,955	$0	$0	$0
9	Projected Future Study Costs			$150,000				$150,000					$150,000					
10	Long Term Debt Costs			$0	$69,552	$69,552	$69,552	$69,552	$69,552	$69,552	$69,552	$69,552	$69,552	$69,552	$69,552	$347,762	$347,762	$347,762
11	**Total Expenditures (7 through 10)**			**$150,000**	**$69,552**	**$69,552**	**$69,552**	**$219,552**	**$69,552**	**$69,552**	**$69,552**	**$5,730,757**	**$5,901,889**	**$2,799,019**	**$3,471,390**	**$347,762**	**$347,762**	**$347,762**
	Cashflow Analysis:																	
12	Revenues Minus Expenditures (6 -11)			$1,716,046	$1,296,494	$1,296,494	$1,312,335	$1,162,335	$1,312,335	$1,312,335	$1,312,335	-$4,416,026	-$4,587,158	-$984,288	-$156,659	$966,969	$1,032,893	$1,032,893
13	Opening Balance (previous year's closing balance)		$0	-$1,244,551	$478,567	$1,801,687	$3,144,654	$4,523,844	$5,771,472	$7,190,064	$8,629,935	$10,091,404	$5,760,509	$1,190,951	$209,763	$53,901	$1,036,183	$2,100,112
14	*Sub total (17 + 18)*		*$0*	*$471,495*	*$1,775,061*	*$3,098,181*	*$4,456,989*	*$5,686,179*	*$7,083,807*	*$8,502,399*	*$9,942,270*	*$5,675,378*	*$1,173,351*	*$206,663*	*$53,104*	*$1,020,870*	*$2,069,076*	*$3,133,005*
15	Interest Earnings			$7,072	$26,626	$46,473	$66,855	$85,293	$106,257	$127,536	$149,134	$85,131	$17,600	$3,100	$797	$15,313	$31,036	$46,995
16	**Closing Balance (19 + 20)**		**-$1,244,551**	**$478,567**	**$1,801,687**	**$3,144,654**	**$4,523,844**	**$5,771,472**	**$7,190,064**	**$8,629,935**	**$10,091,404**	**$5,760,509**	**$1,190,951**	**$209,763**	**$53,901**	**$1,036,183**	**$2,100,112**	**$3,180,000**

1 Land acquisition costs have been escalated by 2.5% compounded for the term of the bylaw. Escalation rates for site preparation costs are also applied for the term of the bylaw and are escalated by 9.5% compounded annually.

Long Term Borrowing (Total of Line 2):	*$3,000,000*
Total Debt Payments (current $, Total of Lines 10 + Outstanding Debt):	*$4,173,141*
Outstanding Debt At End Of Forecast(15 years):	*$2,364,780*
Outstanding Debt Will Be Fully Funded In:	*2045*

Appendices

Appendix A
Education Development Charges Ministry of Education Forms Submission

Appendix A: Education Development Charges Ministry of Education Forms Submission

The Ministry of Education has prepared a set of standard forms that are required to form part of the Education Development Charge (EDC) Background Study. The forms are used by the Ministry to review the EDC analysis and are standardized so that information is presented in a consistent manner for all school boards. The forms for te GECDSB EDC analysis are found in this appendix. In addition, a description of each form and its purpose can be found below.

FORM A1 AND A2

This form is used to determine whether a school board is eligible to impose EDCs. The A1 section of the form includes the board's approved On-The-Ground (OTG) capacity for each panel as well as the projected five-year enrolment. If the average five-year projected enrolment is greater than the board's OTG capacity (on either panel), the school board is eligible to impose EDCs. The A2 section of the form deals with any outstanding EDC financial obligations. The form highlights any outstanding principal less the existing reserve fund balance. A positive financial obligation results in a board being eligible to impose future EDCs.

FORM B

Form B outlines the dwelling unit forecast that was used in the EDC analysis. The forecast is provided by EDC review area and by year for low-, medium- and high-density types of development.

FORM C

This form provides the net new dwelling units that are a requirement of the EDC analysis. Due to certain statutory exemptions (intensification) that were discussed earlier in this report, a certain percentage of units are removed from the forecast to determine the "net new units."

FORM D

Not included as the Board does not have a non-residential EDC component.

FORM E

Form E provides the total number of growth-related pupils by EDC review area. The form includes the net number of units, associated pupil yields and the number of pupils by density type for both the elementary and secondary panels. The bottom of the form provides the total number of growth-related pupils less any existing available space to determine the total "net" growth-related pupils.

FORM F

These forms provide the total "net" growth-related pupil places on a review area basis. Each form provides a projection of the existing community enrolment by school for each of the 15 years in the EDC forecast, as well as their current OTG capacities. In addition, the total projected enrolment expected from new development is provided for the total review area. The total requirements from new development less any available existing space are the net growth-related pupil places for that review area.

FORM G

Form G highlights the EDC-eligible sites that the Board is proposing to purchase. Each site listing includes information on location, status, proposed school size and site size. The form also provides information on what percentage of each site is EDC eligible based on eligible pupil places as a percentage of the total proposed capacity of the school. In addition to providing site and eligibility information, Form G is noteworthy because it includes the translation from site requirements to site costs. On a site-by-site basis, the form highlights the expected per acre acquisition costs, site development costs as well as associated escalation and financing costs.

FORM H1 or H2

These forms outline the EDC calculation – Form H1 is used for a uniform EDC rate and Form H2 is used if the board is proposing a differentiated EDC rate. This EDC analysis assumes a uniform rate and includes Form H1. This form includes all relevant information needed to calculate the final EDC. The total education land costs (derived from Form G) are added to any existing EDC financial obligations (Form A2) and study costs to determine the growth-related net education land costs for which EDCs may be collected. These costs must then be allocated to the proposed residential and non-residential splits. The amount determined to be borne by residential development

(between 60% and 100%) is divided by the total net new units to determine a residential charge by unit.

Greater Essex County District School Board

Education Development Charge Forms Submission

County of Essex/Township of Pelee Region

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form A - Eligibility to Impose an EDC: Board-Wide Enrolment & Capacity

A.1.1: CAPACITY TRIGGER CALCULATION - ELEMENTARY PANEL

Elementary Panel Board-Wide EDC Capacity	Projected Elementary Panel Enrolment						Elementary Average Projected Enrolment less Capacity
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Average Projected Enrolment Over Five Years	
27,432.0	24,734	24,803	24,784	24,922	25,001	24,849	-2,583

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Projected Enrolment less Capacity
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Average Projected Enrolment Over Five Years	
13,271.0	11,847	11,745	11,894	11,920	11,933	11,868	-1,403

A.2: EDC FINANCIAL OBLIGATIONS

Total Outstanding EDC Financial Obligations (Reserve Fund Balance):	-$ 1,244,551

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form B - Dwelling Unit Summary

PROJECTION OF GROSS NEW DWELLING UNITS BY MUNICIPALITY

	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039	Total All Units
Belle River DHS Family of Schools																
Low Density	95	95	95	91	91	91	91	91	86	86	86	86	86	83	83	**1,334**
Medium Density	29	29	29	39	39	39	39	39	40	40	40	40	40	41	41	**561**
High Density	38	38	38	31	31	31	31	31	32	32	32	32	32	34	34	**499**
Total	**162**	**162**	**162**	**161**	**161**	**161**	**161**	**161**	**158**	**158**	**158**	**158**	**158**	**157**	**157**	**2,395**
Essex DHS Family of Schools																
Low Density	47	47	47	46	46	46	46	46	43	43	43	43	43	42	42	**672**
Medium Density	10	10	10	13	13	13	13	13	14	14	14	14	14	14	14	**194**
High Density	21	21	21	17	17	17	17	17	18	18	18	18	18	19	19	**280**
Total	**349**	**349**	**349**	**262**	**262**	**262**	**262**	**262**	**247**	**247**	**247**	**247**	**247**	**215**	**215**	**1,145**
North Star Family of Schools																
Low Density	87	87	87	89	89	89	89	89	25	25	25	25	25	36	36	**898**
Medium Density	12	12	12	14	14	14	14	14	4	4	4	4	4	43	43	**211**
High Density	11	11	11	13	13	13	13	13	4	4	4	4	4	0	0	**114**
Total	**110**	**110**	**110**	**115**	**115**	**115**	**115**	**115**	**32**	**32**	**32**	**32**	**32**	**79**	**79**	**1,223**
Kingsville DHS Family of Schools																
Low Density	82	82	82	82	82	82	82	82	87	87	87	87	87	84	84	**1,259**
Medium Density	31	31	31	32	32	32	32	32	43	43	43	43	43	44	44	**555**
High Density	11	11	11	10	10	10	10	10	14	14	14	14	14	15	15	**177**
Total	**124**	**124**	**124**	**123**	**123**	**123**	**123**	**123**	**144**	**144**	**144**	**144**	**144**	**143**	**143**	**1,992**
Leamington Family of Schools																
Low Density	88	88	88	85	85	85	85	85	83	83	83	83	83	82	82	**1,268**
Medium Density	79	79	79	103	103	103	103	103	108	108	108	108	108	115	115	**1,522**
High Density	27	27	27	23	23	23	23	23	25	25	25	25	25	26	26	**373**
Total	**194**	**194**	**194**	**211**	**211**	**211**	**211**	**211**	**216**	**216**	**216**	**216**	**216**	**223**	**223**	**3,163**
Sandwich Family of Schools																
Low Density	130	130	130	128	128	128	128	128	126	126	126	126	126	122	122	**1,903**
Medium Density	42	42	42	55	55	55	55	55	58	58	58	58	58	60	60	**810**
High Density	105	105	105	93	93	93	93	93	99	99	99	99	99	105	105	**1,486**
Total	**278**	**278**	**278**	**277**	**277**	**277**	**277**	**277**	**283**	**283**	**283**	**283**	**283**	**286**	**286**	**4,199**
Tecumseh Vista Academy Family of Schools																
Low Density	64	64	64	62	62	62	62	62	58	58	58	58	58	56	56	**909**
Medium Density	37	37	37	50	50	50	50	50	52	52	52	52	52	53	53	**731**
High Density	75	75	75	63	63	63	63	63	65	65	65	65	65	68	68	**1,000**
Total	**177**	**177**	**177**	**176**	**176**	**176**	**176**	**176**	**175**	**175**	**175**	**175**	**175**	**177**	**177**	**2,639**
Total Jurisdiction																
Low Density	593	593	593	582	582	582	582	582	509	509	509	509	509	505	505	**8,243**
Medium Density	240	240	240	306	306	306	306	306	319	319	319	319	319	369	369	**4,584**
High Density	288	288	288	250	250	250	250	250	257	257	257	257	257	266	266	**3,929**
Total	**1,122**	**1,122**	**1,122**	**1,138**	**1,138**	**1,138**	**1,138**	**1,138**	**1,084**	**1,084**	**1,084**	**1,084**	**1,084**	**1,140**	**1,140**	**16,756**

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form C - Net New Dwelling Units - By-Law Summary

Municipality	Number of Units
Belle River DHS Family of Schools	2,395
Essex DHS Family of Schools	1,145
North Star Family of Schools	1,223
Kingsville DHS Family of Schools	1,992
Leamington Family of Schools	3,163
Sandwich Family of Schools	4,199
Tecumseh Vista Academy Family of Schools	2,639
Grand Total Gross New Units In By-Law Area	16,756
Less: Statutorily Exempt Units In By-Law Area	218
Total Net New Units In By-Law Area	**16,538**

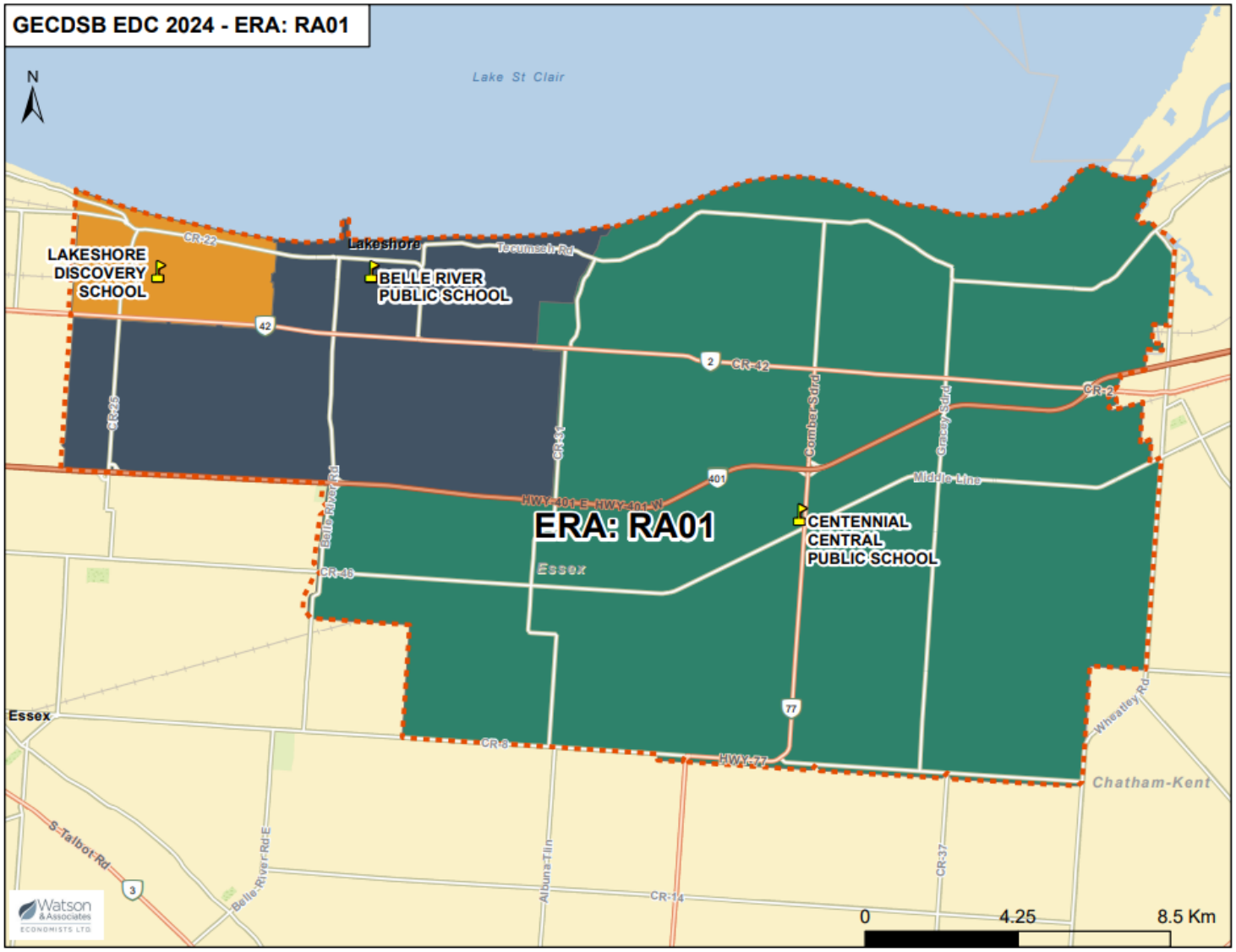
Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024

Form E - Growth Related Pupils - Elementary Panel

Municipality	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Belle River DHS Family of Schools	Low Density	1,334	0.302	403
	Medium Density	534	0.109	58
	High Density	499	0.039	20
	Total	2,368	0.203	481
Essex DHS Family of Schools	Low Density	672	0.260	175
	Medium Density	185	0.106	20
	High Density	280	0.038	11
	Total	1,136	0.180	205
North Star Family of Schools	Low Density	898	0.196	176
	Medium Density	201	0.083	17
	High Density	114	0.032	4
	Total	1,213	0.162	196
Kingsville DHS Family of Schools	Low Density	1,259	0.210	265
	Medium Density	529	0.105	56
	High Density	177	0.039	7
	Total	1,965	0.167	327
Leamington Family of Schools	Low Density	1,268	0.218	277
	Medium Density	1,450	0.087	126
	High Density	373	0.031	12
	Total	3,091	0.134	415
Sandwich Family of Schools	Low Density	1,903	0.332	631
	Medium Density	772	0.144	111
	High Density	1,486	0.052	77
	Total	4,161	0.197	819
Tecumseh Vista Academy Family of Schools	Low Density	909	0.316	287
	Medium Density	696	0.127	88
	High Density	1,000	0.046	46
	Total	2,604	0.162	421
		SUBTOTAL:		**2,864**
		LESS: Available Pupil Places:		**1,847**
		NET GROWTH RELATED PUPILS:		**1,017**

Form E - Growth Related Pupils - Secondary Panel

Municipality	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
West Essex (Less Sandwich SS)	Low Density	3,737	0.117	437
	Medium Density	1,611	0.078	126
	High Density	1,571	0.019	30
	Total	6,919	0.086	593
East Essex	Low Density	2,602	0.136	354
	Medium Density	1,984	0.071	141
	High Density	872	0.017	15
	Total	5,459	0.093	510
West Essex - Sandwich SS	Low Density	1,903	0.133	253
	Medium Density	772	0.071	55
	High Density	1,486	0.017	26
	Total	4,161	0.080	334
		SUBTOTAL:		**1,437**
		LESS: Available Pupil Places:		**1,180**
		NET GROWTH RELATED PUPILS:		**257**


GECDSB EDC 2024 - ERA: RA01
N
Lake St Clair
LAKESHORE DISCOVERY SCHOOL
BELLE RIVER PUBLIC SCHOOL
CENTENNIAL CENTRAL PUBLIC SCHOOL
ERA: RA01
Lakeshore
Essex
Chatham-Kent
CR-22
Tecumseh Rd
42
2
CR-42
CR-29
CR-44
Comber Sdrd
Gracey Sdrd
CR-2
401
HWY-401-E-HWY-401-W
Middle Line
Belle River Rd
CR-46
77
CR-8
HWY-77
Wheatley Rd
S Talbot Rd
3
Belle River Rd E
Albuna Tiln
CR-14
CR-37
Watson & Associates ECONOMISTS LTD.
0
4.25
8.5 Km

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form F - Growth Related Pupil Place Requirements

Panel: **Elementary Panel**

Review Area: **RA1** **Belle River DHS Family of Schools**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections (Assumes Full Day JK/SK)														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
Belle River PS	677	0	722	705	705	694	686	696	691	692	684	696	702	706	718	729	739	747
Centennial Central PS	357	0	212	211	210	210	206	190	180	171	173	173	167	163	160	159	157	155
Lakeshore Discovery PS	815	0	940	911	883	849	819	785	768	753	744	739	742	736	754	773	790	808
New Lakeshore PS	**582**	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL:	**2,431.0**	**0**	**1,874**	**1,827**	**1,797**	**1,753**	**1,711**	**1,671**	**1,639**	**1,616**	**1,601**	**1,608**	**1,611**	**1,606**	**1,632**	**1,661**	**1,686**	**1,709**
AVAILABLE PUPIL PLACES:																		**722**

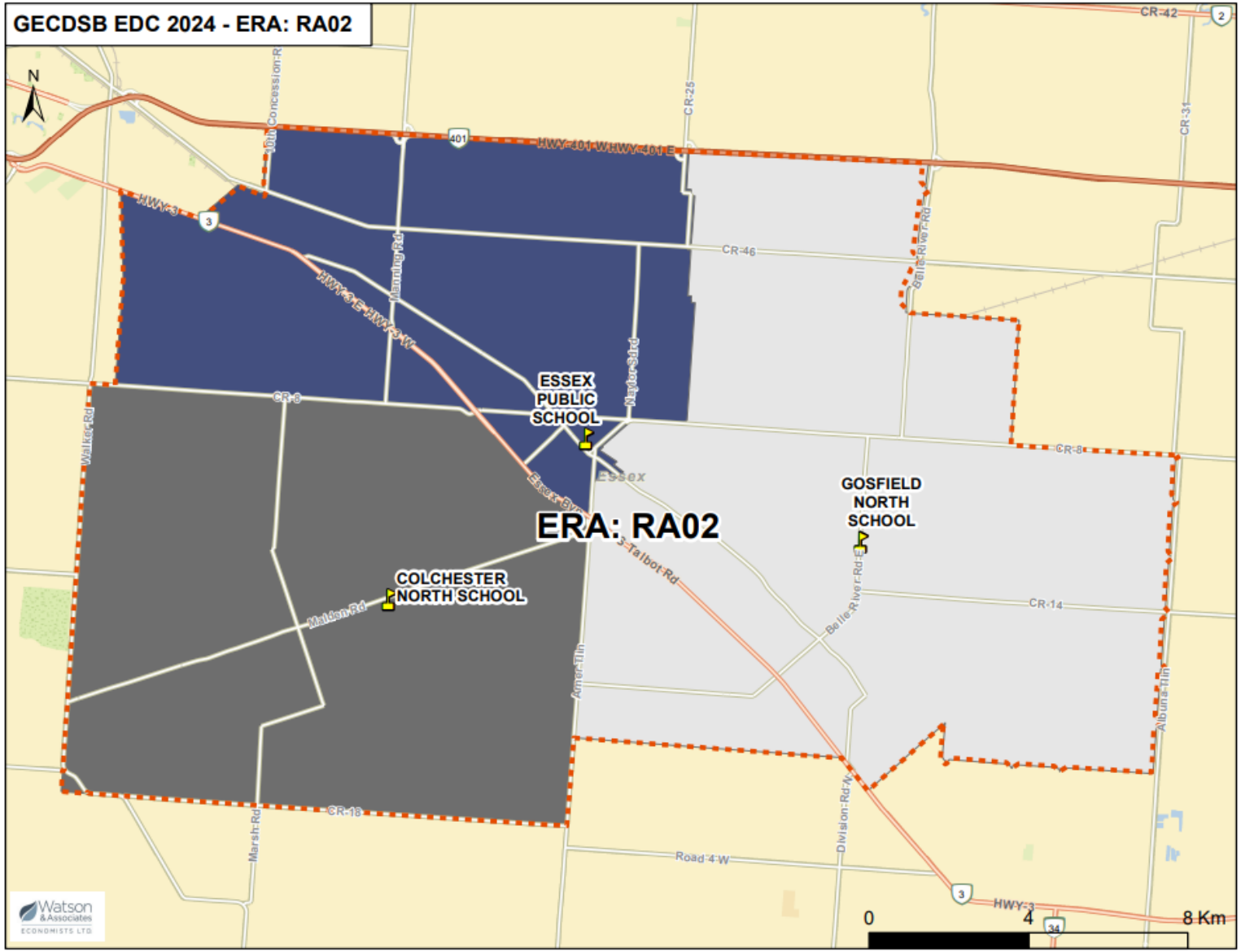
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections (Assumes Full Day JK/SK)														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	29	58	87	115	143	180	216	253	289	326	357	389	421	451	481

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	**Requirements of New Development (Pupil Places)**	**481**
2	**Pupils Holding For New Schools**	**0**
3	**Available Pupil Places in Existing Facilities**	**722**
4	**Net Growth-Related Pupil Place Requirements (1+2-3)**	**0**

NOTES


GECDSB EDC 2024 - ERA: RA02
N
ERA: RA02
ESSEX PUBLIC SCHOOL
GOSFIELD NORTH SCHOOL
COLCHESTER NORTH SCHOOL
HWY-401 W
HWY-401 E
HWY-3
HWY-3 E
HWY-3 W
CR-42
CR-25
CR-31
CR-46
CR-8
CR-14
CR-18
10th Concession R
Manning Rd
Naylor Blvd
Walker Rd
Malden Rd
Marsh Rd
Talbot Rd
Belle River Rd
Amer Elm
Albuna Elm
Division Rd N
Road 4 W
Essex
Watson & Associates ECONOMISTS LTD
0
4
8 Km

Review Area: **RA2** **Essex DHS Family of Schools**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections (Assumes Full Day JK/SK)														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
Colchester North PS	268	0	276	277	271	277	273	264	259	266	267	260	268	270	272	274	275	277
Essex PS	669	0	605	592	583	579	582	588	591	608	621	627	653	676	691	706	718	732
Gosfield North PS	363	0	470	476	457	458	448	434	440	419	406	400	369	358	353	350	347	345
TOTAL:	1,300.0	0	1,351	1,344	1,311	1,314	1,303	1,287	1,290	1,294	1,294	1,286	1,291	1,304	1,316	1,329	1,341	1,354
AVAILABLE PUPIL PLACES:																		-

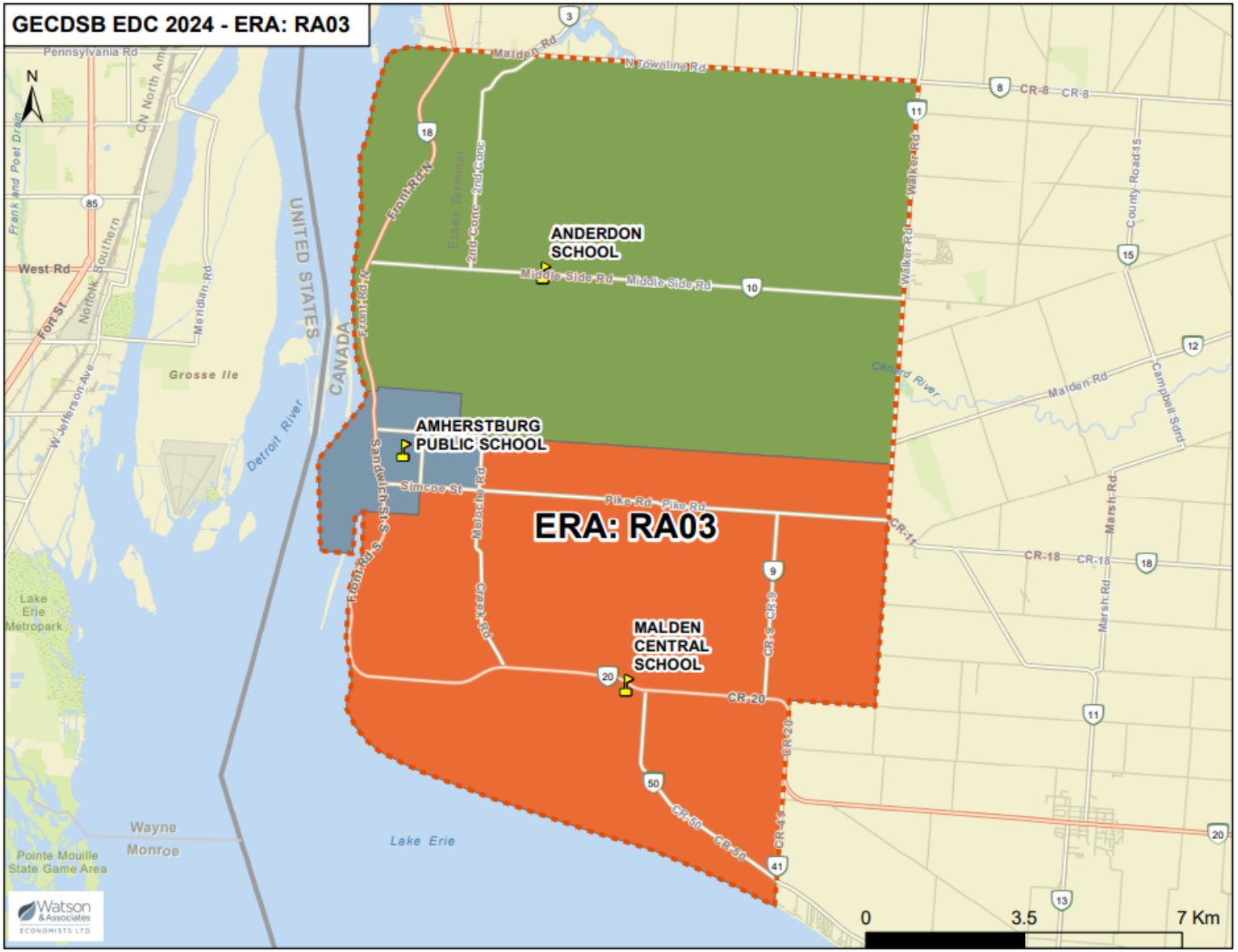
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections (Assumes Full Day JK/SK)														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	10	21	31	41	52	68	84	100	116	132	147	162	177	191	205

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	205
2	Pupils Holding For New Schools	0
3	Available Pupil Places in Existing Facilities	0
4	Net Growth-Related Pupil Place Requirements (1+2-3)	205

NOTES


GECDSB EDC 2024 - ERA: RA03
ANDERDON SCHOOL
AMHERSTBURG PUBLIC SCHOOL
MALDEN CENTRAL SCHOOL
ERA: RA03
UNITED STATES
CANADA
Detroit River
Lake Erie
Grosse Ile
Malden Rd
N Townline Rd
Middle Side Rd
Front Rd N
Front Rd S
Sandwich St S
Simcoe St
Pike Rd
Walker Rd
County Road 15
Canard River
Campbell Sdrd
Marsh Rd
CR-8
CR-9
CR-11
CR-18
CR-20
CR-50
Malocha Rd
Creek Rd
Essex Terminal
2nd Conc
West Rd
Fort St
Norfolk Southern
Meridian Rd
Jefferson Ave
Pennsylvania Rd
CN North Am
Frank and Poet Drain
Lake Erie Metropark
Pointe Mouille State Game Area
Wayne
Monroe
0
3.5
7 Km
Watson & Associates ECONOMISTS LTD.

Review Area: **RA3** **North Star Family of Schools**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections (Assumes Full Day JK/SK)														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
Amherstburg PS	521	0	457	469	480	481	484	496	504	508	509	508	507	507	501	496	490	485
Anderdon PS	516	0	571	563	556	540	542	530	513	508	513	503	512	515	518	523	526	529
Malden Central PS	268	0	263	264	265	263	265	259	259	263	252	257	258	251	253	255	258	259
TOTAL:	**1,305.0**	**0**	**1,291**	**1,296**	**1,301**	**1,284**	**1,290**	**1,285**	**1,276**	**1,279**	**1,274**	**1,268**	**1,277**	**1,272**	**1,272**	**1,274**	**1,274**	**1,274**
AVAILABLE PUPIL PLACES:																		**31**

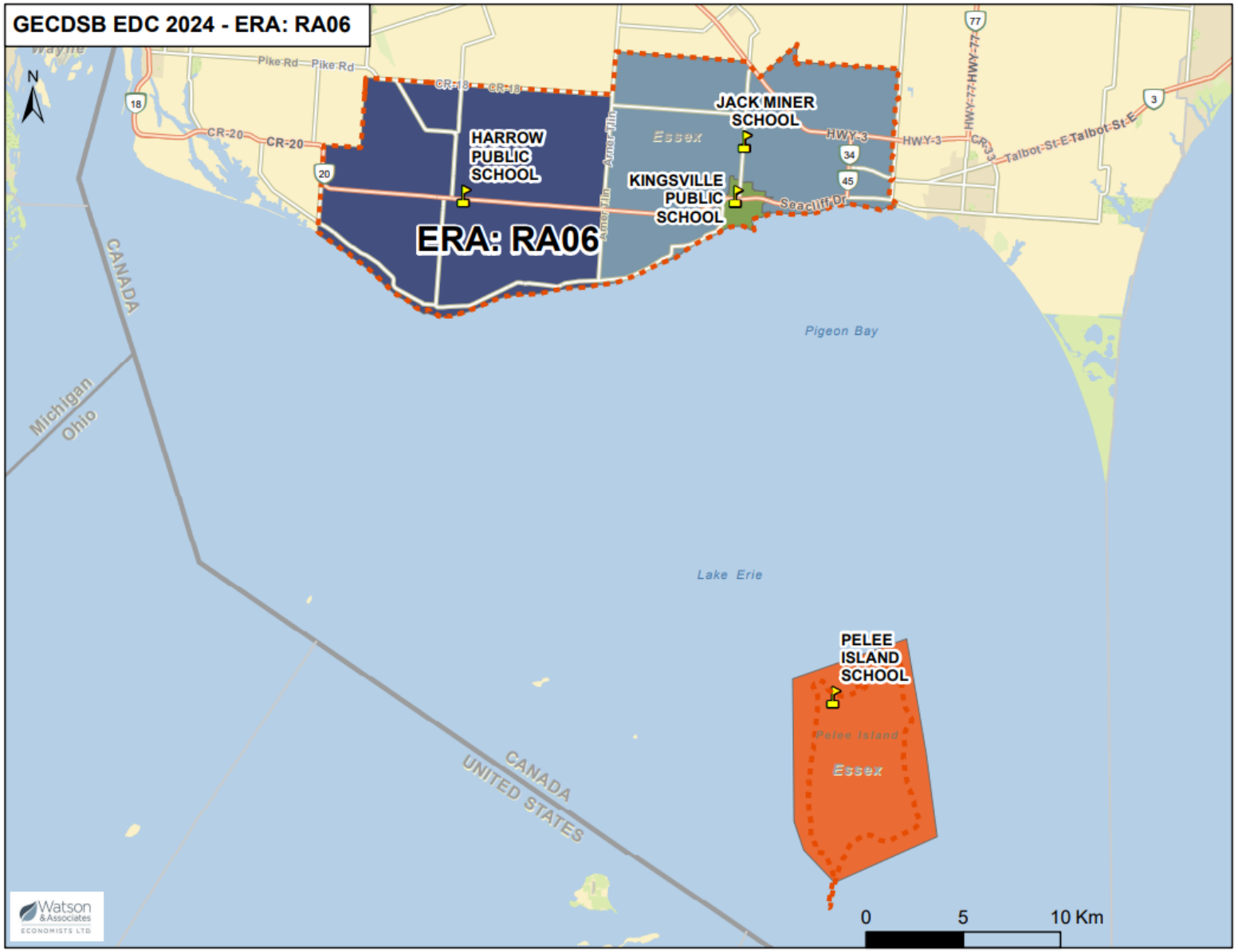
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections (Assumes Full Day JK/SK)														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	13	**26**	**39**	**53**	**66**	**89**	**112**	**135**	**149**	**162**	**170**	**178**	**187**	**191**	**196**

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	**Requirements of New Development (Pupil Places)**	**196**
2	**Pupils Holding For New Schools**	**0**
3	**Available Pupil Places in Existing Facilities**	**31**
4	**Net Growth-Related Pupil Place Requirements (1+2-3)**	**165**

NOTES


GECDSB EDC 2024 - ERA: RA06
N
Pike Rd
CR-18
CR-20
18
20
HARROW PUBLIC SCHOOL
ERA: RA06
JACK MINER SCHOOL
KINGSVILLE PUBLIC SCHOOL
Essex
HWY-3
34
45
77
HWY-77
CR-3
Talbot St E
3
Seacliff Dr
Amer Hwy
CANADA
Michigan
Ohio
Pigeon Bay
Lake Erie
CANADA
UNITED STATES
PELEE ISLAND SCHOOL
Pelee Island
Essex
Watson & Associates ECONOMISTS LTD
0
5
10 Km

Review Area: **RA6** **Kingsville DHS Family of Schools**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections (Assumes Full Day JK/SK)														
Existing Schools and Projects	**Current OTG Capacity**	**Number of Temp Facilities**	**Current 2023/ 2024**	**Year 1 2024/ 2025**	**Year 2 2025/ 2026**	**Year 3 2026/ 2027**	**Year 4 2027/ 2028**	**Year 5 2028/ 2029**	**Year 6 2029/ 2030**	**Year 7 2030/ 2031**	**Year 8 2031/ 2032**	**Year 9 2032/ 2033**	**Year 10 2033/ 2034**	**Year 11 2034/ 2035**	**Year 12 2035/ 2036**	**Year 13 2036/ 2037**	**Year 14 2037/ 2038**	**Year 15 2038/ 2039**
Harrow PS	470	0	397	384	381	368	371	362	354	342	335	324	322	327	326	326	325	325
Jack Miner PS	0	0	536	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kingsville PS	0	0	453	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pelee Island PS	69	0	17	17	19	21	20	22	20	20	20	21	22	22	22	22	22	22
New Kingsville K-8	1045	0	-	946	945	913	902	903	887	875	869	883	877	872	874	878	881	881
TOTAL:	**1,584.0**	**0**	**1,403**	**1,348**	**1,345**	**1,302**	**1,294**	**1,287**	**1,261**	**1,237**	**1,225**	**1,228**	**1,221**	**1,222**	**1,223**	**1,227**	**1,228**	**1,228**
AVAILABLE PUPIL PLACES:																		**356**

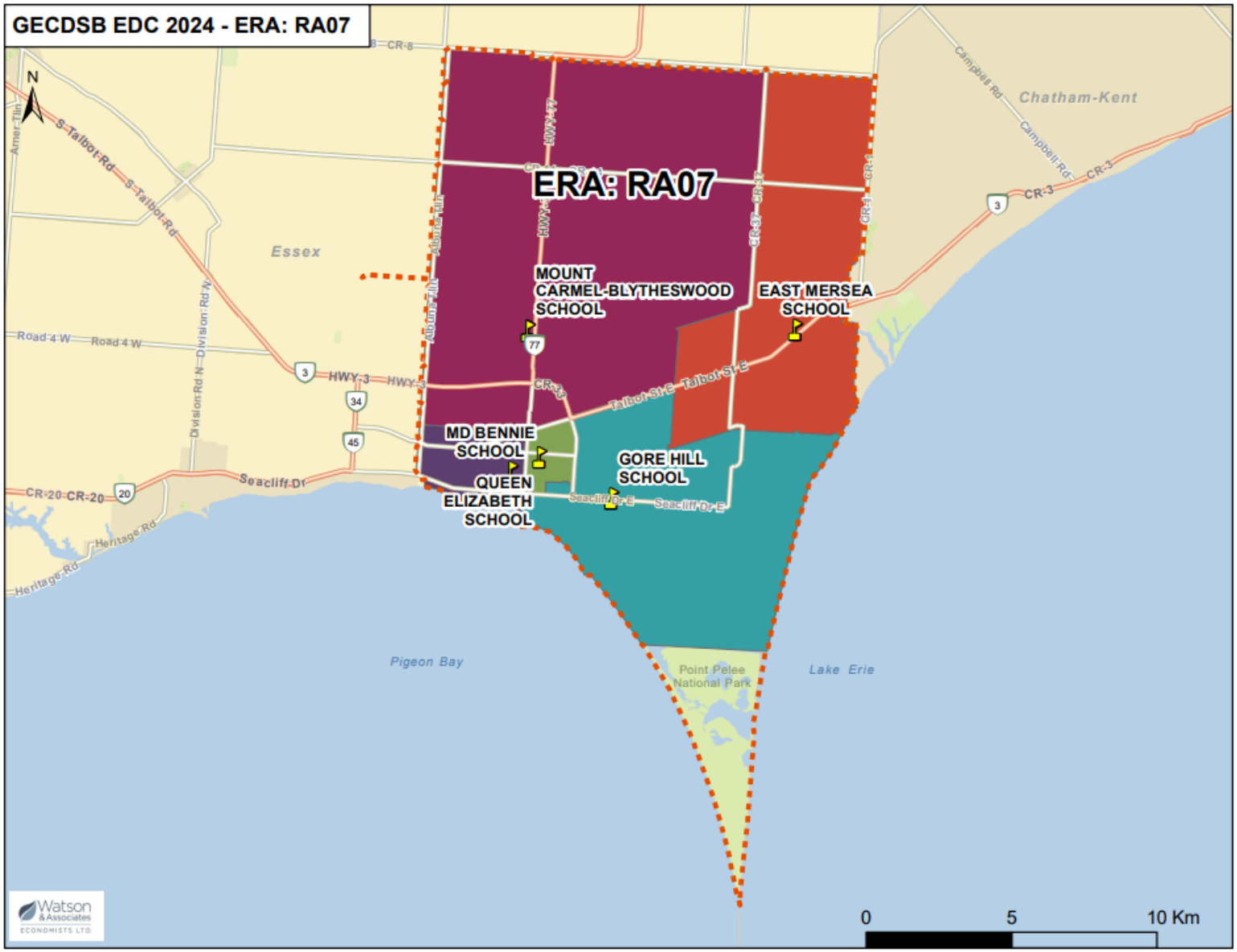
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections (Assumes Full Day JK/SK)														
	Year 1 2024/ 2025	**Year 2 2025/ 2026**	**Year 3 2026/ 2027**	**Year 4 2027/ 2028**	**Year 5 2028/ 2029**	**Year 6 2029/ 2030**	**Year 7 2030/ 2031**	**Year 8 2031/ 2032**	**Year 9 2032/ 2033**	**Year 10 2033/ 2034**	**Year 11 2034/ 2035**	**Year 12 2035/ 2036**	**Year 13 2036/ 2037**	**Year 14 2037/ 2038**	**Year 15 2038/ 2039**
	14	**29**	**43**	**58**	**72**	**95**	**118**	**141**	**166**	**190**	**217**	**244**	**271**	**299**	**327**

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	**Requirements of New Development (Pupil Places)**	**327**
2	**Pupils Holding For New Schools**	**0**
3	**Available Pupil Places in Existing Facilities**	**356**
4	**Net Growth-Related Pupil Place Requirements (1+2-3)**	**0**

NOTES


GECDSB EDC 2024 - ERA: RA07
ERA: RA07
MOUNT CARMEL-BLYTHESWOOD SCHOOL
EAST MERSEA SCHOOL
MD BENNIE SCHOOL
GORE HILL SCHOOL
QUEEN ELIZABETH SCHOOL
Essex
Chatham-Kent
Pigeon Bay
Lake Erie
Point Pelee National Park
S Talbot Rd
Road 4 W
Division Rd N
HWY 3
Talbot St E
Seacliff Dr
Heritage Rd
CR-20
Campbell Rd
CR-3
Watson & Associates ECONOMISTS LTD.
0
5
10 Km

Review Area: **RA7** **Leamington Family of Schools**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections (Assumes Full Day JK/SK)														
Existing Schools and Projects	**Current OTG Capacity**	**Number of Temp Facilities**	**Current 2023/ 2024**	**Year 1 2024/ 2025**	**Year 2 2025/ 2026**	**Year 3 2026/ 2027**	**Year 4 2027/ 2028**	**Year 5 2028/ 2029**	**Year 6 2029/ 2030**	**Year 7 2030/ 2031**	**Year 8 2031/ 2032**	**Year 9 2032/ 2033**	**Year 10 2033/ 2034**	**Year 11 2034/ 2035**	**Year 12 2035/ 2036**	**Year 13 2036/ 2037**	**Year 14 2037/ 2038**	**Year 15 2038/ 2039**
East Mersea PS	211	0	202	198	204	199	209	218	225	245	251	263	279	287	295	303	311	316
Gore Hill PS	349	0	240	244	261	262	275	283	284	291	291	291	294	295	297	302	305	306
Margaret D. Bennie PS	263	0	342	353	363	366	374	372	376	380	380	386	381	376	380	384	388	390
Mt Carmel-Blytheswood PS	314	0	244	239	234	231	224	212	208	216	209	209	209	206	202	200	198	197
Queen Elizabeth PS	562	0	463	447	426	415	406	390	384	372	369	357	351	343	339	336	334	331
TOTAL:	**1,699.0**	**0**	**1,491**	**1,481**	**1,488**	**1,473**	**1,487**	**1,475**	**1,476**	**1,503**	**1,500**	**1,507**	**1,513**	**1,506**	**1,514**	**1,525**	**1,535**	**1,540**
AVAILABLE PUPIL PLACES:																		**159**

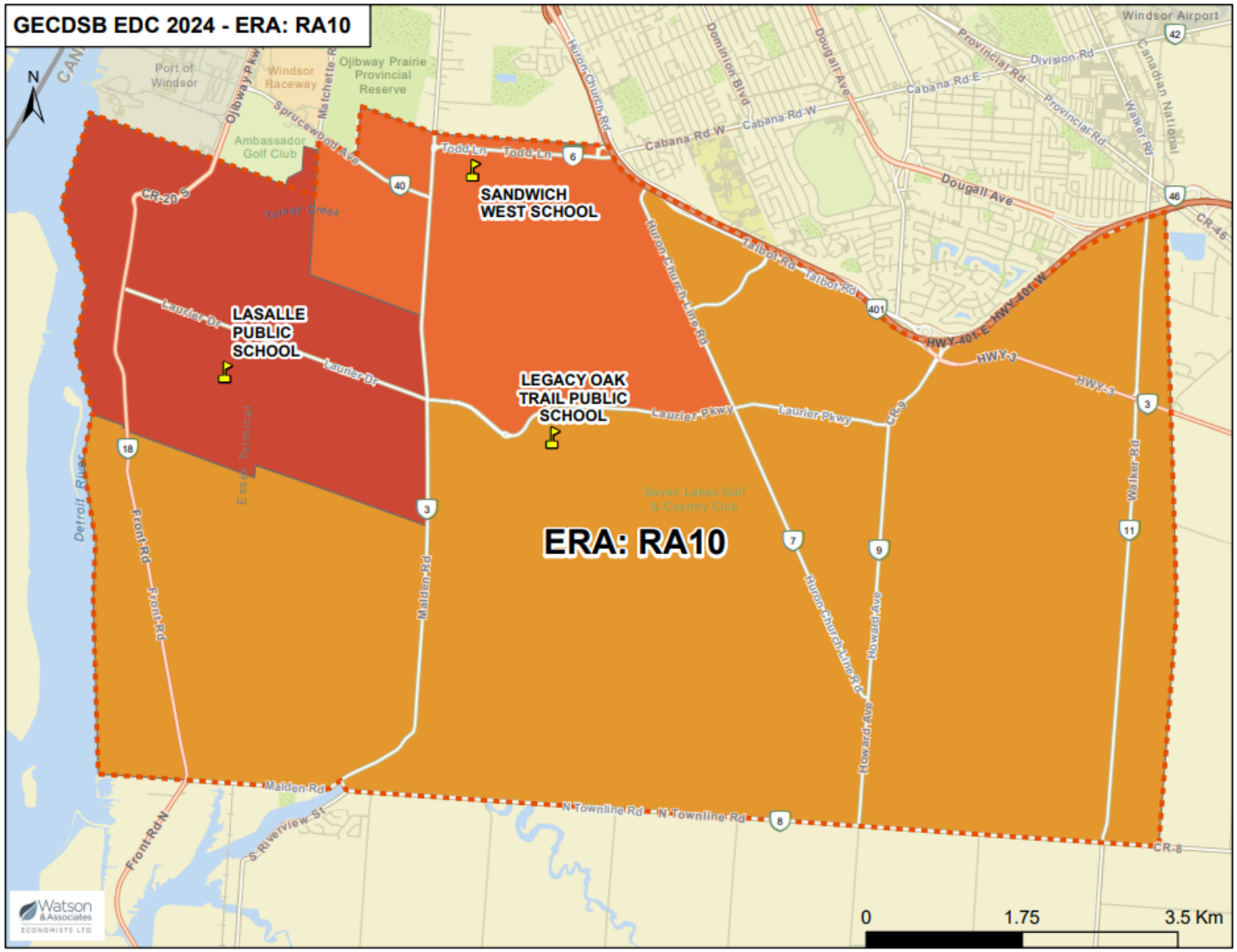
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections (Assumes Full Day JK/SK)														
	Year 1 2024/ 2025	**Year 2 2025/ 2026**	**Year 3 2026/ 2027**	**Year 4 2027/ 2028**	**Year 5 2028/ 2029**	**Year 6 2029/ 2030**	**Year 7 2030/ 2031**	**Year 8 2031/ 2032**	**Year 9 2032/ 2033**	**Year 10 2033/ 2034**	**Year 11 2034/ 2035**	**Year 12 2035/ 2036**	**Year 13 2036/ 2037**	**Year 14 2037/ 2038**	**Year 15 2038/ 2039**
	26	**52**	**78**	**105**	**132**	**165**	**199**	**233**	**268**	**304**	**326**	**349**	**372**	**393**	**415**

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	**Requirements of New Development (Pupil Places)**	**415**
2	**Pupils Holding For New Schools**	**0**
3	**Available Pupil Places in Existing Facilities**	**159**
4	**Net Growth-Related Pupil Place Requirements (1+2-3)**	**256**

NOTES


GECDSB EDC 2024 - ERA: RA10
SANDWICH WEST SCHOOL
LASALLE PUBLIC SCHOOL
LEGACY OAK TRAIL PUBLIC SCHOOL
ERA: RA10
Windsor Airport
Port of Windsor
Windsor Raceway
Ojibway Prairie Provincial Reserve
Ambassador Golf Club
Sever Lakes Golf & Country Club
Huron Church Rd
Dominion Blvd
Dougall Ave
Cabana Rd W
Cabana Rd E
Provincial Rd
Division Rd
Walker Rd
Canadian National
Todd Ln
Talbot Rd
HWY 401 E
HWY 401 W
HWY 3
Laurier Dr
Laurier Pkwy
Huron Church Line Rd
Howard Ave
Malden Rd
Front Rd
Front Rd N
S Riverview St
N Townline Rd
CR-8
CR-9
CR-20
CR-46
Turkey Creek
Detroit River
Essex Terminal
0
1.75
3.5 Km

Review Area: **RA10** **Sandwich Family of Schools**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections (Assumes Full Day JK/SK)														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
Lasalle PS	586	0	573	558	538	513	508	496	497	482	475	462	460	468	465	464	463	462
Legacy Oak Trail Public School PS	599	0	582	583	592	582	582	589	590	577	579	579	574	572	572	571	571	572
Sandwich West PS	730	0	563	529	500	483	475	472	466	457	459	452	454	454	452	453	453	453
TOTAL:	1,915.0	0	1,718	1,670	1,630	1,578	1,565	1,557	1,553	1,517	1,514	1,493	1,488	1,493	1,488	1,489	1,487	1,487
AVAILABLE PUPIL PLACES:																		428

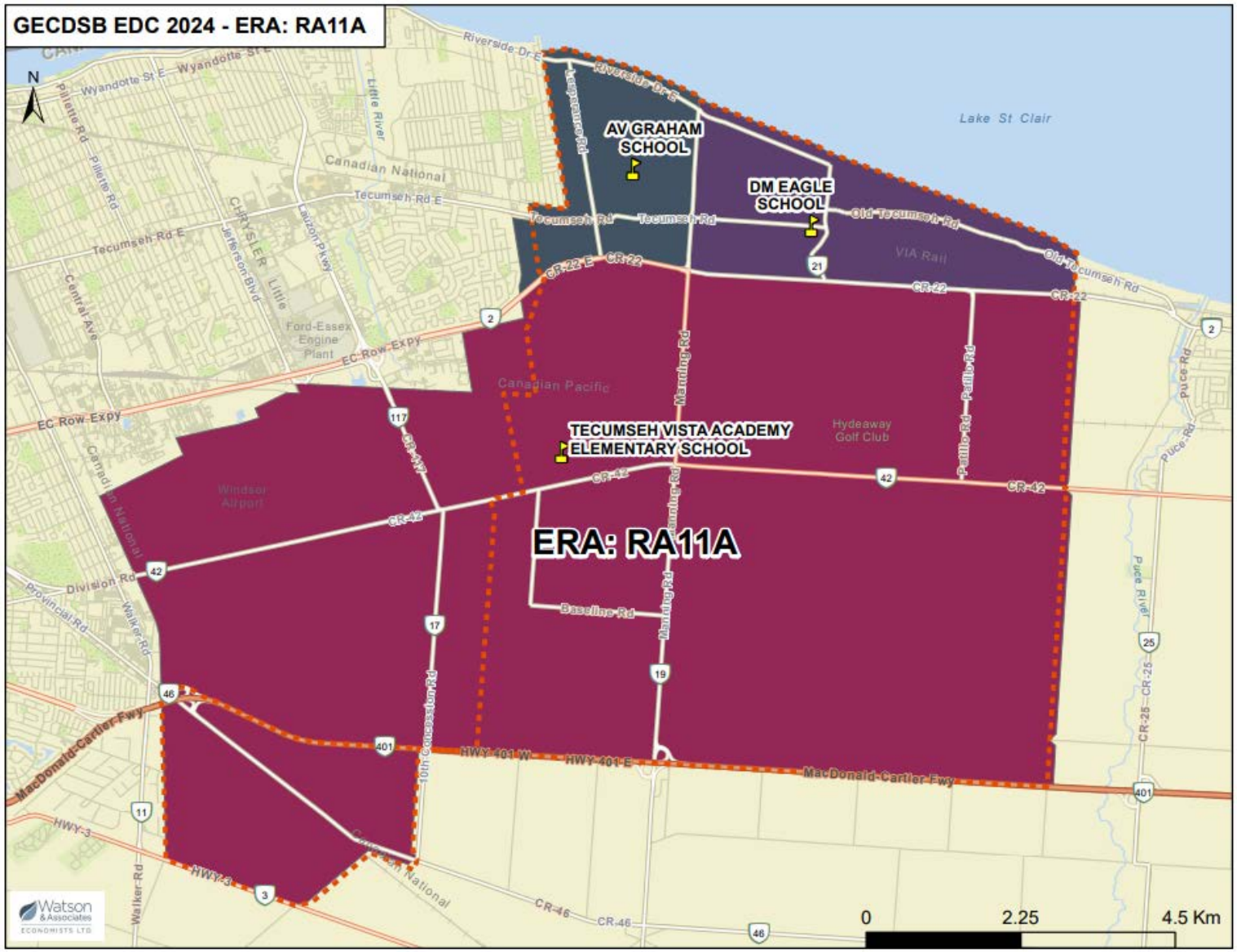
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections (Assumes Full Day JK/SK)														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	52	104	155	207	259	324	389	455	521	587	635	682	729	774	819

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	819
2	Pupils Holding For New Schools	0
3	Available Pupil Places in Existing Facilities	428
4	Net Growth-Related Pupil Place Requirements (1+2-3)	391

NOTES


GECDSB EDC 2024 - ERA: RA11A
AV GRAHAM SCHOOL
DM EAGLE SCHOOL
TECUMSEH VISTA ACADEMY ELEMENTARY SCHOOL
ERA: RA11A
Lake St Clair
Riverside Dr E
Tecumseh Rd
Tecumseh Rd E
Old Tecumseh Rd
CR-22
CR-42
CR-46
HWY 401 W
HWY 401 E
MacDonald-Cartier Fwy
EC Row Expy
Canadian National
Canadian Pacific
Ford-Essex Engine Plant
Windsor Airport
Hydeaway Golf Club
VIA Rail
Manning Rd
Baseline Rd
Pillette Rd
Walker Rd
Division Rd
Provincial Rd
Puce Rd
Puce River
CR-25
10th Concession Rd
HWY-3
Watson & Associates ECONOMISTS LTD.
0
2.25
4.5 Km

Review Area: **RA11A Tecumseh Vista Academy Family of Schools**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projection of Average Daily Enrolments														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
A.V. Graham PS	508	0	542	528	516	500	474	472	477	464	477	445	418	425	425	422	414	411
DM Eagle PS	0	0	331	318	309	300	310	305	306	298	289	297	299	301	299	300	301	302
Tecumseh Vista Academy Elementary	873	0	677	600	548	507	480	451	431	421	407	399	391	392	392	392	392	392
Northshore	651	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL:	**2,032.0**	**0**	**1,550**	**1,446**	**1,374**	**1,308**	**1,265**	**1,228**	**1,214**	**1,183**	**1,173**	**1,141**	**1,108**	**1,117**	**1,116**	**1,114**	**1,108**	**1,106**
AVAILABLE PUPIL PLACES:																		**926**

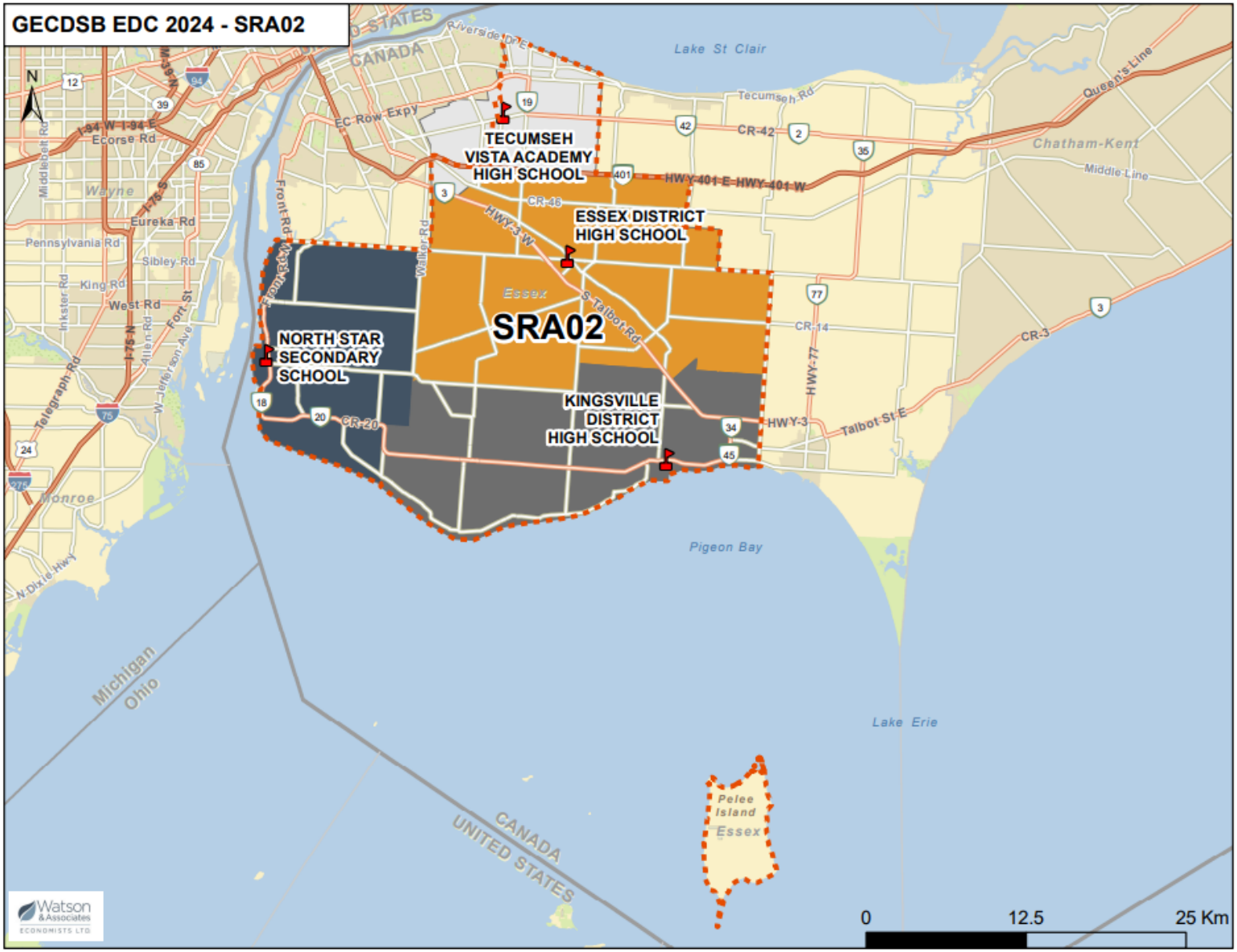
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projection of Average Daily Enrolments														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	24	**48**	**72**	**97**	**121**	**158**	**195**	**232**	**270**	**308**	**331**	**355**	**378**	**400**	**421**

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	**Requirements of New Development (Pupil Places)**	**421**
2	**Pupils Holding For New Schools**	**0**
3	**Available Pupil Places in Existing Facilities**	**926**
4	**Net Growth-Related Pupil Place Requirements (1+2-3)**	**0**

NOTES


GECDSB EDC 2024 - SRA02
TECUMSEH VISTA ACADEMY HIGH SCHOOL
ESSEX DISTRICT HIGH SCHOOL
NORTH STAR SECONDARY SCHOOL
KINGSVILLE DISTRICT HIGH SCHOOL
SRA02
Lake St Clair
Pigeon Bay
Lake Erie
Pelee Island
Essex
Monroe
Wayne
Chatham-Kent
CANADA
UNITED STATES
Michigan
Ohio
0
12.5
25 Km

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form F - Growth Related Pupil Place Requirements

Panel: **Secondary Panel**

Review Area: **SRA2** **West Essex (Less Sandwich SS)**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projection of Average Daily Enrolments														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
Essex DHS	786.0	0	697	710	725	701	722	738	693	697	692	690	693	691	685	664	660	663
Kingsville DHS	-	0	681															
Tecumseh Vista Academy HS	858.0	0	771	744	699	687	622	573	522	495	463	461	481	443	436	409	383	393
North Star SS	821	0	721	692	671	685	686	689	708	684	698	692	659	669	660	644	656	646
New Kingsville 9-12	753	0	-	722	677	663	657	605	637	615	623	615	593	568	558	558	551	552
TOTAL:	**3,218.0**	**0**	**2,870**	**2,869**	**2,772**	**2,737**	**2,687**	**2,606**	**2,560**	**2,490**	**2,476**	**2,458**	**2,426**	**2,371**	**2,338**	**2,275**	**2,250**	**2,254**
AVAILABLE PUPIL PLACES:																		**964**

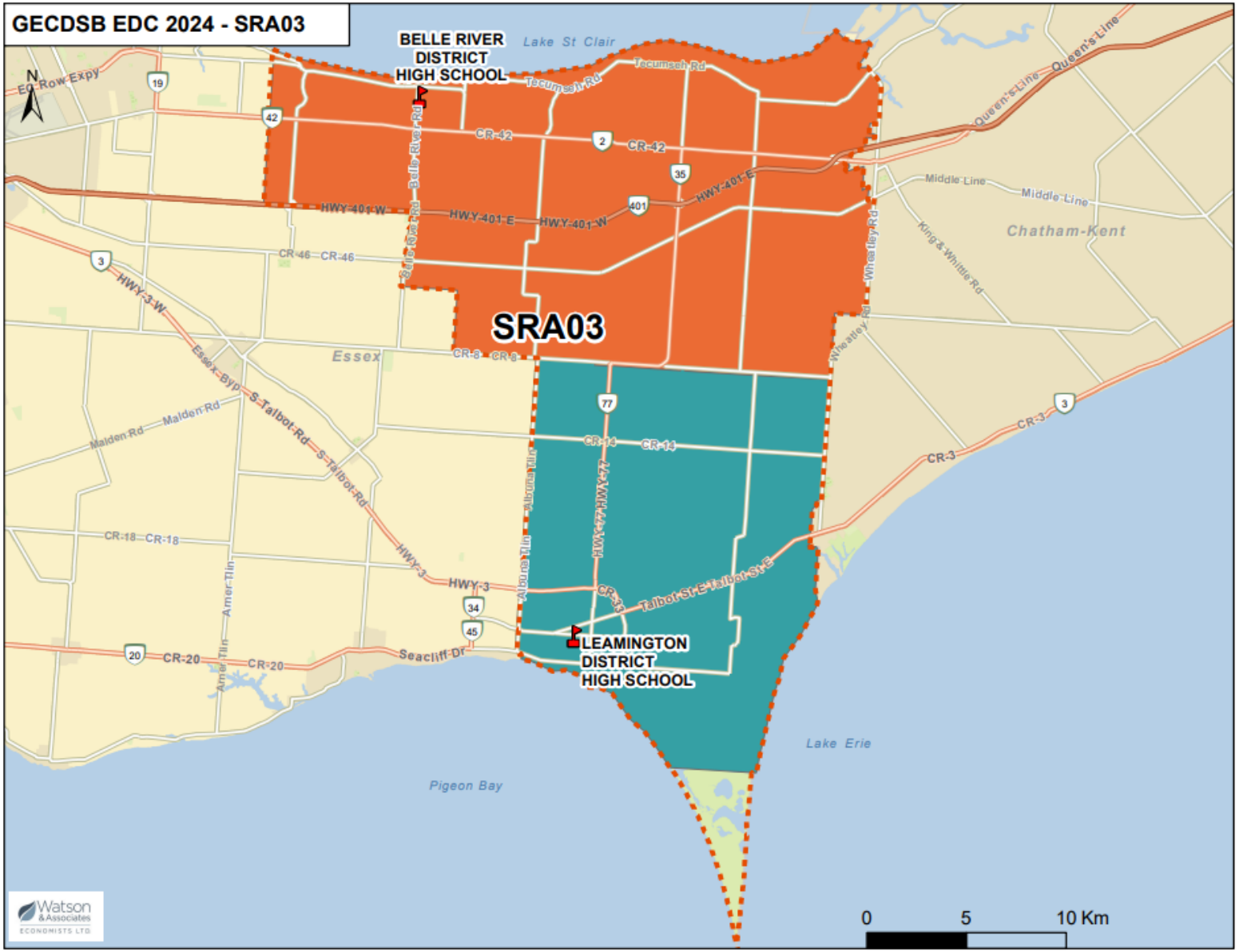
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projection of Average Daily Enrolments														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	30	**59**	**89**	**120**	**150**	**195**	**239**	**284**	**324**	**364**	**410**	**456**	**501**	**547**	**593**

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	**Requirements of New Development (Pupil Places)**	**593**
2	**Pupils Holding For New Schools**	**0**
3	**Available Pupil Places in Existing Facilities**	**964**
4	**Net Growth-Related Pupil Place Requirements (1+2-3)**	**0**

NOTES


GECDSB EDC 2024 - SRA03
BELLE RIVER DISTRICT HIGH SCHOOL
LEAMINGTON DISTRICT HIGH SCHOOL
SRA03
Lake St Clair
Lake Erie
Pigeon Bay
Essex
Chatham-Kent
Tecumseh Rd
CR-42
HWY-401-W
HWY-401-E
CR-46
HWY-3-W
Essex-Byp
S-Talbot-Rd
Malden-Rd
CR-8
CR-14
HWY-77
Albuna-Tline
Talbot-St-E
HWY-3
CR-18
Amer-Tline
CR-20
Seacliff-Dr
Queen's-Line
Middle-Line
Wheatley-Rd
King's-Whittle-Rd
CR-3
0
5
10 Km

Review Area: **SRA3** **East Essex**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projection of Average Daily Enrolments														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
Belle River DHS	1,035.0	0	827	838	811	813	826	791	799	789	774	740	716	712	682	671	660	633
Leamington DHS	1,005.0	0	936	920	865	833	791	775	779	731	762	734	724	776	764	763	766	747
TOTAL:	2,040.0	0	1,763	1,758	1,676	1,646	1,617	1,566	1,578	1,520	1,536	1,474	1,440	1,488	1,446	1,434	1,426	1,380
AVAILABLE PUPIL PLACES:																		660

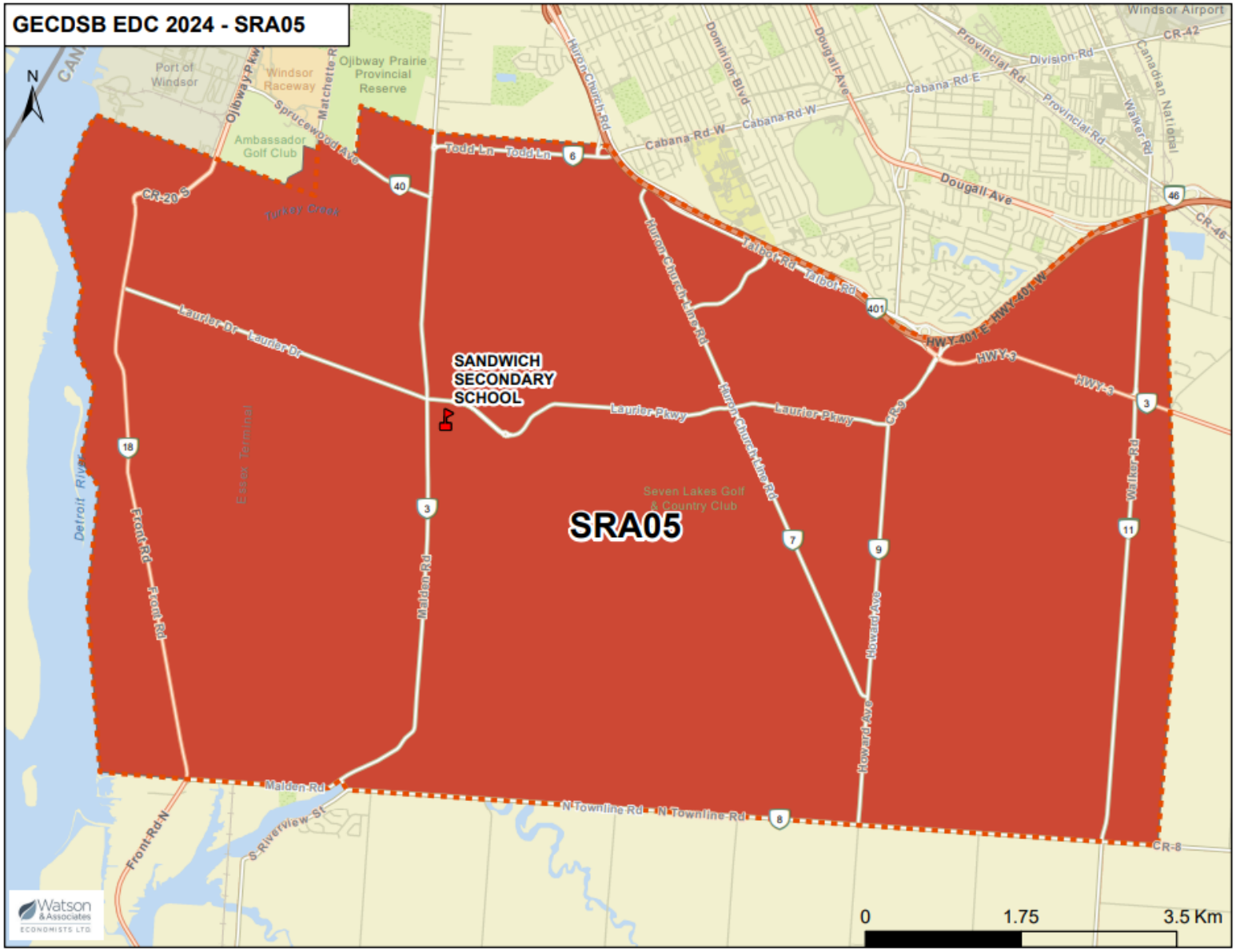
REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projection of Average Daily Enrolments														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	25	50	76	102	129	165	201	237	273	309	350	390	430	470	510

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	510
2	Pupils Holding For New Schools	0
3	Available Pupil Places in Existing Facilities	660
4	Net Growth-Related Pupil Place Requirements (1+2-3)	0

NOTES


GECDSB EDC 2024 - SRA05
SANDWICH SECONDARY SCHOOL
SRA05
Windsor Airport
Port of Windsor
Windsor Raceway
Ojibway Prairie Provincial Reserve
Ambassador Golf Club
Seven Lakes Golf & Country Club
Essex Terminal
Detroit River
Turkey Creek
Huron Church Rd
Dominion Blvd
Dougall Ave
Provincial Rd
Division Rd
Cabana Rd E
Cabana Rd W
Walker Rd
Canadian National
Todd Ln
Talbot Rd
HWY 401 E
HWY 401 W
HWY 3
CR-42
CR-46
CR-8
CR-20 S
Laurier Dr
Laurier Pkwy
Huron Church Line Rd
Front Rd
Malden Rd
Howard Ave
N Townline Rd
S Riverview St
Front Rd N
0
1.75
3.5 Km

Review Area: **SRA5** **West Essex - Sandwich SS**

REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projection of Average Daily Enrolments														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2023/ 2024	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
Sandwich SS	963.0	0	1,017	1,026	1,014	1,006	1,007	969	928	898	878	898	902	897	903	888	893	886
TOTAL:	**963.0**	**0**	**1,017**	**1,026**	**1,014**	**1,006**	**1,007**	**969**	**928**	**898**	**878**	**898**	**902**	**897**	**903**	**888**	**893**	**886**
AVAILABLE PUPIL PLACES:																		**77**

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projection of Average Daily Enrolments														
	Year 1 2024/ 2025	Year 2 2025/ 2026	Year 3 2026/ 2027	Year 4 2027/ 2028	Year 5 2028/ 2029	Year 6 2029/ 2030	Year 7 2030/ 2031	Year 8 2031/ 2032	Year 9 2032/ 2033	Year 10 2033/ 2034	Year 11 2034/ 2035	Year 12 2035/ 2036	Year 13 2036/ 2037	Year 14 2037/ 2038	Year 15 2038/ 2039
	18	**35**	**53**	**71**	**88**	**112**	**136**	**160**	**185**	**209**	**234**	**259**	**284**	**309**	**334**

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	**Requirements of New Development (Pupil Places)**	**334**
2	**Pupils Holding For New Schools**	**0**
3	**Available Pupil Places in Existing Facilities**	**77**
4	**Net Growth-Related Pupil Place Requirements (1+2-3)**	**257**

NOTES

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form G - Growth-Related Net Education Land Costs

Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Site Location/ Facility Type	Net Growth-Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth-Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites) *	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
RA2	TBD	2034	New Elementary School: Essex DHS Family of Schools	205	401	51.14%	5.00	2.56	$ 721,000	$ 1,843,736	$ 643,449	$ 242,282	$ 183,238	$ 2,912,705
RA3	TBD	2033	New Elementary School: North Star Family of Schools	165	401	41.23%	5.00	2.06	$ 721,000	$ 1,486,226	$ 518,681	$ 195,302	$ 147,707	$ 2,347,916
RA7	TBD	2035	New Elementary School: Leamington Family of Schools	256	401	63.74%	5.00	3.19	$ 721,000	$ 2,297,918	$ 801,955	$ 301,965	$ 228,376	$ 3,630,214
RA10	TBD	2032	New Elementary School: Sandwich Family of Schools	391	401	97.55%	5.00	4.88	$ 803,500	$ 3,918,963	$ 1,227,258	$ 514,984	$ 380,054	$ 6,041,259
Total:				**1,017**	**1,604**		**20**	**13**		**$ 7,703,107**	**$ 3,191,343**	**$ 1,254,533**	**939,375**	**$ 14,932,094**

Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Facility Type	Net Growth-Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth-Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites)	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
SRA5	TBD	2033	New Sandwich Secondary School Or Land For Addition	257	257	100.00%	3.00	3.00	$ 803,500	$ 2,410,500	$ 754,869	$ 316,759	$ 233,766	$ 3,715,894
Total:				**257**	**257**		**3.00**	**3.00**		**$ 2,410,500**	**$ 754,869**	**$ 316,759**	**$ 233,766**	**$ 3,715,894**

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form H1 - EDC Calculation - Uniform Residential and Non-Residential

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	$	18,647,988
Add:	EDC Financial Obligations (Form A2)	$	1,244,551
Subtotal:	**Net Education Land Costs**	**$**	**19,892,539**
Add:	EDC Study Costs	$	450,000
Total:	**Growth-Related Net Education Land Costs**	**$**	**20,342,539**

Apportionment of Total Growth-Related Net Education Land Costs

Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	**100%**	**$**	**20,342,539**

Calculation of Uniform Residential Charge

Residential Growth-Related Net Education Land Costs	**$**	**20,342,539**
Net New Dwelling Units (Form C)		**16,538**
Uniform Residential EDC per Dwelling Unit	**$**	**1,230**

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form H2 - EDC Calculation - Differentiated Residential and Non-Residential (Part 1 of 2)

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	$	18,647,988
Add:	EDC Financial Obligations (Form A2)	$	1,244,551.00
Subtotal:	**Net Education Land Costs**	**$**	**19,892,539**
Add:	EDC Study Costs	$	450,000.00
Total:	**Growth-Related Net Education Land Costs**	**$**	**20,342,539**

Apportionment of Total Growth-Related Net Education Land Costs

Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	**100%**	**$**	**20,342,539**

Greater Essex County District School Board (County of Essex Portion)
Education Development Charges Submission 2024
Form H2 - EDC Calculation - Differentiated Residential and Non-Residential (Part 2 of 2)

Residential Growth-Related Net Education Land Costs:	**$ 20,342,539**

Determination of Distribution of New Development

Type of Development (Form B)	Net New Units (Form B & C)	15-Year Elementary Pupil Yield (Form E)	Elementary Gross Requirements of New Development	Distribution of Elementary Gross Requirements of New Development	15-Year Secondary Pupil Yield (Form E)	Secondary Gross Requirements of New Development	Distribution of Secondary Gross Requirements of New Development	Total Gross Requirements of New Development	Distribution Factor
Low Density	8,243	0.27	2,214	77.3%	0.13	1,044	73%	3,257	**76%**
Medium Density	4,367	0.11	475	16.6%	0.07	322	22%	797	**19%**
High Density	3,929	0.04	175	6.1%	0.02	71	5%	246	**6%**
Total	**16,538**	**0.17**	**2,864**	**100%**	**0.09**	**1,437**	**100%**	**4,301**	**100%**

Calculation of Differentiated Charge:

Type of Development (Form B)	Apportionment of Residential Net Education Land Cost By Development Type	Net New Units (Carried over from above)	Differentiated Residential EDC per Unit by Development Type
Low Density	$ 15,407,221	8,243	**$ 1,869**
Medium Density	$ 3,770,364	4,367	**$ 863**
High Density	$ 1,164,954	3,929	**$ 297**

Appendix B
GECDSB EDC By-Law

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
BY-LAW NO. XXX (April 2024)

Being a By-law for the imposition of
Education Development Charges, for the County of Essex and Township of Pelee

WHEREAS section 257.54 (1) of the *Education Act* provides that a district school board may pass by-laws for the imposition of education development charges against land in its area of jurisdiction undergoing residential development if there is residential development in the area of jurisdiction of the district school board that would increase education land costs and the residential development requires one or more of the actions identified in section 257.54(2) of the *Education Act*;

AND WHEREAS on April XXX, 2024, the Minister of Education approved the Board's estimates which are prescribed under Section 10, paragraph 1 of Ontario Regulation 20/98;

AND WHEREAS at the time of the expiry of By-law No. 35 (April 2019-E) the balance in the education development charge account will be less than the amount required to pay outstanding commitments to meet growth-related net education land costs, as calculated for the purposes of determining the education development charges imposed under that by-law;

AND WHEREAS the Greater Essex County District School Board has provided notice of public meetings in accordance with section 257.60(2) and 257.63 of the *Education Act*;

AND WHEREAS the Greater Essex County District School Board has conducted a review of its education development charge policies and held a public meeting on March 19, 2024 in accordance with section 257.60(2) of the *Education Act*;

AND WHEREAS the Greater Essex County District School Board has made available to the public the education development charge background study and the proposed by-law in accordance with section 257.63(1)(c) of the *Education Act* and held a public meeting on March 19, 2024, on the proposed education development charges by-law in accordance with section 257.63(1)(a) of the *Education Act*;

AND WHEREAS the Greater Essex County District School Board has given a copy of the education development charge background study to the Minister of Education and to each school board having jurisdiction within the area to which this by-law applies in accordance with paragraph 3 of section 10 of Ontario Regulation 20/98 of the *Education Act;*

AND WHEREAS the Greater Essex County District School Board has permitted any person who attended the public meetings to make representations in respect of the

proposed education development charges by-law in accordance with section 257.63(2) of the *Education Act*;

AND WHEREAS the Greater Essex County District School Board has determined in accordance with section 257.63(3) of the *Education Act* that an additional public meeting is not necessary in respect of this by-law;

NOW THEREFORE THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

PART I

APPLICATION

Defined Terms

1. In this by-law,

(a) "Act" means the *Education Act,* R.S.O. 1990, Chapter E.2, as amended, or a successor statute;

(b) "agricultural use" means agricultural use as defined within the Provincial Policy Statement issued in accordance with section 3 of the *Planning Act*, R.S.O. Chapter P.13, as amended;

(c) "Board" means the Greater Essex County District School Board;

(d) 'building permit" means a building permit as defined within section 257.53(1) of the Act;

(e) "development" includes redevelopment;

(f) "dwelling unit" means a room or suite of rooms used, or designed or intended for use by one person or persons living together, in which culinary and sanitary facilities are provided for the exclusive use of such person or persons, and shall include, but is not limited to, a dwelling unit or units in an apartment, group home, mobile home, duplex, triplex, semi-detached dwelling, single detached dwelling, stacked townhouse and townhouse;

(g) "education development charge" means education development charge as defined within section 257.53(1) of the Act;

(h) "education development charge account" means education development charge account as defined within section 257.53(1) of the Act;

(i) "education land costs" means education land cost as defined within section 257.53(1) of the Act;

(j) "local board" means a local board as defined in the *Municipal Affairs Act*, R.S.O. 1990, Chapter M.46, as amended, other than a board defined in section 257.53(1) of the Act;

(k) "mixed-use" means land, buildings or structures designed, occupied or intended to be occupied, containing residential use and at least one other non-residential use;

(l) "Municipality" means:
- (i) The Corporation of the Municipality of Leamington;
- (ii) The Corporation of the Town of Amherstburg;
- (iii) The Corporation of the Town of Essex;
- (iv) The Corporation of the Town of Kingsville;
- (v) The Corporation of the Town of Lakeshore;
- (vi) The Corporation of the Town of LaSalle;
- (vii) The Corporation of the Town of Tecumseh; and
- (viii) The Corporation of the Township of Pelee.

(m) "non-residential use" means lands, buildings or structures or portions thereof used, or designed or intended for use for other than residential use, and includes, but is not limited to, agricultural, commercial, industrial or institutional use;

(n) "owner" means owner as defined within section 257.53(1) of the Act;

(o) "pupil accommodation" means pupil accommodation as defined within section 257.53(1) of the Act;

(p) "*Planning Act*" means the *Planning Act*, R.S.O. 1990, Chapter P.13, as amended;

(q) "Regulation" means Ontario Regulation 20/98: Education Development Charges – General, as amended, under the Act;

(r) "residential development" means lands, buildings or structures designed, occupied or intended to be occupied for residential use.

(s) "residential use" means lands, buildings or structures designed, occupied or intended to be occupied as a dwelling unit(s), and shall include a residential use accessory to a non-residential use and the residential use component of a mixed-use or of an agricultural use;

2. In this by-law,

(a) where reference is made to a statute or a section of a statute such reference is deemed to be a reference to any successor statute or section;

(b) Where required by the context of this by-law, words in the singular include the plural and vice-versa.

Lands Affected

3. (1) Subject to subsections 3(2) to 3(5), this by-law applies to all lands in the geographic area of the Municipality.

(2) This by-law shall not apply to lands that are owned by and are used for the purposes of:

(i) a municipality or a local board thereof;

(ii) a board as defined in section 257.53(1) of the Act;

(iii) a public hospital receiving aid under the *Public Hospitals Act*, R.S.O. 1990, c. P.40;

(3) Subject to subsection 3(4), an owner shall be exempt from education development charges if a development on its lands would construct, erect, or place a building or structure, or make an addition or alteration to a building or structure for one of the following purposes:

(i) a private school;

(ii) a long-term care home, as defined in the *Fixing Long-Term Care Act, 2021*;

(iii) a retirement home, as defined in the *Retirement Homes Act, 2010*;

(iv) a hospice or other facility that provides palliative care services;

(v) a child care centre, as defined in the *Child Care and Early Years Act, 2014;*

(vi) a memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion.

(4) If only a portion of a building or structure, or an addition or alteration to a building or structure, referred to in subsection 3(3) will be used for a purpose identified in that subsection, only that portion of the building, structure, addition or alteration is exempt from an education development charge.

(5) An owner shall be exempt from education development charges if the owner is,

(i) a college of applied arts and technology established under the *Ontario Colleges of Applied Arts and Technology Act, 2002;*

(ii) a university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education;

(iii) an Indigenous Institute prescribed for the purposes of section 6 of the *Indigenous Institutes Act, 2017*.

Approvals for Development

4. (1) In accordance with section 257.54(2) of the Act, Education development charges shall be imposed against all lands, buildings or structures undergoing residential development if the development requires one or more of the following:

(a) the passing of a zoning by-law or of an amendment thereto under section 34 of the *Planning Act*;

(b) the approval of a minor variance under section 45 of the *Planning Act*;

(c) a conveyance of land to which a by-law passed under subsection 50(7) of the *Planning Act* applies;

(d) the approval of a plan of subdivision under section 51 of the *Planning Act*;

(e) a consent under section 53 of the *Planning Act*;

(f) the approval of a description under section 9 of the *Condominium Act*, *1998*, S.O. 1998, Chapter 19; or

(g) the issuing of a permit under the *Building Code Act*, *1992*, S.O. 1992, Chapter 23, as amended, in relation to a building or structure.

(2) In respect of a particular development an education development charge will be collected once, but this does not prevent the application of this by-law to future development on the same property.

5. The Board has determined that the residential development of land to which this by-law applies increases education land costs.

Categories of Development and Uses of Land Subject to Education Development Charges

6. Subject to the provisions of this by-law, education development charges shall be imposed upon all categories of residential development.

7. Subject to the provisions of this by-law, education development charges shall be imposed upon all residential uses of land, buildings or structures.

PART II

EDUCATION DEVELOPMENT CHARGES

Residential Education Development Charges

8. Subject to the provisions of this by-law, an education development charge of $1,230.00 per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure.

Exemptions from Residential Education Development Charges

9. (1) In this section,

(i) “gross floor area” means the total floor area, measured between the outside of exterior walls or between the outside of exterior walls and the centre line of party walls dividing the building from another building, of all floors above the average level of finished ground adjoining the building at its exterior walls;

(ii) “other residential building” means a residential building not in another class of residential building described in this section;

(iii) “semi-detached or row dwelling” means a residential building consisting of one dwelling unit having one or two vertical walls, but no other parts, attached to another structure;

(iv) “single detached dwelling” means a residential building consisting of one dwelling unit that is not attached to another building.

(2) Subject to sections 9(3) and (4), education development charges shall not be imposed with respect to,

(i) the enlargement of an existing dwelling unit that does not create an additional dwelling unit;

(ii) the creation of one or two additional dwelling units in an existing single detached dwelling; or

(iii) the creation of one additional dwelling unit in an existing semi-detached dwelling, an existing row dwelling, or any other residential building.

(3) Notwithstanding section 9(2)(ii), education development charges shall be imposed in accordance with section 8 if the total gross floor area of the additional unit or two additional dwelling units exceeds the gross floor area of the existing single detached dwelling.

(4) Notwithstanding section 9(2)(iii), education development charges shall be imposed in accordance with section 8 if the additional dwelling unit has a gross floor area greater than,

(i) in the case of a semi-detached or row dwelling, the gross floor area of the existing dwelling unit; or

(ii) in the case of any other residential building, the gross floor area of the smallest dwelling unit already contained in the residential building.

(5) For the purposes of this section 9, an “additional dwelling unit” means a dwelling unit for which the application for the building permit, for such additional dwelling unit is submitted no sooner than twelve months after the earliest of the dates on which any of the following events occurs:

(i) the issuance of a occupancy permit in accordance with Ontario Regulation 332/12: Building Code, as amended, under the Building Code Act, 1992, S.O. 1992, Chapter 23, as amended, for the dwelling unit already in the building;

(ii) if no occupancy permit is issued in accordance with Ontario Regulation 332/12: Building Code, as amended, under the Building Code Act, 1992, S.O. 1992, Chapter 23, as amended, by the Municipality, the occupancy of the dwelling unit already in the building, as established by proper evidence of such occupancy; or,

(iii) the delivery of the certificate of completion, pursuant to subsection 13(3) of the *Ontario New Home Warranties Plan Act*, R.S.O. 1990, Chapter O.31, for the dwelling unit already in the building.

10. (1) Education development charges under section 8 shall not be imposed with respect to the replacement, on the same site, of a dwelling unit that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it uninhabitable.

(2) Notwithstanding section 10(1), education development charges shall be imposed in accordance with section 8 if the building permit for the replacement dwelling unit is issued by the Municipality more than 2 years after,

(i) the date the former dwelling unit was destroyed or became uninhabitable; or

(ii) if the former dwelling unit was demolished pursuant to a building permit issued before the former dwelling unit was destroyed or became uninhabitable, the date the building permit was issued by the Municipality.

(3) Notwithstanding section 10(1), education development charges shall be imposed in accordance with section 8 against any dwelling unit or units on the same site in addition to the dwelling unit or units being replaced. The onus is on the applicant to produce evidence to the satisfaction of the Board, acting reasonably, to establish the number of dwelling units being replaced.

PART III

ADMINISTRATION

Payment of Education Development Charges

11. Education development charges are payable in full to the Municipality in which development takes place on the date a building permit is issued by the Municipality in relation to a building or structure on land to which this education development charge by-law applies.

12. The treasurer of the Board shall establish and maintain an educational development charge account in accordance with the Act, the Regulation and this by-law.

Payment by Services

13. Notwithstanding the payments required under section 11, and subject to section 257.84 of the Act, the Board may, by agreement, permit an owner to provide land for pupil accommodation in lieu of the payment of all or a part of the education development charges.

Collection of Unpaid Education Development Charges

14. Section 349 of the *Municipal Act, 2001*, S.O. 2001, Chapter 25, as amended, applies with necessary modifications with respect to an education development charge or any part of it that remains unpaid after it is payable.

Date By-law In Force

15. This by-law shall come into force on April 7, 2024.

Date By-law Expires

16. This by-law shall expire five years after the date it comes into force under section 15, unless it is repealed at an earlier date.

Repeal

17. The Greater Essex County District School Board Education Development Charges By-law No. 35 is repealed on the day this by-law comes into force.

Severability

18. In the event any provision, or part thereof, of this by-law is found by a court of competent jurisdiction to be *ultra vires*, such provision, or part thereof, shall be deemed to be severed, and the remaining portion of such provision and all other provisions of this by-law shall remain in full force and effect.

Interpretation

19. Nothing in this by-law shall be construed so as to commit or require the Board to authorize or proceed with any capital project at any time.

Short Title

20. This by-law may be cited as the Greater Essex County District School Board No. XXX (April, 2024 – E), Education Development Charges By-Law, for the County of Essex and the Township of Pelee.

ENACTED AND PASSED this 2nd day of April, 2024.

Gale Hatfield Chairperson of the Board	Vicki Houston Director of Education/Secretary

I hereby certify that the foregoing is a true copy of By-law No. XXX (April 2024 – E), as enacted by the Board of Trustees of the Greater Essex County District School Board on this 2nd day of April, 2024.

Dated at the City of Windsor, this XXX day of April, 2024.

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Vicki Houston
Director of Education/ Secretary of the Board