



 **Watson
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ECONOMISTS LTD.

Education Development Charges Background Study

Greater Essex County District School Board

March 15, 2019

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Foreword and Acknowledgements

Section 257.61(1) of the Education Act states 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, as well as Section 9 of Ontario Regulation 20/98, as amended, provide the information that must be contained in the background study. This report contains the background study for the Greater Essex County District School Board (GECDSB).

The consultant would like to acknowledge and thank the staff at the GECDSB for their work, time and effort over the past several months. Staff from the Board provided invaluable input and assistance throughout the EDC process.

The consultant would also like to thank Overland LLP, legal counsel for the Board, and MPR Advisors Inc., the appraisal firm responsible for the site valuations.



Executive Summary



Executive Summary

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. In order to enact their by-law, the Board must follow certain processes and guidelines as required by provincial legislation. This background study fulfills certain requirements while providing the background necessary to understand and determine the education development charge.

The general authority for school boards to impose EDCs is provided by Division E of Part IX of 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 EDC Guidelines to assist boards with the EDC process.

The jurisdiction of the Board consists of the City of Windsor, the Township of Pelee and the County of Essex including the municipalities of Amherstburg, Kingsville, Lakeshore, LaSalle, Leamington, Tecumseh and the administrative seat, Essex. For the purposes of calculating EDC's, the Board's jurisdiction is divided into two regions and each region must have a separate EDC by-law as per S.257.57 of the *Education Act*. The first region is based on the boundary of the City of Windsor and the second region is based on the boundary of the County of Essex and the Township of Pelee.

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

- Demonstrate that their elementary or secondary enrolment on a jurisdiction-wide basis is greater than the elementary or secondary Ministry approved On The Ground 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; and
- Receive written Ministry approval of the projected number of students and school sites.

GECD SB is able to enact a new by-law on the basis of:

- **Reserve Fund Qualification** – The Board has a deficit in the EDC reserve fund and outstanding financial obligations in each of its EDC regions.



The Board intends to hold statutory public meetings to inform the public as to the new proposed EDC by-law. The Board will hold such meetings on April 2nd, 2019 at the Board's main office as part of their regularly scheduled Board meetings and will consider passage of the EDC bylaws at an additional Board meeting. Further details are provided in the Board public meeting notice contained in 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 as well as determining the final quantum of the residential charge. The residential forecasts used in this analysis are consistent with the most recent and available area forecasts that were available at the time of study preparation. The number of net new units projected in the jurisdiction for the 15 years in the EDC analysis totals 16,820, with 5,627 in the City of Windsor portion and 11,193 in the County of Essex/Township of Pelee portion.

The number of growth-related pupils is based on the aforementioned residential forecast and pupil yields 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 15-year growth projection analysis projects a total of 1,660 elementary net growth-related pupils and 524 secondary net growth-related pupils for the GECDsB. 737 elementary and 325 secondary net growth-related pupils are expected in the City of Windsor portion and 923 elementary and 199 secondary net-growth related pupils in the County of Essex/Township of Pelee portion.

Once the net growth-related pupil place requirements have been determined, it is necessary for the Board to decide the number of new schools that will be built to accommodate that need. The EDC legislation provides a table which relates pupil place requirements to school site sizes. The table, as well as a description and methodology, are 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 projects that the GECDSB will require 4 new elementary sites – 2 in the City of Windsor portion (i.e. Massey Family of Schools and Tecumseh Windsor Portion/South Sandwich Area) and, 2 in the County of Essex/Township of Pelee portion (i.e. Belle River DHS Family of Schools and Sandwich Family of Schools). In addition, the Board will require 2 new secondary sites – 1 in the City of Windsor portion (i.e. City of Windsor – Vincent Massey Secondary School) and 1 in the County of Essex/Township of Pelee portion (i.e. West Essex – Sandwich SS). A detailed summary of the site requirements can be found in each region’s Form G in Appendix A.

One of the final steps of the EDC process involves translating the land requirements to actual land costs. Estimated appraised values for new school sites are based on appraisals completed by the firm of MPR Advisors Inc. The per acre appraised values ranged from \$220,000 to \$400,000 for the sites. Similar to many areas in Ontario, the cost to acquire land has been increasing in the region. Land acquisition costs are escalated to the time of site purchase at a rate of 5% per year.

The costs to prepare and develop a school site for school construction are also EDC eligible costs. The assumed site preparation costs are based on historical data provided by the Boards. A site preparation cost of \$101,921 per acre has been assumed for the GECDSB in this study. Site preparation costs are escalated to the time of site purchase at a rate of 1.6% per year.

The total land costs (acquisition and servicing costs) as well as study costs must be included by the Board to determine the final net education land costs. The GECDSB’s total net education land costs are estimated to be **\$15,822,800** on a Board-wide basis; the City of Windsor accounts for \$8,190,095 and the County of Essex/Township of Pelee accounts for \$7,632,705.

On the basis of the aforementioned net education land costs and net new unit forecasts, the analysis resulted in a proposed EDC rate of **\$1,455 per dwelling unit** for the GECDSB’s residential charge in the City of Windsor portion. The proposed EDC rate for the GECDSB’s residential charge in the County of Essex/Township of Pelee portion is **\$682 per dwelling unit**. The charges contained herein are based on a uniform rate for all types of development, with 100% residential allocation and applicable jurisdiction-wide charge for each previously mentioned portion of the Board’s jurisdiction (i.e. City of Windsor and 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. In order to qualify for education development charges, it is necessary for school boards to meet certain “triggers.”

School boards no longer have the ability to 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. Education development charges are meant to fund the acquisition and development of growth-related school sites outside this grant envelope. Education development charges are based on a formulaic approach which 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 20/98, as amended, provides guidelines and requirements on the qualification process for a school board, as well as 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 in the by-law’s area.

In order for a school board to qualify to implement EDCs, there are two triggers that can be met. First, the Board’s total projected enrolment for the 5-year period following expected by-law passage must exceed the Board’s Ministry rated On-The-Ground capacity on *either* the elementary or the secondary panel.

The second qualification trigger deals with unmet financial obligations with regard to 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 by-laws for the imposition of education development charges” if there is residential land in the jurisdiction of a board that would increase education land costs.

School boards are responsible for providing school sites and can do so through such limited revenue sources 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 education development charges – thus making EDCs an important 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-laws in the City of Windsor and County of Essex/Township of Pelee. The Board’s current in-force by-laws came into effect on May 11 of 2014 and are based on 100% recovery of costs from residential development. The current EDC residential rate is \$305 for both portions of the charge (i.e. City of Windsor and County of Essex/Township of Pelee).

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

School Board	In-force Date	% Residential/ Non-residential	Area of By-law	Charge (\$/Dwelling Unit)
GECDSB	May 11, 2014	100%(Res) - 0%(Non-res)	City of Windsor	\$305
GECDSB	May 11, 2014	100%(Res) - 0%(Non-res)	County of Essex/Township of Pelee	\$305

EDC Policy Review

It should be noted that 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 policy review report as well as a public meeting to review the policies in a public forum.

Section 257.60 sub-section (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.”

Sub-section (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 education development charge by-law may apply to the entire area of the jurisdiction of a board or only part of it. In addition, an education development charge 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.” As mentioned earlier in this report, the GECDsB’s jurisdiction has been divided into two regions within the legislation for the purpose of calculating the EDC and as such there are two separate calculations, one for each region, presented in this report.

Finally, “education development charges collected under an education development charge by-law that applies to land in a District shall not, except with the prior written approval of the Minister, be used in relation to land that is outside that District” and “money from an EDC reserve fund established under section 16(1) of O.Reg. 20/98 may be used only for growth-related net education land costs attributed to or resulting from development in the area to which the EDC by-law applies.” In the case of the GECDsB, they have received certain permissions from the Minister in past by-laws to collect charges from both the City and the County to pay for particular sites.

EDC background studies should clearly outline the areas that will be covered by EDC by-laws. Four maps have been included on the following pages outlining the Board’s



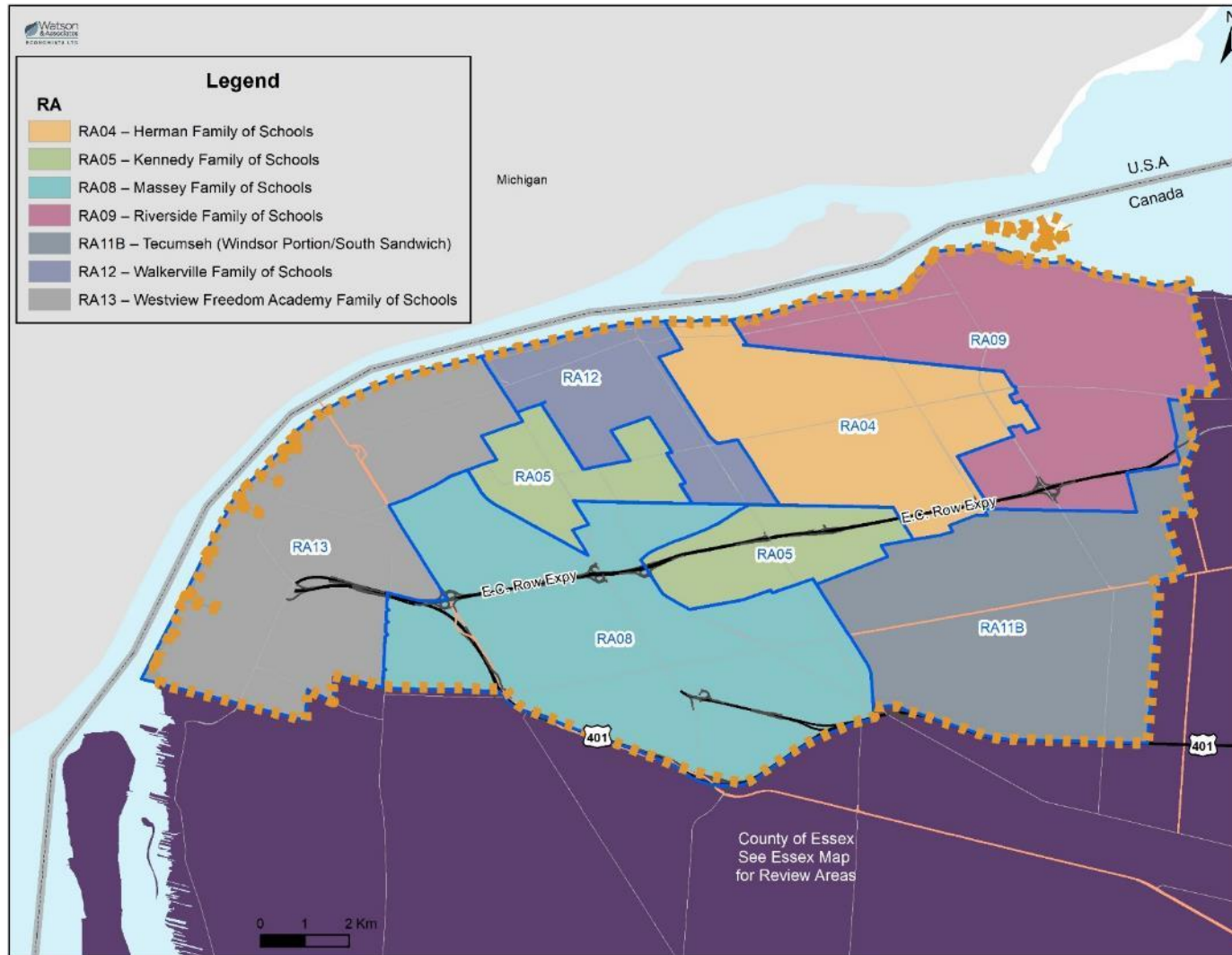
jurisdiction (i.e. City of Windsor, County of Essex and Township of Pelee) and the two separate regions used for calculating the EDC that show the area to which the EDC by-law will apply as well as the review areas for the Board by panel.

1.4 EDC Review Areas

The EDC methodology allows school boards to examine growth-related needs on a jurisdiction-wide basis – that is, treat the whole EDC area as one review area – or to examine them on a sub-area basis or review areas. Review areas are artificial constructs intended to divide the Board’s jurisdiction into sub-areas in order 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 man-made barriers such as major thoroughfares. The Ministry of Education’s EDC Guidelines recommend that review areas are consistent with school board review areas used for capital planning purposes and that they also maintain consistency with review areas of subsequent EDC by-laws.

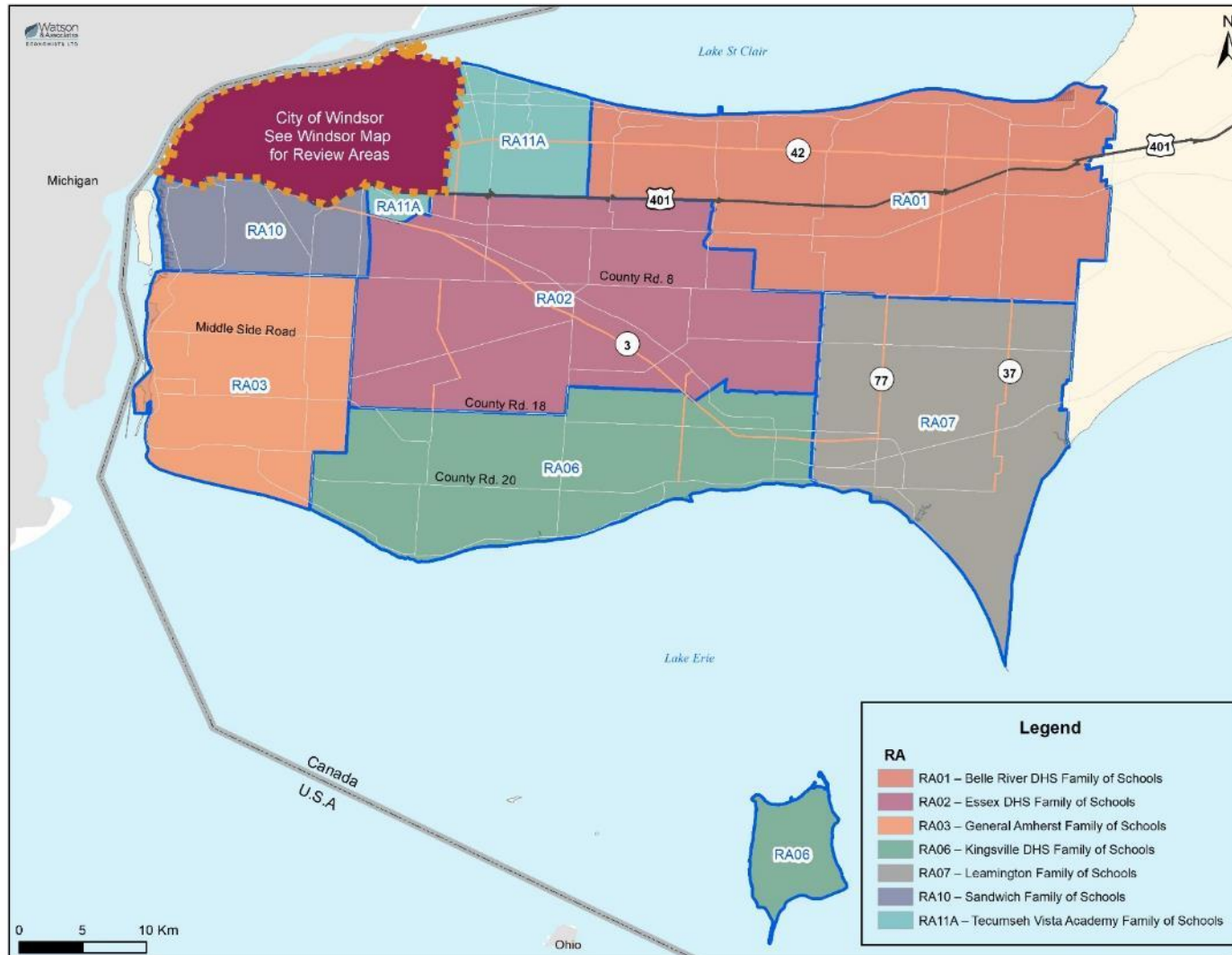


GECDSB EDC (2019) – Elementary Review Areas (City of Windsor)



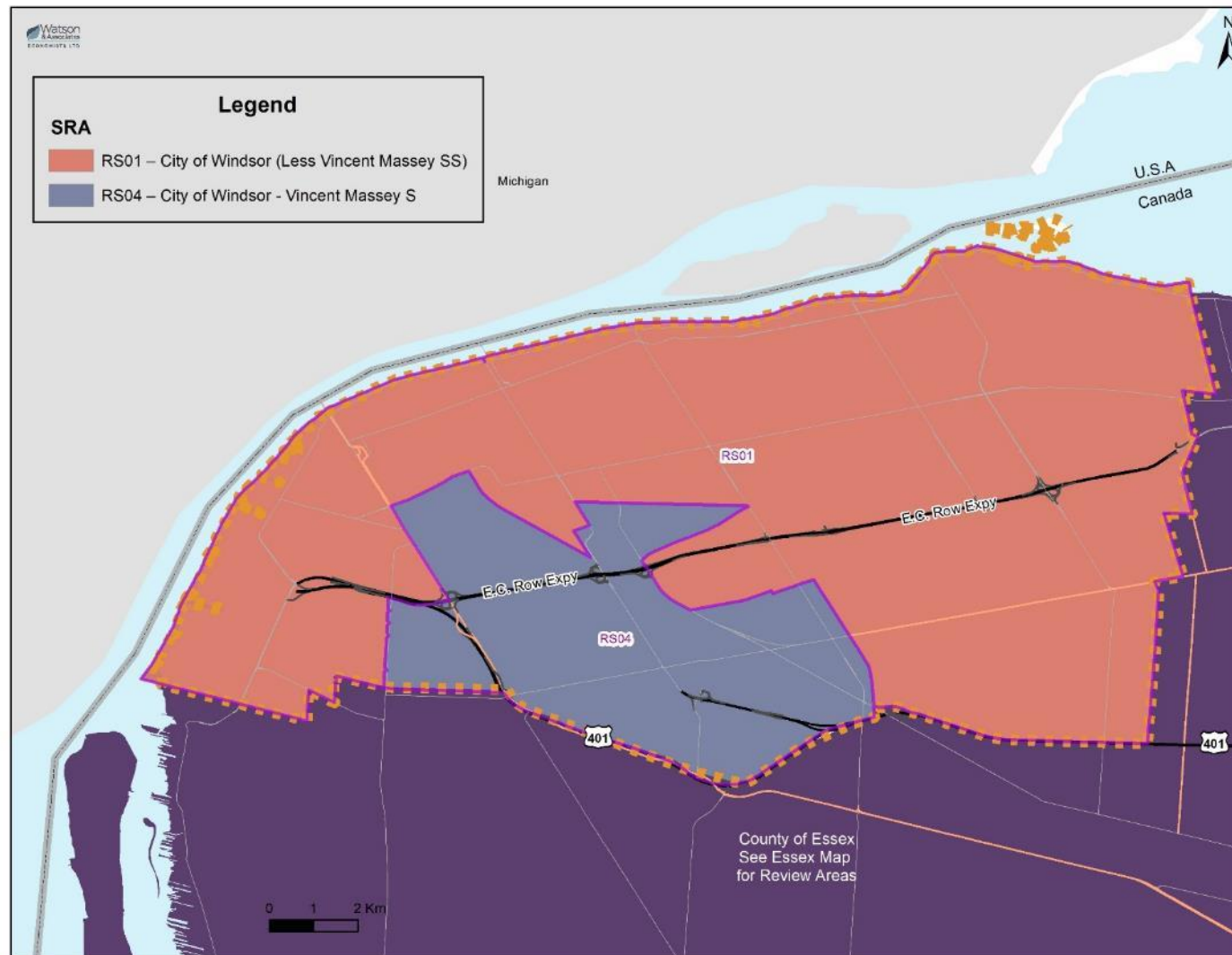


GECD SB EDC (2019) – Elementary Review Areas (County of Essex/Township of Pelee)



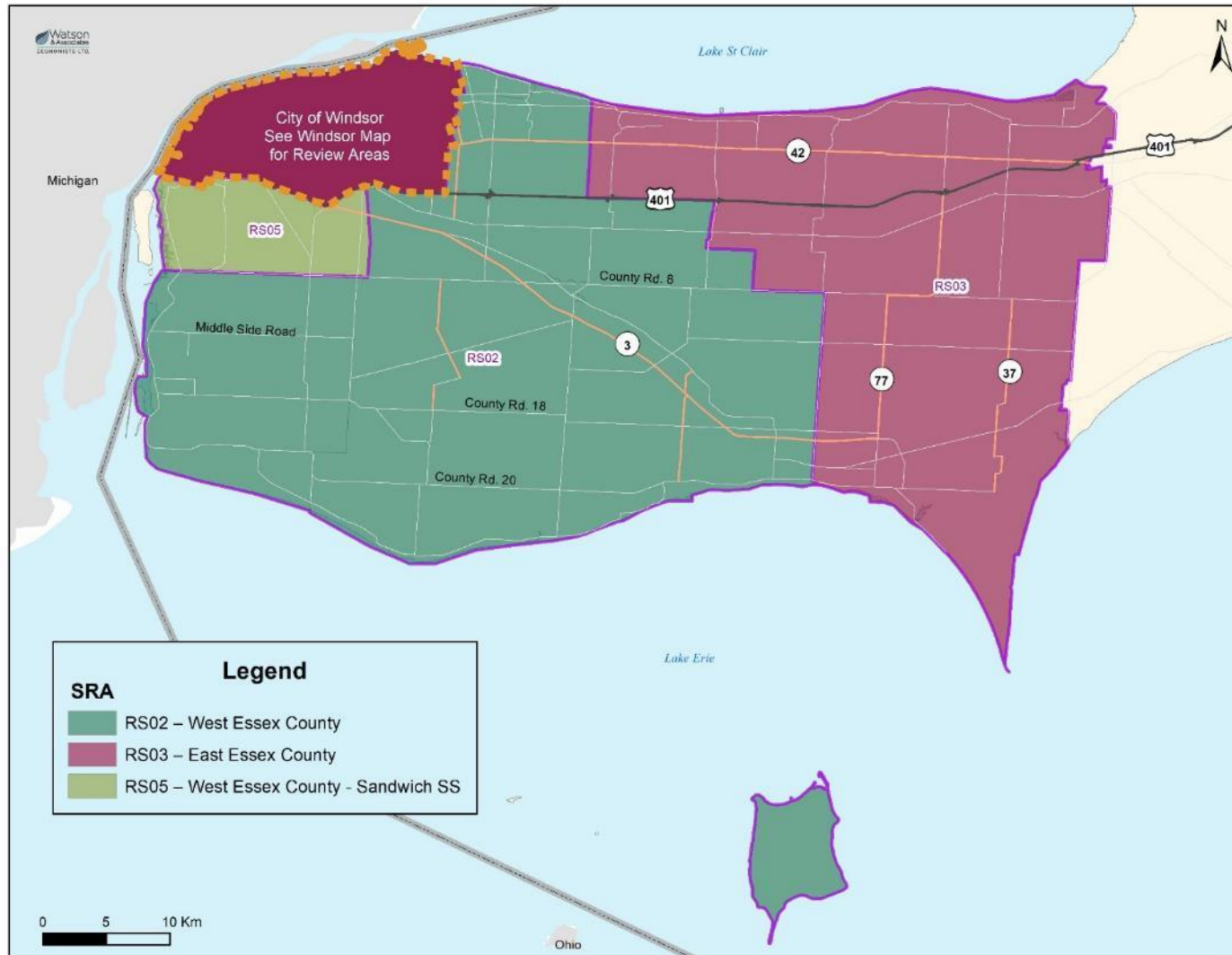


GECD SB EDC (2019) – Secondary Review Areas (City of Windsor)





GECD SB EDC (2019) – Secondary Review Areas (County of Essex/Township of Pelee)





The GECDSB's review areas used in this background study are somewhat consistent with the Board's review areas used in their long-term accommodation studies. For the purpose of calculating an EDC, the GECDSB has used a total of **14** elementary review areas and **5** secondary review areas. There are **7** elementary review areas and **2** secondary review areas are in the City of Windsor portion and **7** elementary review areas and **3** secondary review areas are in the County of Essex/Township of Pelee portion.

Elementary Review Areas

City of Windsor:

RA04 – Herman Family of Schools

RA05 – Kennedy Family of Schools

RA08 – Massey Family of Schools

RA09 – Riverside Family of Schools

RA11B – Tecumseh (Windsor Portion/South Sandwich)

RA12 – Walkerville Family of Schools

RA13 – Westview Freedom Academy Family of Schools

County of Essex/Township of Pelee:

RA01 – Belle River DHS Family of Schools

RA02 – Essex DHS Family of Schools

RA03 – General Amherst Family of Schools

RA06 – Kingsville DHS Family of Schools

RA07 – Leamington Family of Schools

RA10 – Sandwich Family of Schools



RA11A – Tecumseh Vista Academy Family of Schools

Secondary Review Areas

City of Windsor:

RS01 – City of Windsor (Less Vincent Massey SS)

RS04 – City of Windsor - Vincent Massey SS

County of Essex/Township of Pelee:

RS02 – West Essex County (Less Sandwich SS, includes Kingsville DHS, General Amherst HS & Essex DHS)

RS03 – East Essex County (Includes Leamington DSS & Belle River DHS)

RS05 – West Essex County - Sandwich SS

The EDC calculation on a review area basis assumes that the total OTG capacity of all existing permanent accommodation within the review area is considered to be the total available capacity for instructional purposes and is required to meet the needs of the existing community. Determining board needs on a review area basis is premised on:

- Available space is determined by subtracting the Year 15 existing community enrolment number from the current OTG capacity figure. For the purposes of this analysis, the OTG capacity was adjusted to account for changes to classroom loading figures to incorporate loading for full-day kindergarten;
- Pupils that are generated from new development must fill any available surplus OTG capacity first; and
- 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 through education development charges.

The review area approach to calculating an EDC has been undertaken by the Board as it is consistent with the way in which future capital construction needs will be assessed 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 education development charge 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 5 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 Ontario Regulation 20/98 sets out the conditions that must be satisfied in order for a board to pass an education development charge by-law:

- The Minister has approved the board's estimates of the total number of elementary and secondary pupils over each of the fifteen 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 education development charge 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 area to which the board proposes the EDC by-law is enforced and charges are imposed, is the same area that was subject to the EDC charge by-law in force on August 31, 2018; and
- The board provides any information regarding the calculation of the education development charge if requested by the Minister upon the review of the background study.



2.2 The Background Study

An education development charge 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, as well as O.Reg. 20/98 section 9 (1) and (2) set out the following information that must be included in an EDC background study:

Section 9 (1):

- Estimates of the anticipated amount, type and location of new dwelling units for each year of the fifteen-year forecast period in the area in which the charge is to be imposed;
- The number of projected new pupil places as a result 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;

Section 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 two public meetings. The purpose of the public meetings are to review the existing EDC policies of the Board and to also 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 with regard to the proposed by-law. The Board is holding an additional public meeting is to consider passage of the new by-law.

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

- To every owner of land in the area to which the proposed by-law would apply by personal service, fax or mail; and
- By publication in a newspaper that is, in the secretary of the school 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 necessary in order to fulfil the requirements of the policy review process. It should be noted that this policy review meeting can be addressed by the board during its first EDC public meeting.



The Board intends to hold public meetings to inform the public as to the new proposed EDC by-law. The Board will hold such meetings on April 2, 2019. In addition, the Board will consider passage of the bylaw at a meeting on April 16, 2019. All meetings will take place at the Board's main office prior to their regularly scheduled Board meeting. Both meetings will start at 7:00PM. Detailed notices will be issued in advance of the meetings as per legislative requirements. A copy of the notice has been included on the following page.



**GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
NOTICE OF PUBLIC MEETINGS
REGARDING EDUCATION DEVELOPMENT CHARGES**



Jessica Sartori
Chairperson of the Board

Erin Kelly
Secretary to the Board
and Director of Education

WHAT:

The Greater Essex County District School Board (the "Board") is proposing to enact Education Development Charge (the "EDC") By-laws that cover the Board's jurisdiction (City of Windsor, the low-tier member municipalities of the County of Essex and Township of Pelee), for the continued collection of EDC fees in accordance with Division E of Part IX of the *Education Act* (the "Act").

A school board can impose EDCs, through the passage of EDC By-laws, against land in its jurisdiction undergoing residential development, if such development would increase education land costs (acquiring new school sites and site preparation costs, as per the Act).

PUBLIC MEETINGS:

The public meetings, pursuant to Section 257.60 of the Act (the "First Public Meeting") to consider EDC policies of the Board and Section 257.63 of the Act (the "Second Public Meeting") to consider the continued imposition of EDCs through successor by-laws, will be held at the following Board Meeting:

Date:	Tuesday, April 2, 2019
First Public Meeting Time:	7:00 p.m.
Second Public Meeting Time:	7:00 p.m., immediately following the First Public Meeting
Location:	Greater Essex County District School Board Board Room (2nd Floor) 451 Park Street West, Windsor, Ontario

The purpose of the 2 public meetings is to review the current EDC policies of the Board, consider the continued imposition of EDCs through successor by-laws, inform the public generally about the Board's EDC proposal, and to solicit public input. Individuals may speak to the EDC policies and/or the EDC Successor By-laws. There are no decisions made at this above-noted Board Meeting.

CONTRIBUTING YOUR OPINION:

Any person may attend these public meetings and make written or verbal comments regarding this proposal. Information from the public will help the Board in its decision making process. All comments will require your name, civic address, municipality, phone number and email to form part of the public record, in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*.

All written comments received by Monday, April 1, 2019, will be shared with the Board's Trustees and Administration, prior to the public meetings and will be summarized accordingly. Additional written comments can be submitted to the Board after the public meetings, but it is encouraged that all written comments be submitted by 5:00 p.m. on Thursday, April 4, 2019, in order to finalize the public consultation process for EDCs.

Any person that comments will receive the Notice of Passing of the Board. It is anticipated that the Board will be passing the EDC by-laws at the Board Meeting on Tuesday, April 16, 2019. This Board Meeting is a meeting open to the public for any person to attend. Any person can request to speak at this Board Meeting through the Director's Office, at 519-255-3200 extension 10259, by filing for one of the following:

- Delegation (limited to 10 minutes at the meeting) by 12 p.m. on Monday, April 15, 2019; OR
- Speaker (limited to 5 minutes at the meeting) by 8:45 p.m. on Tuesday, April 16, 2019.

Additional details of the procedural process, Director's Office contact information and Board Meeting Agenda packages (released the Friday before the Board Meeting at 2:00 p.m.) can be found on the Board's Website at: <https://www.publicboard.ca/Board/Meetings/Pages/default.aspx>

ADDITIONAL INFORMATION:

Additional information on EDCs is available during regular office hours at the Board Office and website at: <https://www.publicboard.ca/Board/Budget-Finance/Pages/Education-Development-Charges.aspx>

Please note that the EDC Policy Review Report, EDC Background Study and proposed by-laws will be available to the public on or before Tuesday, March 19, 2019. Please direct questions and written comments on the EDC project to the following:

Bryan Pearce, HBA, CPT, MCIP, RPP
Board Planner
Greater Essex County District School Board
451 Park Street West, P.O. Box 210, Windsor, ON N9A 6K1
Phone: 519-255-3200 x10308
Email: bryan.pearce@publicboard.ca

Dated this 13th day of March, 2019.



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 to bring to light any potential issues, etc. It is essential that stakeholders are part of the process and that the discussions remain transparent at all times to help ensure smooth passage of the EDC by-law.

The GECDSB will work closely with stakeholders and ensure they are provided with appropriate materials and have opportunities to provide feedback. This ensures consistency in the 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. Stakeholders were made aware of the Board's EDC process as well as certain study assumptions by way of Board correspondence. Engagement resulted in a lack of interest in additional consultation above and beyond the statutory public consultation process.

2.4 Exemptions, Expiration, Collection

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 which has been destroyed. A non-residential development that includes the enlargement of existing industrial space, up to 50% of the gross floor area 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. 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 as long as the term of the by-law does not exceed 5 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 co-terminous 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 boards at the time a building permit is issued. The funds are deposited into an EDC reserve fund by the Board. The municipality, under the legislation, cannot issue a building permit if the education development charge 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 boards 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 boards; however, municipalities are allowed to retain any interest earned on the monthly EDC balances.

2.5 Appeals and Amendments

Appeals

The education development charge 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 an appeal of an 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 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 Local Planning Appeal Tribunal (LPAT) formerly known 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 LPAT 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 LPAT 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 LPAT 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 s. 257.70 (2) of the Act,

A board may not amend an education development charge by-law so as to do 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 first qualify by meeting certain criteria in order to be eligible to impose EDCs. The first criterion deals with the board's average projected enrolment compared to its OTG capacity. The second criterion, available only to school boards who have an existing in-force by-law, deals with outstanding EDC financial obligations.

Capacity Trigger

If a school board's average elementary or secondary enrolment on a jurisdiction-wide basis over the 5 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 a board's projected average daily enrolment over the proposed 5-year term of the EDC by-law (2019 to 2024), as compared to its OTG capacity on both the elementary and secondary panels.

The OTG capacity for the EDC is typically based on the Ministry-approved permanent capacity according to the School Facilities Inventory 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 the school will be used for after the transfer is complete. The boards must have a passed 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 (i.e. special education, adult education, outdoor education facilities) 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; and
- Any schools that have been closed (in accordance with the Boards’ 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 Board has determined a permanent capacity of 27,107 on the elementary panel and 15,255 on the secondary panel.

GECDSD does not meet the capacity trigger on either panel. The average projected enrolment from 2019/20 to 2023/24 is 24,465 on the elementary panel, compared with a permanent capacity of **27,107** – resulting in 2,642 surplus spaces. On the secondary panel, the average project enrolment is 12,346, compared with a permanent capacity of 15,255 – resulting in 2,909 surplus spaces.

Form A from the EDC Ministry Submission for the Board can be found on the following page.



Greater Essex County District School Board – Form A

Education Development Charges Submission 2019

Form A - Eligibility to Impose an EDC

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 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Average Projected Enrolment Over Five Years	
27,107.0	24,684	24,678	24,482	24,309	24,174	24,465	-2,642

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Average Projected Enrolment less Capacity
	Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Average Projected Enrolment Over Five Years	
15,255.0	11,915	12,175	12,367	12,636	12,637	12,346	-2,909



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 12th, 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:

- 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; and
- A repayment schedule outlining the elimination of the EDC financial obligation.

An outstanding EDC financial obligation exists if the adjusted outstanding principal as per Appendix D of the Board's financial statements (plus any adjustments made), is greater than the adjusted EDC reserve fund balance from Appendix D (including adjustments).

The GECDSB's EDC reserve funds for both by-laws are estimated to have outstanding EDC Financial Obligations of \$22,163 in the City of Windsor and \$1,291,286 in the County of Essex/Township of Pelee. This means that the reserve funds are currently in a deficit position and qualify the Board to pursue additional by-laws in the City of Windsor and the County of Essex/Township of Pelee.



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 and County forecasts that were available at the time of study. 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/Non-residential Space

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

The forecast is set out by varying types/densities of development for two reasons. The first is that different types of developments produce school-aged children in different ways. 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. The Board has the ability to charge a uniform EDC rate across all types of development – meaning that the EDC is one rate for a single-family home or an apartment – or it can choose to charge separate rates depending on the type or density of development.

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



In addition to a housing forecast, projections of new non-residential space must also be provided in the EDC study to allow for the calculation of the non-residential component of the charge.

A forecast of new non-residential space estimated to be built in the by-law area must be provided for each of the fifteen years following by-law inception. The non-residential forecast can be estimated in two ways: by gross floor area of non-residential space; or by the estimated declared value of future non-residential construction. As with the residential component, there are certain statutory exemptions which must be factored into the non-residential forecast to ensure that exempt space is excluded. These exemptions are discussed earlier in the report.

Existing Community Projections and Projections of New Pupils

The enrolment projections required in order 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 fifteen 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 developments 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.

3.3 Site Needs

The final “planning” or “forecasting” step in the EDC process is determining the Board’s site needs, specifically the number, location and size of sites for new growth-related schools within the Board. 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 below.

While 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.

Elementary Schools	
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



Secondary Schools	
Number of Pupils	Maximum Area (acres)
1 to 1000	12
1001 to 1100	13
1101 to 1200	14
1201 to 1300	15
1301 to 1400	16
1401 to 1500	17
1501 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.

3.4 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 as well as 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.



Appraised land values for new sites have been determined by qualified appraisers and the methodologies used, as well as 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 are:

- Interest and borrowing costs related to site acquisition;
- Land escalation costs;
- Costs related to the preparation and distribution of EDC background studies; and
- Costs related to studies of land being considered for acquisition (environmental assessments).

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-law will apply, is considered as an outstanding financial obligation and can be added to the total net education land costs. It should be noted that if a board has a positive balance in the EDC reserve fund, 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*.

3.5 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. The Board can impose an EDC 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. 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*.

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 fifteen 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 gross floor area, then the total non-residential growth-related net education land costs are divided by the estimated gross floor area 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 on the basis of different unit types producing different amounts of pupils. The Board may choose to define developments as they wish (i.e. low density, high density, condos, apartments, single family, etc.) but are encouraged to stay as consistent as possible with categories used by the local municipalities impacted by the by-law.

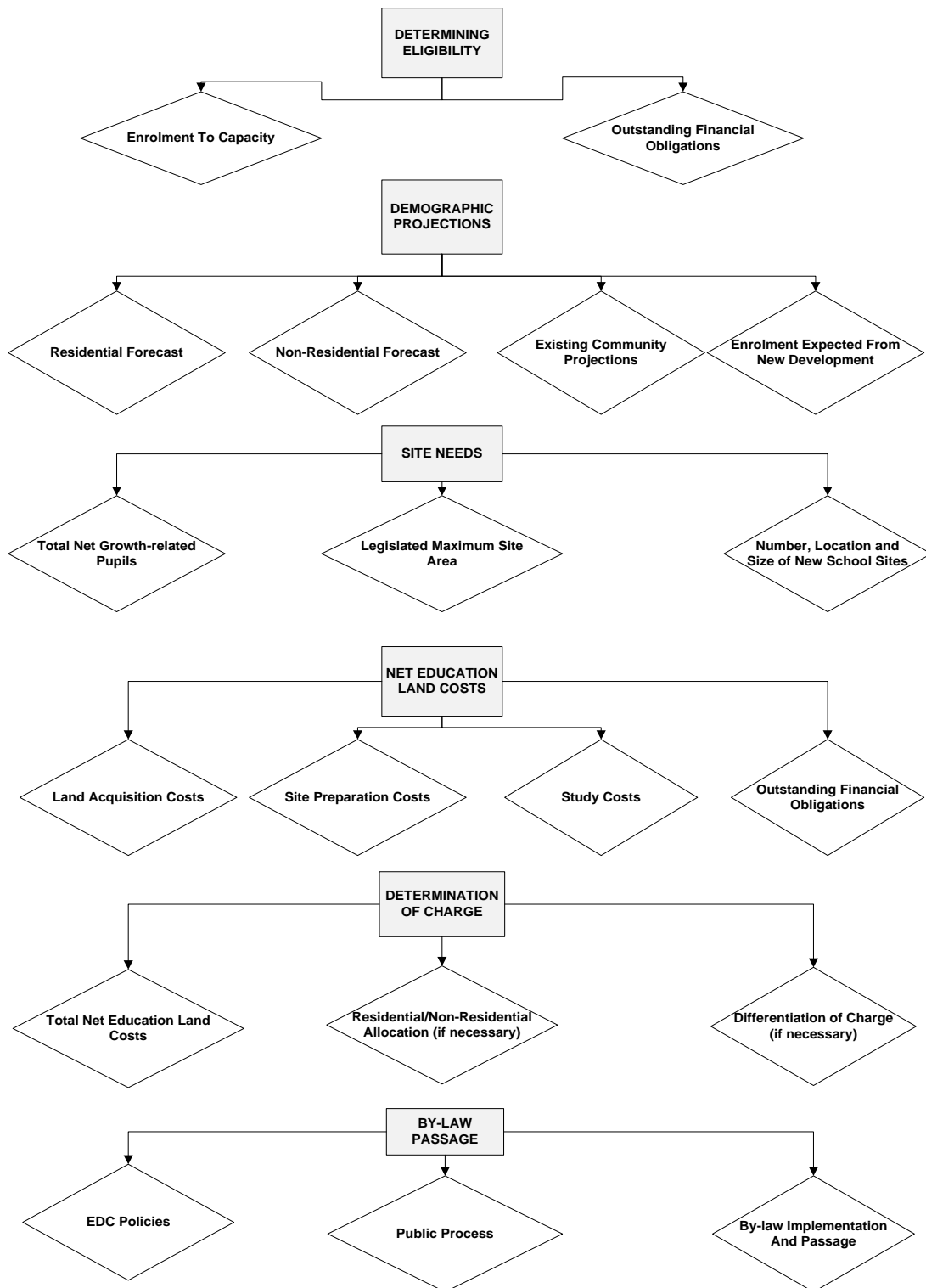


A distribution factor is determined by the distribution of growth-related pupils amongst the various unit types defined by the Board. For example, if 100 students were from low density developments, 50 from medium density and 10 from high density, the distribution factors would be 62.5% for low (100/160), 31.25% for medium and 6.25% for high. 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 mentioned earlier in the 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.

4.1 The Residential Growth Forecast

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 get 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 (apartments) density allocations as well as seasonal dwellings. O.Reg. 20/98 s.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, such as singles, townhomes and apartments, as well as developments that cater to specific lifestyles or age groups (retirement residences). The new *Places to Grow* initiative by the provincial government mandates 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 the recent downturn in the economy 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 mainly derived from recently completed Municipal Development Charge (DC) Background Studies and Amendments (e.g. City of Windsor DC, City of Windsor South Sandwich Planning District DC Amendment), local planning studies (e.g. Official Plan Amendment, County 42 Secondary Plan) that incorporate regional residential targets (e.g. The Foundation Report: Essex County Official Plan Review). This ensures consistency with local and upper tier governments and other agencies. The forecast information may be supplanted with other relevant data garnered from historical building permit issuance, small area development plans and prior conversations/meetings with local planning departments.

According to information from municipal building permit data, the City of Windsor, the County of Essex and the Township of Pelee have averaged approximately 1,044 new permits for residential construction since 2010. Residential building activity in the Board's jurisdiction has generally increased since 2010, with permit activity reaching 1,550 in 2016 – which is approximately double the number of building permits issued in 2010.

County of Essex Historical Building Permit Issuance Trends

Year	Area	Total
2010	COUNTY OF ESSEX (including City of Windsor/Township of Pelee)	790
2011	COUNTY OF ESSEX (including City of Windsor/Township of Pelee)	807
2012	COUNTY OF ESSEX (including City of Windsor/Township of Pelee)	867
2013	COUNTY OF ESSEX (including City of Windsor/Township of Pelee)	895
2014	COUNTY OF ESSEX (including City of Windsor/Township of Pelee)	942
2015	COUNTY OF ESSEX (including City of Windsor/Township of Pelee)	1,455
2016	COUNTY OF ESSEX (including City of Windsor/Township of Pelee)	1,550
Average		1,044



The growth forecast is based on some changes in terms of how and where growth will occur in the future. The Municipal/County forecasts project fairly sustained growth over the next few decades with an average of approximately 1,144 new dwelling units per year from 2019/20 to 2033/34 (15-year EDC forecast term).

COUNTY OF ESSEX & CITY OF WINDSOR		
2019/20 to 2033/34		
	# Of Units	% By Density
Low (Single/Semi)	12,327	72%
Medium (Townhouses)	2,893	17%
High (Apartments)	1,944	11%
Total	17,163	100%

The final growth forecast for the County of Essex/Township of Pelee EDC by-law for GECDSB is based on the aforementioned data and totals **17,163** new units that are forecast to be built over the next 15 years. Of these new units, 72% are estimated to be low density, 17% medium density, and 14% high density. Comparatively, the historical building permit data (Statistics Canada) from 2010 to 2016, indicates approximately 80% of all permits were for low density type units (singles/semis), 12% for medium density and 8% for high density. While the forecast averages **1,144** units for the 15-year EDC term, it is expected that the first 5 years of the forecast will average 1,211 units per year. Between Years 5 and 10, the forecast is expected to average 1,175 and between Years 10 and 15, the forecast is expected to average 1,041.

As mentioned previously, there is a residential statutory EDC exemption dealing with intensification of residential units. In order to account for the intensification EDC exemption, 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 – for example, transforming existing single-family homes into duplex/apartment-type units. The overall forecast was reduced by approximately 2% to estimate the number of exempt units and resulted in a projection of **16,820** net new units. Approximately 33% of these units or **5,627** are



expected to be built in the City of Windsor portion. The remaining 67% or **11,193 units** are expected to be built in the County of Essex/Township of Pelee portion.

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 examine 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 and, thus, it is necessary to examine enrolment projections utilizing the two separate components.

Enrolment projections have been prepared for each review area in the Board's jurisdiction. 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 students that are currently in a holding situation at 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 (i.e. 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 projections: 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 suitable for short-term projections but should be combined with other methodologies for longer term projections. 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 strong demographic background data and historical Board enrolment to produce the enrolment forecasts 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.

Demographic Background

A demographic profile is compiled for each review area within the Board's jurisdiction using data from the 2001, 2006, 2011 and 2016 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 assist in providing perspective and direction when determining future assumptions for the projections.

The table below depicts the demographic trends for the County of Essex, Township of Pelee and the City of Windsor, for the 2006, 2011 and 2016 census periods. The total population in the jurisdiction declined by 1.3% between 2006 and 2011. In comparison, population counts grew 5.7% in Ontario and 5.9% Canada-wide over that same time period. Between 2011 and 2016, the population in the Board's jurisdiction grew by almost 3%, which was still below the provincial and national rates for this same time period, which were 4.6% and 5%, respectively. More importantly, from a school board perspective, was the decrease in the elementary school-aged (4-13 years) population which declined by more than 8.4% from 2006 to 2011 and by an additional 2.4% between 2011 and 2016 – an absolute loss of 5,415 people between 2006 and 2016. Comparably, the secondary school-aged (14-18) population experienced a slight decrease of approximately 0.2% from 2006 to 2011, followed by a drop of more than 6.9% between 2011 and 2016 – an absolute loss of 1,895 people between 2006 and 2016.

In addition to the elementary and secondary-aged population, the pre-school-aged population and the population of females aged 25-44 were also examined for both the 2006/11 and 2011/16 time periods. These two groups are important because they are



excellent indicators of what is expected to happen in the school aged population in the short to mid-term. The pre-school population is the cohort that will be entering the school system in the next few years.

Females between 25 and 44 years of age are the group of women that are said to be in their prime child-bearing years and examining this population can provide input to future births/school-aged children. In the Board's jurisdiction, the pre-school population and population of females aged 25-44 decreased by more than 10.1% and 11.4%, respectively for the 2006/11-time period. Between 2011 and 2016, the pre-school population decreased by an additional 4.9%, while females aged 25-44 population dropped by approximately 3.6%.

GECD SB Total Jurisdiction - Demographic Trends 2006, 2011, 2016

Population Data	2006 Census	Share of Total	2011 Census	Share of Total	2016 Census	Share of Total
Total Population	393,520		388,465		398,975	
Pre-School Population (0-3)	18,540	4.7%	16,670	4.3%	15,855	4.0%
Elementary School Population (4-13)	51,085	13.0%	46,780	12.0%	45,670	11.4%
Secondary School Population (14-18)	26,870	6.8%	26,815	6.9%	24,975	6.3%
Population Over 18 Years of Age	297,025	75.5%	298,200	76.8%	312,475	78.3%
	-		-		-	
<i>Females Aged 25-44</i>	56,190	14.3%	49,765	12.8%	47,960	12.0%



Population Data	2006-2011			2011-2016		
	Absolute Change	% Change	Share Change	Absolute Change	% Change	Share Change
Total Population	-5,055	-1.3%		10,510	2.7%	
Pre-School Population (0-3)	-1,870	-10.1%	-0.4%	-815	-4.9%	-0.3%
Elementary School Population (4-13)	-4,305	-8.4%	-0.9%	-1,110	-2.4%	-0.6%
Secondary School Population (14-18)	-55	-0.2%	0.1%	-1,840	-6.9%	-0.6%
Population Over 18 Years of Age	1,175	0.4%	1.3%	14,275	4.8%	1.6%
<i>Females Aged 25-44</i>	-6,425	-11.4%	-1.5%	-1,805	-3.6%	-0.8%

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 that attend elementary schools;
- Secondary (14-18) – represents the predominant age structure of the students that attend secondary schools; and
- Adult (18+) – reflects the segment of the population that does not attend elementary or secondary school.
- Females (25-44) – Group of women said to be in prime child bearing years. Can be an indicator of future births.

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 (the Junior Kindergarten (JK) grade). Much of the overall projection relies on the assumptions made with regard to pupils entering the system. To develop forecasts for the JK grade, a review of historical births, pre-school (0-3 years old) population and historical JK enrolment is undertaken. The participation rates of the Board's JK grade enrolment of the 4-year old population are examined from one Census period to the next to determine future participation ratios.



In addition, a population forecast of the pre-school and school aged population (0-18 years) by single year of age is prepared for the study area. This forecast is based on the population trends of the 2001, 2006, 2011 and 2016 Census periods, as well as other relevant demographic trends of the area. Recent fertility and death rates are applied to the 2016 Census population and the population is 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 and 2016 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 4.1 depicts an **example** of JK/Elementary participation rates between 2006 and 2016 for one review area in the Board’s jurisdiction.



Table 4.1: An Example of Junior Kindergarten/Elementary Participation Rates (2006 – 2016)

Single Year of Age	2006	2011	2016
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 Kindergarten students to JK students is often higher in the more rural areas and an indication that more students routinely enter the Senior Kindergarten (SK) grade than would be expected, given the JK count from the previous year. Programs, such as



French Immersion, etc., can also have a significant impact on grade to grade retention. Table 4.2 provides an example of retention rate calculations based on historical enrolment.

Table 4.2: Retention Rate Example

				Historical					
				2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017
Years			Grade	2012	2013	2014	2015	2016	2017
5	4	2	JK	1484	1562	1539	1559	1605	1730
111%	112%	110%	SK	1720	1611	1745	1750	1696	1797
110%	111%	112%	1	1613	1859	1787	1919	1929	1915
104%	103%	102%	2	1847	1682	1949	1866	1947	1994
104%	104%	104%	3	1982	1911	1765	2016	1934	2047
103%	103%	103%	4	1971	2004	1953	1846	2067	1990
103%	103%	103%	5	2119	2058	2082	2011	1895	2128
102%	102%	103%	6	2151	2145	2093	2123	2051	1953
101%	101%	102%	7	2184	2144	2174	2114	2148	2093
101%	102%	102%	8	2120	2210	2194	2178	2145	2193

Historical enrolment trends, overall participation rates/enrolment share, as well as 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 in light of 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 or Grade 9 grade for the secondary panel involves the concept of open access. In Ontario, students are permitted to attend the secondary school of their choice, regardless of religious requirements, 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 which was 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 4-year program in 5 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 3-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 such as how the change in enrolments compare with the changes in the school aged populations of the same area, how different sized grade cohorts are moving through the system and how enrolment has changed in light of 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 for the GECDSB’s total jurisdiction based on 2016/17 enrolment is 1.09; in 2006/07, however, the ration of senior to junior elementary enrolment was 1.21. The decrease in this ratio between 2006/07 and 2016/17 is indicative of grade structures in the junior and senior grades starting to equalize. The current grade structure ration, however, has increased and is currently at 1.15. Table 4.3 outlines historical enrolment and historical grade ratios for the Board.



Table 4.3: GECDSB TOTAL JURISDICTION

GRADES	2006/ 2007	2011/ 2012	2016/ 2017
JK	2,161	2,267	2,186
SK	2,362	2,285	2,275
1	2,488	2,388	2,320
2	2,472	2,312	2,404
3	2,562	2,407	2,460
4	2,640	2,310	2,530
5	2,668	2,464	2,404
6	2,847	2,487	2,515
7	2,891	2,474	2,400
8	2,776	2,546	2,477
Special Education	<i>0</i>	<i>0</i>	<i>0</i>
Total Enrolment	25,867	23,940	23,971
Junior Elementary	7,011	6,940	6,781
Senior Elementary	8,514	7,507	7,392
RATIO	1.21	1.08	1.09

The Impact of Enrolment Share

Board enrolment share refers to the share or percentage of total enrolment a board receives between itself and its co-terminous English language board. Changes in enrolment share can have significant impacts on board enrolment. For example, increases in enrolment share can help mitigate declines or even increase enrolment in areas where the total school-aged population is in decline.



The table found below measures the historical elementary enrolment of the GECDSB and the Windsor-Essex Catholic District School Board (WECDSB) for the County of Essex, City of Windsor and Township of Pelee. GECDSB has increased its share of elementary enrolment between 2006/07 and 2015/16 – growing from 59.6% in 2006/07 to 64.1% in 2015/16. Subsequently, the WECDSB has decreased its elementary enrolment share over the past decade, dropping from 40.4% in 2006/07 to 35.9% in 2015/16.

ELEMENTARY PANEL		
Board	2006/07	2015/16
GECD SB TOTAL	25,867	23,452
WECDSB TOTAL	17,536	13,141
TOTAL OF BOTH BOARDS	43,403	36,593
GECD SB SHARE	59.6%	64.1%
WECDSB SHARE	40.4%	35.9%

On the secondary panel, the GECDSB has experienced an increase in enrolment share from 2006/07 to 2015/16 – from 57.5% to 60.9%. The WECDSB subsequently decreased its enrolment share for the same period of time – dropping from 42.5% to 39.1% in enrolment share from 2006/07 to 2015/16.

SECONDARY PANEL		
Board	2006/07	2015/16
GECD SB TOTAL	12,781	11,658
WECDSB TOTAL	9,432	7,471
TOTAL OF BOTH BOARDS	22,213	19,129
GECD SB SHARE	57.5%	60.9%
WECDSB SHARE	42.5%	39.1%



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 us with 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 and school-aged children that are currently living in certain types and ages of dwelling units. For example, the data is able to provide the number of children aged between 4-13 years that live in single-family homes that are between 1-5 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 the Board's jurisdiction. The pupil yields and trends can vary significantly from area to area in the 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 range between 0.049 and 0.283 (Tables 4.4 and 4.5). On the secondary panel, total yields for the secondary panel range from 0.068 to 0.102.

Table 4.6 depicts a flow chart outlining the process of projecting enrolment from new development and can be found on page 4-18.



Table 4.4
 GECD SB Education Development Charges Submission 2019
 Form E Growth-Related Pupils – Elementary and Secondary Panel (City of Windsor)

EDC Elementary Review Area	Dwelling Density Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Herman Family of Schools	Low	-	0.000	-
	Medium	11	0.062	1
	High	5	0.023	0
	Total	17	0.049	1
Kennedy Family of Schools	Low	-	0.000	-
	Medium	-	0.000	-
	High	-	0.000	-
	Total	-	0.000	-
Massey Family of Schools	Low	821	0.252	207
	Medium	132	0.055	7
	High	62	0.017	1
	Total	1,015	0.212	215
Riverside Family of Schools	Low	1,397	0.141	196
	Medium	431	0.033	14
	High	203	0.012	2
	Total	2,031	0.105	213
Tecumseh (Windsor Portion/South Sandwich)	Low	1,230	0.362	445
	Medium	544	0.098	53
	High	790	0.031	25
	Total	2,564	0.204	523
Walkerville Family of Schools	Low	-	0.000	-
	Medium	-	0.000	-
	High	-	0.000	-
	Total	-	0.000	-
Westview Freedom Family of Schools	Low	-	0.000	-
	Medium	-	0.000	-
	High	-	0.000	-
	Total	-	0.000	-

EDC Secondary Review Area	Dwelling Density Type	Net New Units	Secondary Pupil Yield	Secondary Growth Related Pupils
City of Windsor (Less Vincent Massey SS)	Low	1,397	0.081	113
	Medium	442	0.039	17
	High	209	0.047	10
	Total	2,048	0.068	140
City of Windsor – Vincent Massey SS	Low	2,051	0.129	264
	Medium	676	0.059	40
	High	852	0.027	23
	Total	3,579	0.091	326



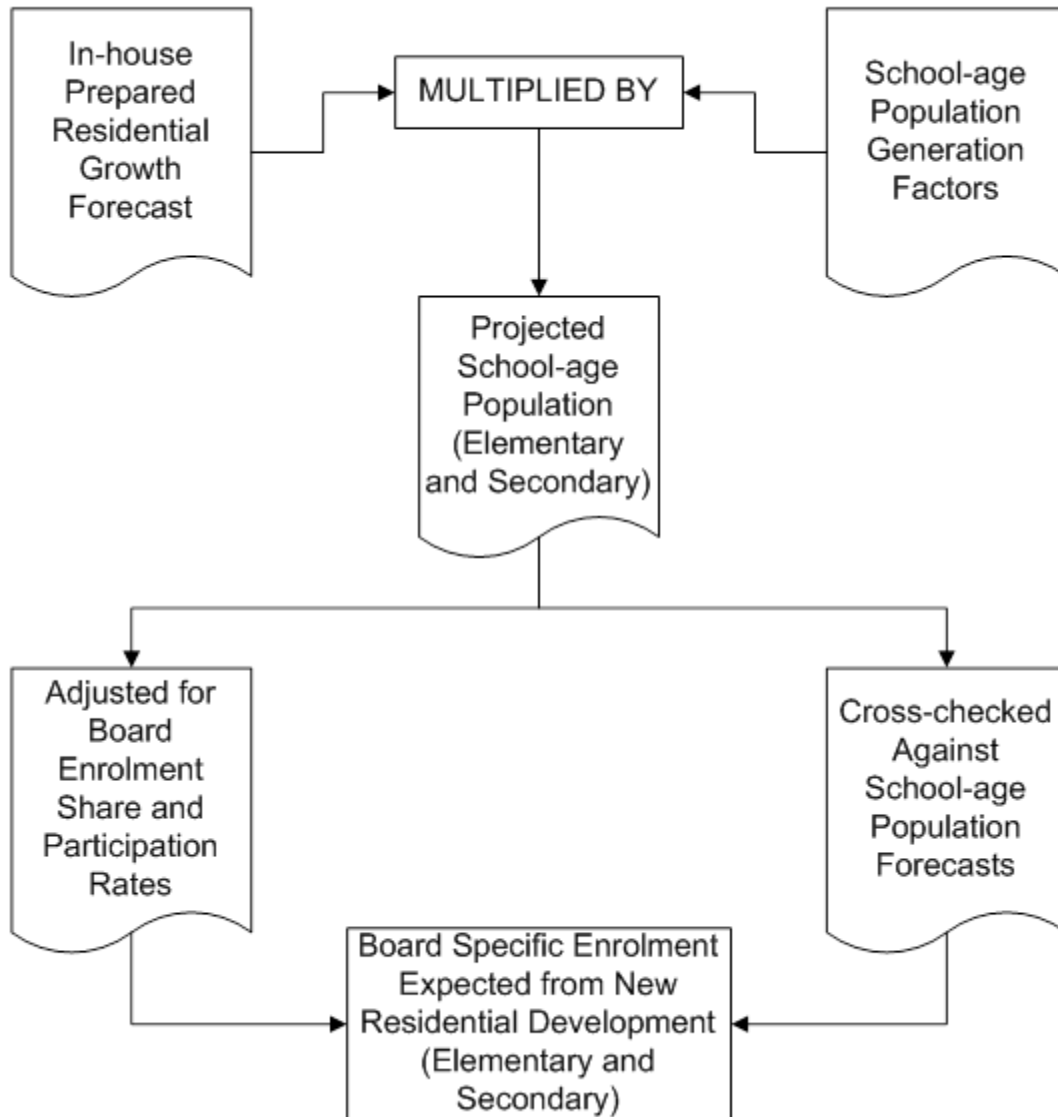
Table 4.5
 GECD SB Education Development Charges Submission 2019
 Form E Growth-Related Pupils – Elementary and Secondary Panel (County of Essex/Township of Pelee)

EDC Elementary Review Area	Dwelling Density Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Belle River DHS Family of Schools	Low	977	0.239	233
	Medium	104	0.049	5
	High	72	0.019	1
	Total	1,153	0.208	240
Essex DHS Family of Schools	Low	879	0.148	130
	Medium	80	0.048	4
	High	50	0.014	1
	Total	1,009	0.133	135
General Amherst Family of Schools	Low	1,067	0.210	224
	Medium	149	0.071	11
	High	178	0.022	4
	Total	1,394	0.171	238
Kingsville DHS Family of Schools	Low	1,203	0.285	342
	Medium	211	0.090	19
	High	93	0.036	3
	Total	1,508	0.242	365
Leamington Family of Schools	Low	839	0.256	215
	Medium	308	0.063	19
	High	104	0.022	2
	Total	1,251	0.189	236
Sandwich Family of Schools	Low	1,792	0.313	561
	Medium	88	0.086	8
	High	143	0.025	4
	Total	2,022	0.283	572
Tecumseh Vista Family of Schools	Low	2,123	0.194	412
	Medium	491	0.059	29
	High	243	0.018	4
	Total	2,856	0.156	445

EDC Secondary Review Area	Dwelling Density Type	Net New Units	Secondary Pupil Yield	Secondary Growth Related Pupils
West Essex (Less Sandwich SS)	Low	5,271	0.102	539
	Medium	932	0.044	41
	High	564	0.027	15
	Total	6,767	0.088	596
East Essex	Low	1,816	0.119	216
	Medium	412	0.055	23
	High	176	0.035	6
	Total	2,404	0.102	244
West Essex – Sandwich SS	Low	1,792	0.100	180
	Medium	88	0.156	14
	High	143	0.036	5
	Total	2,022	0.098	199



Table 4.6: Enrolment Expected from New Development





Is the EDC Forecast Reasonable in Comparison to Other School-Aged Forecasts?

The aforementioned methodology describes the process in which enrolment projections are derived; however, before the projections can be finalized there is one final step. The projections are compared with an accepted school-age forecast for the Board's jurisdiction to determine the reasonableness of the projections. The Board's projections are built back up to a total school-aged population forecast using assumptions on apportionment and participation rates.

The projections are compared to the most recent available forecasts in the Board's jurisdiction. These can include Ministry of Finance Population projections, Statistics Canada Population projections, Official Plan projections, etc. If the enrolment projections and the population forecast have similar long-term trends, further adjustment is unlikely. However, should there be significant differences between the two forecasts, adjustments may be made to the enrolment projections to ensure consistency with the population forecast.

This final adjustment ensures that the projected enrolment for the Board maintain similar long-term trends and assumptions consistent with other governments/agencies in the Board's jurisdiction.

For the purposes of the EDC projections, various population forecasts were used to cross-check the numbers including Ministry of Finance Population Projections and the Foundation Report (Official Plan Review) for Essex County.

4.3 Summary of Projected Enrolment

The total EDC enrolment projections for the City of Windsor, County of Essex and Township of Pelee, indicate that by the end of the forecast period (2033/34), the GECDSB can expect total elementary enrolment of 26,042, compared to the 2019/20 enrolment of 26,684. This results in an increase of 1,358 elementary pupils or 5.5%. On the secondary panel, enrolment is expected to increase over the projected term. Enrolment is expected to grow from 11,915 in 2019/20 to 12,294 at the end of the forecast term, for a total increase of 378 pupils or 3.2%. A summary of the projected enrolment for the Board, by review area and panel can be found on the following page.



Summary of Projected Enrolment:

Greater Essex County DSB - Elementary Projected Enrolment

Elementary Review Areas	Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Year 6 2024/ 2025	Year 7 2025/ 2026	Year 8 2026/ 2027	Year 9 2027/ 2028	Year 10 2028/ 2029	Year 11 2029/ 2030	Year 12 2030/ 2031	Year 13 2031/ 2032	Year 14 2032/ 2033	Year 15 2033/ 2034
Belle River DHS Family of Schools	1,916	1,925	1,929	1,903	1,875	1,882	1,910	1,940	1,962	1,974	2,002	2,041	2,073	2,108	2,143
Essex DHS Family of Schools	1,309	1,330	1,323	1,305	1,311	1,313	1,297	1,324	1,331	1,341	1,344	1,353	1,357	1,361	1,364
General Amherst Family of Schools	1,183	1,185	1,170	1,182	1,198	1,231	1,246	1,258	1,277	1,289	1,316	1,333	1,341	1,348	1,355
Herman Family of Schools	1,896	1,894	1,891	1,879	1,874	1,868	1,846	1,828	1,827	1,839	1,830	1,823	1,821	1,821	1,822
Kennedy Family of Schools	1,685	1,682	1,664	1,657	1,626	1,612	1,578	1,573	1,564	1,570	1,555	1,550	1,548	1,547	1,548
Kingsville DHS Family of Schools	1,445	1,457	1,452	1,439	1,472	1,448	1,467	1,467	1,485	1,507	1,529	1,556	1,583	1,611	1,640
Leamington Family of Schools	1,708	1,703	1,673	1,655	1,662	1,647	1,657	1,659	1,692	1,698	1,692	1,704	1,719	1,732	1,747
Massey Family of Schools	4,389	4,312	4,233	4,166	4,099	4,077	4,080	4,077	4,107	4,155	4,191	4,244	4,295	4,349	4,405
Riverside Family of Schools	2,196	2,200	2,207	2,228	2,217	2,198	2,212	2,194	2,196	2,208	2,226	2,243	2,254	2,264	2,273
Sandwich Family of Schools	1,733	1,775	1,781	1,785	1,791	1,799	1,822	1,826	1,859	1,897	1,915	1,935	1,960	1,985	2,010
Tecumseh Vista Academy Family of Schools	1,764	1,739	1,691	1,667	1,633	1,620	1,617	1,604	1,613	1,627	1,643	1,648	1,660	1,672	1,684
Walkerville Family of Schools	1,662	1,645	1,617	1,593	1,567	1,553	1,537	1,547	1,558	1,564	1,549	1,556	1,563	1,568	1,571
Westview Freedom Academy Family of Schools	1,800	1,831	1,850	1,850	1,848	1,875	1,905	1,903	1,934	1,938	1,952	1,951	1,953	1,955	1,958
Tecumseh (Windsor Portion/South Sandwich Area)	0	0	0	0	0	54	107	160	213	265	318	369	421	472	523
Total Elementary Enrolment	24,684	24,678	24,482	24,309	24,174	24,177	24,281	24,361	24,620	24,872	25,059	25,306	25,547	25,794	26,042

Greater Essex County DSB - Secondary Project Enrolment

Secondary Review Areas	Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Year 6 2024/ 2025	Year 7 2025/ 2026	Year 8 2026/ 2027	Year 9 2027/ 2028	Year 10 2028/ 2029	Year 11 2029/ 2030	Year 12 2030/ 2031	Year 13 2031/ 2032	Year 14 2032/ 2033	Year 15 2033/ 2034
City of Windsor (Less Vincent Massey SS)	3,983	4,031	4,077	4,144	4,176	4,221	4,304	4,335	4,222	4,174	4,192	4,102	4,146	4,156	4,148
City of Windsor - Vincent Massey SS	2,117	2,207	2,252	2,300	2,294	2,213	2,128	2,078	1,941	1,943	1,983	1,976	2,047	2,071	2,098
West Essex (Less Sandwich SS)	2,964	2,986	2,998	3,036	3,007	3,054	3,002	2,905	2,891	2,849	2,819	2,860	2,889	2,919	2,962
East Essex	1,793	1,861	1,878	1,939	1,918	1,981	1,943	1,876	1,823	1,796	1,828	1,819	1,873	1,870	1,854
West Essex - Sandwich SS	1,059	1,089	1,161	1,217	1,242	1,294	1,281	1,304	1,300	1,252	1,241	1,205	1,190	1,223	1,232
Total Secondary Enrolment	11,915	12,175	12,367	12,636	12,637	12,763	12,659	12,499	12,177	12,014	12,063	11,961	12,145	12,240	12,294



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 and non-residential forecast to provide a quotient to determine the final quantum of the charge. O.Reg. 20/98 s.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, as well as the non-residential GFA forecasts that were used in the EDC analysis, are explained in detail in Chapter 4 and outlined below.

Residential Unit Forecast

Total Jurisdiction	2019/20-2033/34
TOTAL PROJECTED UNITS	17,163
TOTAL NET NEW UNITS	16,820

City of Windsor	2019/20-2033/34
TOTAL PROJECTED UNITS	5,742
TOTAL NET NEW UNITS	5,627

County of Essex/Township of Pelee	2019/20-2033/34
TOTAL PROJECTED UNITS	11,421
TOTAL NET NEW UNITS	11,193



Net Growth-related Pupil Places

The projected Board enrolments, as well as 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. These forms highlight, by review area, the net number of units, the Board pupil yields and the growth-related pupils.

Board-wide, the enrolment projections predict **1,660** net growth-related pupils on the elementary panel and **524** on the secondary panel. The elementary net growth-related pupils by region are **737** for the City of Windsor portion and for the County of Essex/Township of Pelee portion are **923**. On the secondary panel, the allocation is **325** pupils for the City of Windsor portion and **199** for the County of Essex/Township of Pelee portion.



GECDSB Education Development Charges Submission 2019 – City of Windsor Portion
Form E Growth-Related Pupils – Elementary and Secondary Panels

EDC Elementary Review Area	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Herman Family of Schools	Low	-	0.000	-
	Medium	11	0.062	1
	High	5	0.023	0
	Total	17	0.049	1
Kennedy Family of Schools	Low	-	0.000	-
	Medium	-	0.000	-
	High	-	0.000	-
	Total	-	0.000	-
Massey Family of Schools	Low	821	0.252	207
	Medium	132	0.055	7
	High	62	0.017	1
	Total	1,015	0.212	215
Riverside Family of Schools	Low	1,397	0.141	196
	Medium	431	0.033	14
	High	203	0.012	2
	Total	2,031	0.105	213
Tecumseh (Windsor Portion/South Sandwich)	Low	1,230	0.362	445
	Medium	544	0.098	53
	High	790	0.031	25
	Total	2,564	0.204	523
Walkerville Family of Schools	Low	-	0.000	-
	Medium	-	0.000	-
	High	-	0.000	-
	Total	-	0.000	-
Westview Freedom Family of Schools	Low	-	0.000	-
	Medium	-	0.000	-
	High	-	0.000	-
	Total	-	0.000	-
SUBTOTAL:				951
LESS: Available Pupil Places:				214
NET GROWTH RELATED PUPILS:				737

EDC Secondary Review Area	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth Related Pupils
City of Windsor (Less Vincent Massey SS)	Low	1,397	0.081	113
	Medium	442	0.039	17
	High	209	0.047	10
	Total	2,048	0.068	140
City of Windsor – Vincent Massey SS	Low	2,051	0.129	264
	Medium	676	0.059	40
	High	852	0.027	23
	Total	3,579	0.091	326
SUBTOTAL:				466
LESS: Available Pupil Places:				141
NET GROWTH RELATED PUPILS:				325



GECCSB Education Development Charges Submission 2019 – County of Essex/Township of Pelee Portion
Form E Growth-Related Pupils – Elementary and Secondary Panels

EDC Elementary Review Area	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Belle River DHS Family of Schools	Low	977	0.239	233
	Medium	104	0.049	5
	High	72	0.019	1
	Total	1,153	0.208	240
Essex DHS Family of Schools	Low	879	0.148	130
	Medium	80	0.048	4
	High	50	0.014	1
	Total	1,009	0.133	135
General Amherst Family of Schools	Low	1,067	0.210	224
	Medium	149	0.071	11
	High	178	0.022	4
	Total	1,394	0.171	238
Kingsville DHS Family of Schools	Low	1,203	0.285	342
	Medium	211	0.090	19
	High	93	0.036	3
	Total	1,508	0.242	365
Leamington Family of Schools	Low	839	0.256	215
	Medium	308	0.063	19
	High	104	0.022	2
	Total	1,251	0.189	236
Sandwich Family of Schools	Low	1,792	0.313	561
	Medium	88	0.086	8
	High	143	0.025	4
	Total	2,022	0.283	572
Tecumseh Vista Family of Schools	Low	2,123	0.194	412
	Medium	491	0.059	29
	High	243	0.018	4
	Total	2,856	0.156	445
SUBTOTAL:				2,231
LESS: Available Pupil Places:				1,308
NET GROWTH RELATED PUPILS:				923

EDC Secondary Review Area	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth Related Pupils
West Essex (Less Sandwich SS)	Low	5,271	0.102	539
	Medium	932	0.044	41
	High	564	0.027	15
	Total	6,767	0.088	596
East Essex	Low	1,816	0.119	216
	Medium	412	0.055	23
	High	176	0.035	6
	Total	2,404	0.102	244
West Essex – Sandwich SS	Low	1,792	0.100	180
	Medium	88	0.156	14
	High	143	0.036	5
	Total	2,022	0.098	199
SUBTOTAL:				1,039
LESS: Available Pupil Places:				840
NET GROWTH RELATED PUPILS:				199



5.2 Net Education Land Costs

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

O.Reg. 20/98 s.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) of the Act 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 be built on the land to provide pupil accommodation;
3. Costs to prepare and distribute education development charge background studies;
4. Interest on money borrowed to pay for costs described in paragraphs 1 and 2; and
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 school sites required to provide pupil places for the number of new school pupils estimated under paragraph 3.”

To determine the costs of land acquisition, GECDSB retained the appraisal firm of MPR Advisors Inc. The appraisers were responsible for providing a per acre land value for each EDC eligible site identified in the analysis. In addition, the appraisers were asked to provide an annual land escalation factor (for 5 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 effective date of the appraisals is February 2019.

The table below sets out the estimated EDC eligible sites that the Board will require in the 15-year analysis term, their locations and their appraised land value. These values were calculated in 2019 and do not include escalation, site improvements, land transfer taxes, HST (net of rebate) or other associated acquisition costs.

Review Area - Site	Cost Per Acre
Belle River DHS Family of Schools Site	\$220,000
Sandwich Family of Schools	\$375,000
Massey Family of Schools	\$400,000
Tecumseh (Windsor Portion/South Sandwich Area)	\$375,000
West Essex – Sandwich SS	\$375,000
City of Windsor – Vincent Massey SS	\$400,000

Land Escalation over the Forecast Period

As previously mentioned, the appraiser's report estimates an annual land escalation rate to be applied to the appraised acreage values in order to sustain the likely site acquisition costs over the next 5 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 Board entering into negotiations with developers on a site-specific basis.

Having regard for the above, the appraisers concluded an escalation factor of 5% for the City of Windsor, County of Essex and Township of Pelee for the first year through to the final year are reasonable for the purposes of projecting the land values over the 5-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. In addition, there are certain costs that are typically associated with the acquisition of sites that are also included in the site development costs analysis. Costs such as land transfer taxes, and HST (net of rebate) are included in the site development analysis because, as mentioned previously, the estimated appraised values of land are exclusive of these costs.

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;
- Land transfer taxes/HST (net of rebate).

As mentioned previously, the costs in this analysis are based on historical school board data from past EDC background studies. A cost of **\$101,921 per acre** for the GECD SB was used in the study. Using a three-year average of the non-residential institutional construction cost index from Statistics Canada, an escalation factor of **1.6%** per annum was applied to the assumed per acre site preparation costs. Site preparation costs are escalated to the time of site purchase.

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 (5 years), the site development/servicing costs, as well as associated financing costs and study costs, are projected to be approximately **\$15.8** million for the Greater Essex County District School Board. A total of **\$8,190,095** net education land costs is allocated to the City of Windsor portion and a total **\$7,632,705** in



net education land costs are allocated to the County of Essex/Township of Pelee portion.

5.3 Reconciliation of the EDC Reserve Fund

For boards with prior or existing EDC by-laws – 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. Any outstanding education development charge financial obligations that have been incurred by the Board under previous by-laws are added to the total land costs. 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 of 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.



The GECDSB's EDC reserve fund balance for the City of Windsor by-law is an estimated deficit balance of **-\$22,163** and the estimated deficit balance for the County of Essex/Township of Pelee bylaw is **-\$1,291,286**.



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 final steps in the process involve apportioning the land costs between residential and non-residential, as well as differentiating the charge by development type, if necessary. The proposed charge in this Background Study is based on a 100% residential charge, with no non-residential component; and the EDC is a uniform rate across all types of development. A range of charges and residential and non-residential rates are presented in the cashflow analysis later in this chapter. 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 (in this case 100%) are divided over the net new units from the dwelling forecast to determine a final EDC rate per dwelling unit.

For the City of Windsor portion, the net education land costs for the residential portion of GECDSB's by-law are estimated to be **\$8,190,095** and the number of net new units in the EDC forecast is projected to be **5,627** resulting in a rate of **\$1,455** per dwelling unit.

For the County of Essex/Township of Pelee portion, the net education land costs for the residential portion of GECDSB's by-law are estimated to be **\$7,632,705** and the number of net new units in the EDC forecast is projected to be **11,193** resulting in a rate of **\$682** per dwelling unit.

Tables outlining the proposed costs and charges are shown below.

GECDSSB – County of Essex 2019 EDC – City of Windsor Portion
Calculation of Uniform 100% Residential/0% Non-Residential Charge

Residential Growth-related Net Education Land Costs	\$8,190,095
Net New Dwelling Units (Form C)	5,627
Uniform Residential EDC per Dwelling Unit	\$1,455



GECDSD – County of Essex 2019 EDC – County of Essex/Township of Pelee Portion
Calculation of Uniform 100% Residential/0% Non-Residential Charge

Residential Growth-related Net Education Land Costs	\$7,632,705
Net New Dwelling Units (Form C)	11,193
Uniform Residential EDC per Dwelling Unit	\$682

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, interim financing (on a short- or long-term basis) 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, Yr.2, Yr.3, Yr.4, Yr.5 – 5%
Site Preparation Escalation Rate	1.6% per annum
EDC Reserve Fund Interest Earnings	1.5%
Short Term Debt (term/rate)	5 Years at 4.25%
Long-term Debt (term/rate)	10 Years at 4.25%

Description of Cashflow

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



1. The first component deals with Board funds that are available to offset the total EDC costs. As mentioned earlier in the report, school boards must pass EDC statements dealing with alternative accommodation arrangements and operating budget surpluses that could be applied to EDCs. If funds were available from these policies, they would be incorporated into Lines 1 and 2 of the cashflow. The Board did not identify any funds that were available from these EDC statements.
2. The second revenue component comes from any short- or long-term debt the Boards incur. The total debt issuance for any given year will be identified in Lines 3 and 4 of the analysis.
3. The final revenue component deals with the actual expected collections through the imposition of the education development charge incorporating the annual net new dwelling unit forecast. Projected EDC collections by year can be found on Lines 6, 7 and 8 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 10 of the analysis and are escalated for up to a 5-year period (term of the by-law).
- Site preparation/development costs are found on Line 11 of the cashflow and are escalated up to the time of site purchase.
- Study costs (Line 12) are based on historical Board data and are included for each expected subsequent by-law renewal (every 5 years).
- Long- and short-term financing costs (debt carrying costs) are found on Lines 13 and 14 of the cashflow analysis.

The final section of the cashflow provides the projected opening and closing balances of the EDC reserve fund 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 each region are included as Table 5.1.A and Table 5.1.B on the following pages.



**Table 5.1.A
Greater Essex County District School Board - City of Windsor EDC Bylaw
Education Development Charge 2018
15 Year Cash Flow Analysis**

Cash Flow Assumptions	
A. Reserve Fund Interest Rate	1.50%
B. Borrowing Rate	4.25%
C. Borrowing Term (Years)	10

		Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Year 6 2024/ 2025	Year 7 2025/ 2026	Year 8 2026/ 2027	Year 9 2027/ 2028	Year 10 2028/ 2029	Year 11 2029/ 2030	Year 12 2030/ 2031	Year 13 2031/ 2032	Year 14 2032/ 2033	Year 15 2033/ 2034
Projected Revenues																
3	Long Term Financing	\$0	\$0	\$0	\$0	\$0	\$0	\$1,700,000	\$1,250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Short Term Financing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	<i>Subtotal (1 through 4)</i>	\$0	\$0	\$0	\$0	\$0	\$0	\$1,700,000	\$1,250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Education Development Charge Revenue (Res) 1,455 per unit	\$428,739	\$568,392	\$568,392	\$568,392	\$568,392	\$585,893	\$585,893	\$585,893	\$585,893	\$585,893	\$511,665	\$511,665	\$511,665	\$511,665	\$511,665
7	Education Development Charge Revenue (Non-Res) 0.00 per sq.ft	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	<i>Subtotal EDC Revenue (6 + 7)</i>	\$428,739	\$568,392	\$568,392	\$568,392	\$568,392	\$585,893	\$585,893	\$585,893	\$585,893	\$585,893	\$511,665	\$511,665	\$511,665	\$511,665	\$511,665
9	Total Revenue (5 + 8)	\$428,739	\$568,392	\$568,392	\$568,392	\$568,392	\$585,893	\$2,285,893	\$1,835,893	\$585,893	\$585,893	\$511,665	\$511,665	\$511,665	\$511,665	\$511,665
Education Development Charge Expenditures																
10	Site acquisition costs (Escalation Rates Included) ¹	\$0	\$0	\$0	\$0	\$0	\$0	\$4,507,368	\$1,366,672	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Site preparation costs (Escalation Rates Included) ¹	\$0	\$0	\$0	\$0	\$0	\$0	\$1,031,488	\$304,915	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Projected Future Study Costs	\$0	\$0	\$0	\$0	\$75,000	\$0	\$0	\$0	\$0	\$75,000	\$0	\$0	\$0	\$0	\$75,000
13	Long Term Debt Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$212,211	\$368,249	\$368,249	\$368,249	\$368,249	\$368,249	\$368,249	\$368,249
14	Short Term Debt Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Reserve Fund Surplus															22,163
16	Total Expenditures (10 through 15)	\$0	\$0	\$0	\$0	\$75,000	\$0	\$5,538,856	\$1,883,798	\$368,249	\$443,249	\$368,249	\$368,249	\$368,249	\$368,249	\$443,249
Cashflow Analysis:																
17	Revenues Minus Expenditures (9 - 16)	\$428,739	\$568,392	\$568,392	\$568,392	\$493,392	\$585,893	-\$3,252,963	-\$47,905	\$217,644	\$142,644	\$143,416	\$143,416	\$143,416	\$143,416	\$68,416
18	Opening Balance (previous year's closing balance)	-\$22,163	-\$22,163	\$406,576	\$989,593	\$1,581,355	\$2,181,993	\$2,715,516	\$3,350,930	\$99,437	\$52,305	\$273,998	\$422,892	\$574,803	\$728,992	\$885,494
19	<i>Sub total (17 + 18)</i>	-\$22,163	\$406,576	\$974,968	\$1,557,985	\$2,149,747	\$2,675,385	\$3,301,409	\$97,967	\$51,532	\$269,949	\$416,642	\$566,308	\$718,219	\$872,408	\$1,028,910
20	Interest Earnings	\$0	\$14,625	\$23,370	\$32,246	\$40,131	\$49,521	\$1,470	\$773	\$4,049	\$6,250	\$8,495	\$10,773	\$13,086	\$15,434	\$16,691
21	Closing Balance (19 + 20)	-\$22,163	\$406,576	\$989,593	\$1,581,355	\$2,181,993	\$2,715,516	\$3,350,930	\$99,437	\$52,305	\$273,998	\$422,892	\$574,803	\$728,992	\$885,494	\$1,044,344

¹ Land acquisition costs have been escalated by 5% compounded for the term of the bylaw.

Escalation rates for site preparation costs are applied to the date of acquisition and are escalated by 1.6% compounded annually.

Long Term Borrowing (Total of Line 3): \$2,950,000
 Total Debt Payments: \$3,682,489
 Outstanding Debt At End Of Forecast(15 years): \$892,535
 Outstanding Debt Will Be Fully Funded In: 2036



**Table 5.1.B
Greater Essex County District School Board - County of Essex/Township of Pelee EDC Bylaw
Education Development Charge 2018
15 Year Cash Flow Analysis**

Cash Flow Assumptions	
A. Reserve Fund Interest Rate	1.50%
B. Borrowing Rate	4.25%
C. Borrowing Term (Years)	10

		Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Year 6 2024/ 2025	Year 7 2025/ 2026	Year 8 2026/ 2027	Year 9 2027/ 2028	Year 10 2028/ 2029	Year 11 2029/ 2030	Year 12 2030/ 2031	Year 13 2031/ 2032	Year 14 2032/ 2033	Year 15 2033/ 2034
Projected Revenues																
3	Long Term Financing	\$775,000	\$2,100,000	\$0	\$0	\$700,000	\$0	\$0	\$1,000,000	\$0	\$200,000	\$0	\$0	\$0	\$0	\$0
4	Short Term Financing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	<i>Subtotal (1 through 4)</i>	<i>\$775,000</i>	<i>\$2,100,000</i>	<i>\$0</i>	<i>\$0</i>	<i>\$700,000</i>	<i>\$0</i>	<i>\$0</i>	<i>\$1,000,000</i>	<i>\$0</i>	<i>\$200,000</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
6	Education Development Charge Revenue (Res) 682 per unit	\$610,933	\$610,933	\$528,164	\$528,164	\$526,818	\$553,081	\$553,081	\$482,919	\$482,919	\$482,919	\$482,245	\$482,245	\$436,095	\$436,095	\$436,095
7	Education Development Charge Revenue (Non-Res) 0.00 per sq.ft	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	<i>Subtotal EDC Revenue (6 + 7)</i>	<i>\$610,933</i>	<i>\$610,933</i>	<i>\$528,164</i>	<i>\$528,164</i>	<i>\$526,818</i>	<i>\$553,081</i>	<i>\$553,081</i>	<i>\$482,919</i>	<i>\$482,919</i>	<i>\$482,919</i>	<i>\$482,245</i>	<i>\$482,245</i>	<i>\$436,095</i>	<i>\$436,095</i>	<i>\$436,095</i>
9	Total Revenue (5 + 8)	\$1,385,933	\$2,710,933	\$528,164	\$528,164	\$1,226,818	\$553,081	\$553,081	\$1,482,919	\$482,919	\$682,919	\$482,245	\$482,245	\$436,095	\$436,095	\$436,095
Education Development Charge Expenditures																
10	Site acquisition costs (Escalation Rates Included) ¹	\$0	\$2,079,566	\$0	\$0	\$800,233	\$0	\$0	\$952,425	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Site preparation costs (Escalation Rates Included) ¹	\$0	\$546,903	\$0	\$0	\$324,995	\$0	\$0	\$226,659	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Projected Future Study Costs	\$0				\$75,000					\$75,000					\$75,000
13	Long Term Debt Costs	\$0	\$96,743	\$358,887	\$358,887	\$358,887	\$446,268	\$446,268	\$446,268	\$571,098	\$571,098	\$596,064	\$499,320	\$237,177	\$237,177	\$237,177
14	Short Term Debt Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Reserve Fund Surplus															-1,291,286
16	Total Expenditures (10 through 15)	\$0	\$2,723,212	\$358,887	\$358,887	\$1,559,115	\$446,268	\$446,268	\$1,625,352	\$571,098	\$646,098	\$596,064	\$499,320	\$237,177	\$237,177	\$312,177
Cashflow Analysis:																
17	Revenues Minus Expenditures (9 - 16)	\$1,385,933	-\$12,279	\$169,278	\$169,278	-\$332,297	\$106,813	\$106,813	-\$142,433	-\$88,179	\$36,821	-\$113,819	-\$17,075	\$198,918	\$198,918	\$123,918
18	Opening Balance (previous year's closing balance)	-\$1,291,286	-\$1,291,286	\$94,647	\$83,604	\$256,675	\$432,342	\$101,546	\$211,484	\$323,071	\$183,348	\$96,597	\$135,419	\$21,924	\$4,922	\$206,898
19	<i>Sub total (17 + 18)</i>	<i>-\$1,291,286</i>	<i>\$94,647</i>	<i>\$82,368</i>	<i>\$252,882</i>	<i>\$425,953</i>	<i>\$100,045</i>	<i>\$208,359</i>	<i>\$318,297</i>	<i>\$180,638</i>	<i>\$95,169</i>	<i>\$133,418</i>	<i>\$21,600</i>	<i>\$4,849</i>	<i>\$203,840</i>	<i>\$405,816</i>
20	Interest Earnings	\$0	\$1,236	\$3,793	\$6,389	\$1,501	\$3,125	\$4,774	\$2,710	\$1,428	\$2,001	\$324	\$73	\$3,058	\$6,087	\$8,037
21	Closing Balance (19 + 20)	-\$1,291,286	\$94,647	\$83,604	\$256,675	\$432,342	\$101,546	\$211,484	\$323,071	\$183,348	\$96,597	\$135,419	\$21,924	\$4,922	\$206,898	\$411,903

1 Land acquisition costs have been escalated by 5% compounded for the term of the bylaw.
Escalation rates for site preparation costs are applied to the date of acquisition and are escalated by 1.6% compounded annually.

Long Term Borrowing (Total of Line 3): \$4,775,000
Total Debt Payments: \$5,960,638
Outstanding Debt At End Of Forecast(15 years): \$499,320
Outstanding Debt Will Be Fully Funded In: 2038



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 be part of the 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 the Board's 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 OTG capacity for each panel, as well as the projected 5-year enrolment. If the average 5-year projected enrolment is greater than the Board's OTG capacity (on either panel), the 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.



GECDSB EDC Forms

(City of Windsor)

Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
Education Development Charges Submission 2019
Form A - Eligibility to Impose an EDC

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 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Average Projected Enrolment Over Five Years	
27,107.0	24,684	24,678	24,482	24,309	24,174	24,465	-2,642

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Average Projected Enrolment less Capacity
	Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Average Projected Enrolment Over Five Years	
15,255.0	11,915	12,175	12,367	12,636	12,637	12,346	-2,909

A.2: EDC FINANCIAL OBLIGATIONS

Total Outstanding EDC Financial Obligations (Reserve Fund Balance):	-\$	22,163
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**Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
 Education Development Charges Submission 2019
 Form C - Net New Dwelling Units - By-Law Summary**

Elementary Planning Review Areas	Number of Units
Herman Family of Schools	18
Kennedy Family of Schools	0
Massey Family of Schools	1,029
Riverside Family of Schools	2,075
Tecumseh (Windsor Portion/South Sandwich)	2,620
Walkerville Family of Schools	0
Westview Freedom Academy Family of Schools	0
Grand Total Gross New Units In By-Law Area	5,742
Less: Statutorily Exempt Units In By-Law Area	115
Total Net New Units In By-Law Area	5,627

Greater Essex County District School Board - CITY OF WINDSOR BY-LAW

Education Development Charges Submission 2019

Form E - Growth Related Pupils - Elementary Panel

Elementary Planning Area	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Herman Family of Schools	Low Density	-	0.00	-
	Medium Density	11	0.06	1
	High Density	5	0.02	0
	Total	17	0.05	1
Kennedy Family of Schools	Low Density	-	0.00	-
	Medium Density	-	0.00	-
	High Density	-	0.00	-
	Total	-	0.00	-
Massey Family of Schools	Low Density	821	0.252	207
	Medium Density	132	0.055	7
	High Density	62	0.017	1
	Total	1,015	0.212	215
Riverside Family of Schools	Low Density	1,397	0.141	196
	Medium Density	431	0.033	14
	High Density	203	0.012	2
	Total	2,031	0.105	213
Tecumseh (Windsor Portion/South Sandwich)	Low Density	1,230	0.362	445
	Medium Density	544	0.098	53
	High Density	790	0.031	25
	Total	2,564	0.204	523
Walkerville Family of Schools	Low Density	-	0.000	-
	Medium Density	-	0.000	-
	High Density	-	0.000	-
	Total	-	0.000	-
Westview Freedom Academy Family of Schools	Low Density	-	0.000	-
	Medium Density	-	0.000	-
	High Density	-	0.000	-
	Total	-	0.000	-
		SUBTOTAL:		951
		LESS: Available Pupil Places:		214
		NET GROWTH RELATED PUPILS:		737

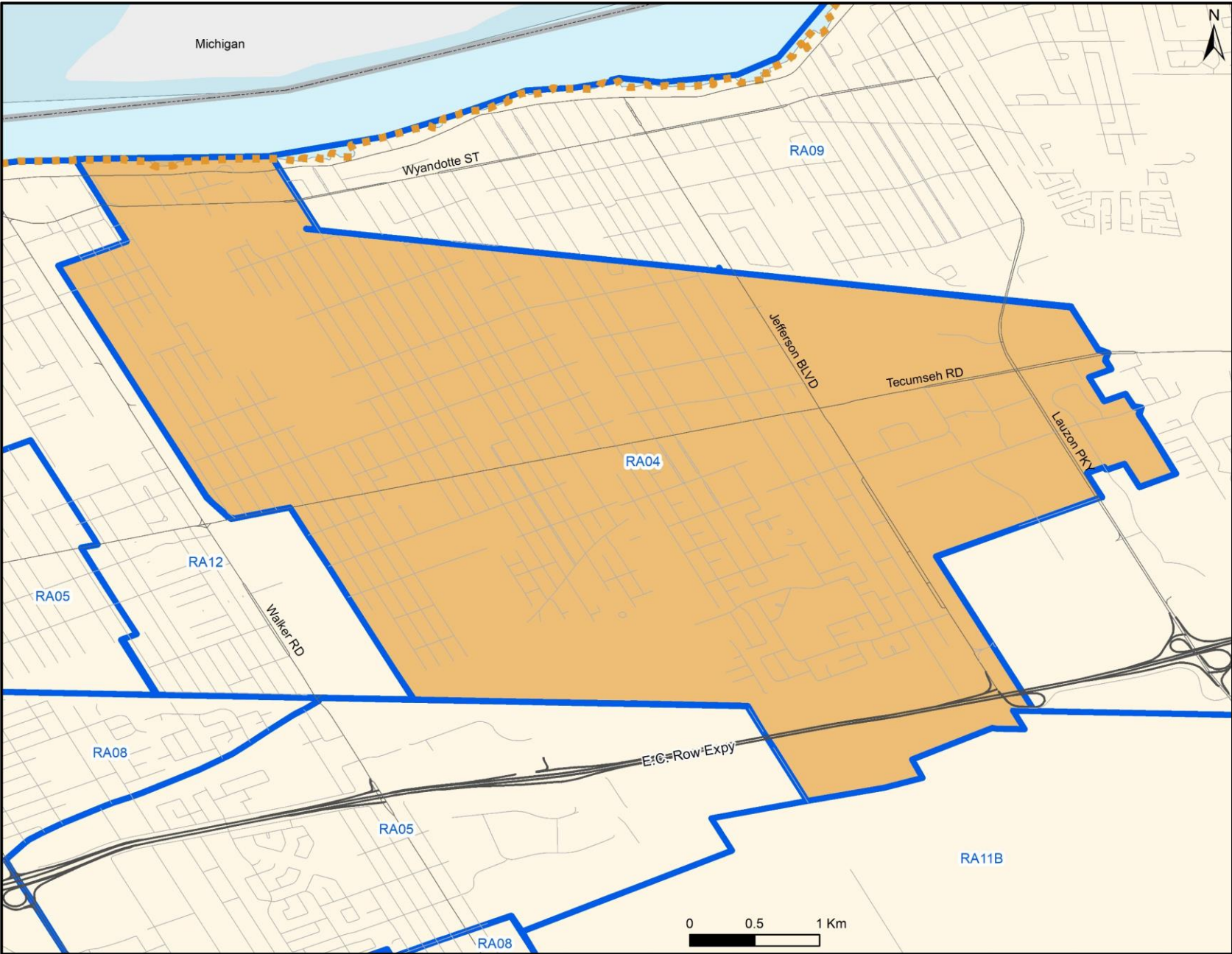
Greater Essex County District School Board - CITY OF WINDSOR BY-LAW

Education Development Charges Submission 2019

Form E - Growth Related Pupils - Secondary Panel

Secondary Planning Area	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
City of Windsor (Less Vincent Massey Secondary School)	Low Density	1,397	0.08	113
	Medium Density	442	0.04	17
	High Density	209	0.05	10
	Total	2,048	0.07	140
City of Windsor - Vincent Massey Secondary School	Low Density	2,051	0.13	264
	Medium Density	676	0.06	40
	High Density	852	0.03	23
	Total	3,579	0.09	326
		SUBTOTAL:		466
		LESS: Available Pupil Places:		141
		NET GROWTH RELATED PUPILS:		325

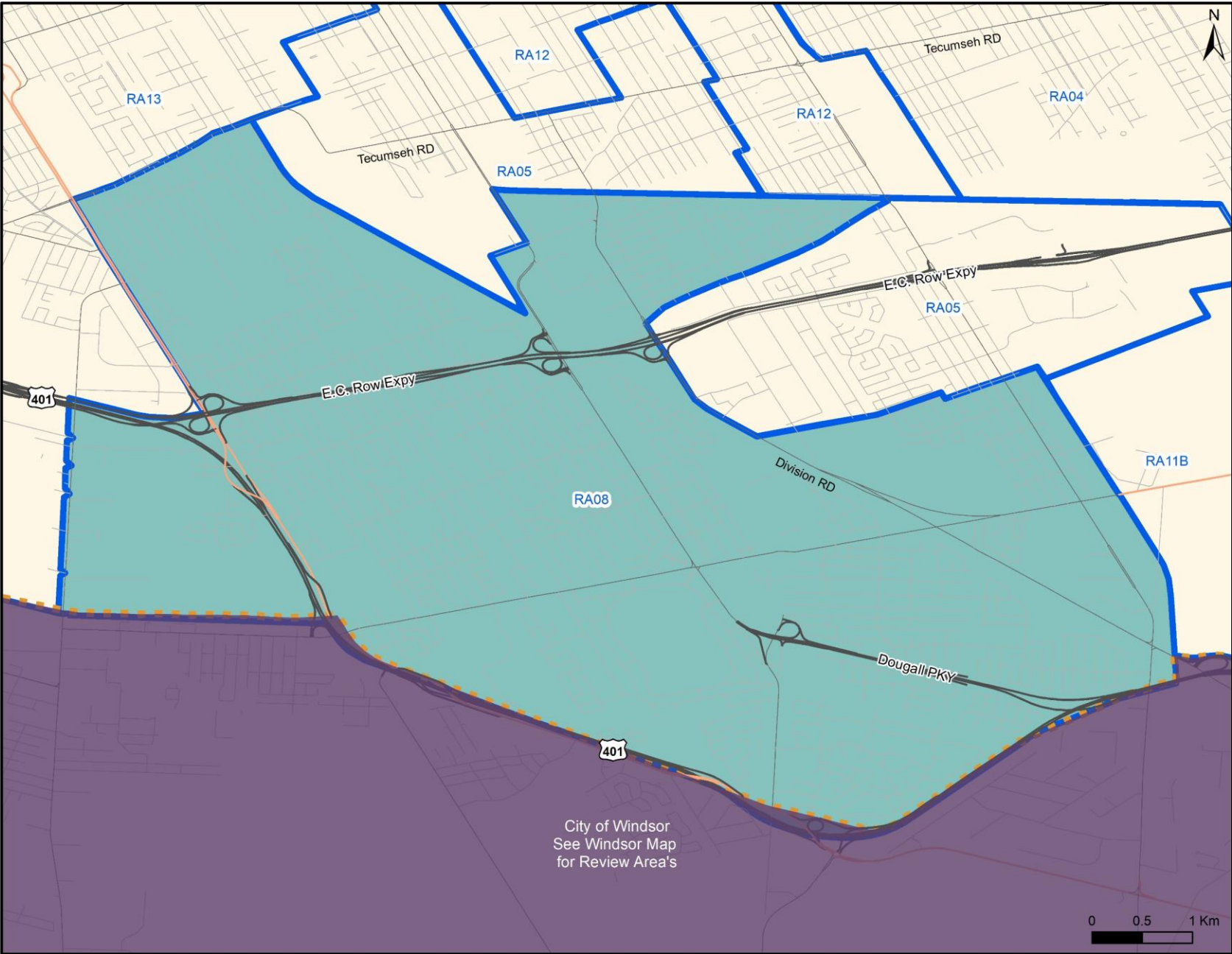
RA04 – Herman Family of Schools



RA05 – Kennedy Family of Schools



RA08 – Massey Family of Schools



Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
 Education Development Charges Submission 2019
 Form F - Growth Related Pupil Place Requirements

Panel: Elementary Panel

Review Area: RA08: Massey Family of Schools

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2018/2019	15 Year Projections														
				Year 1 2019/2020	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023	Year 5 2023/2024	Year 6 2024/2025	Year 7 2025/2026	Year 8 2026/2027	Year 9 2027/2028	Year 10 2028/2029	Year 11 2029/2030	Year 12 2030/2031	Year 13 2031/2032	Year 14 2032/2033	Year 15 2033/2034
Central PS	464	0	255	268	276	280	295	303	320	336	362	383	387	385	386	386	386	386
Talbot Trail PS	808	0	928	898	888	859	842	842	831	848	859	890	908	924	947	968	991	1,014
Glenwood PS	406	0	306	296	278	273	260	262	271	271	276	278	277	281	289	295	302	309
Northwood PS	824	0	1,035	1,023	983	961	943	915	923	931	931	938	956	965	976	991	1,007	1,024
Roseland PS	446	0	453	434	426	419	412	386	390	387	381	393	388	393	403	410	418	426
Southwood PS	464	0	484	458	432	412	383	353	329	322	313	310	308	309	309	310	309	309
Bellewood PS	711	0	1,001	988	976	947	917	896	856	816	772	720	723	723	723	723	723	723
TOTAL:	4,123.0	0	4,462	4,366	4,259	4,150	4,053	3,956	3,920	3,911	3,895	3,911	3,947	3,980	4,032	4,082	4,135	4,190
AVAILABLE PUPIL PLACES:																		

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

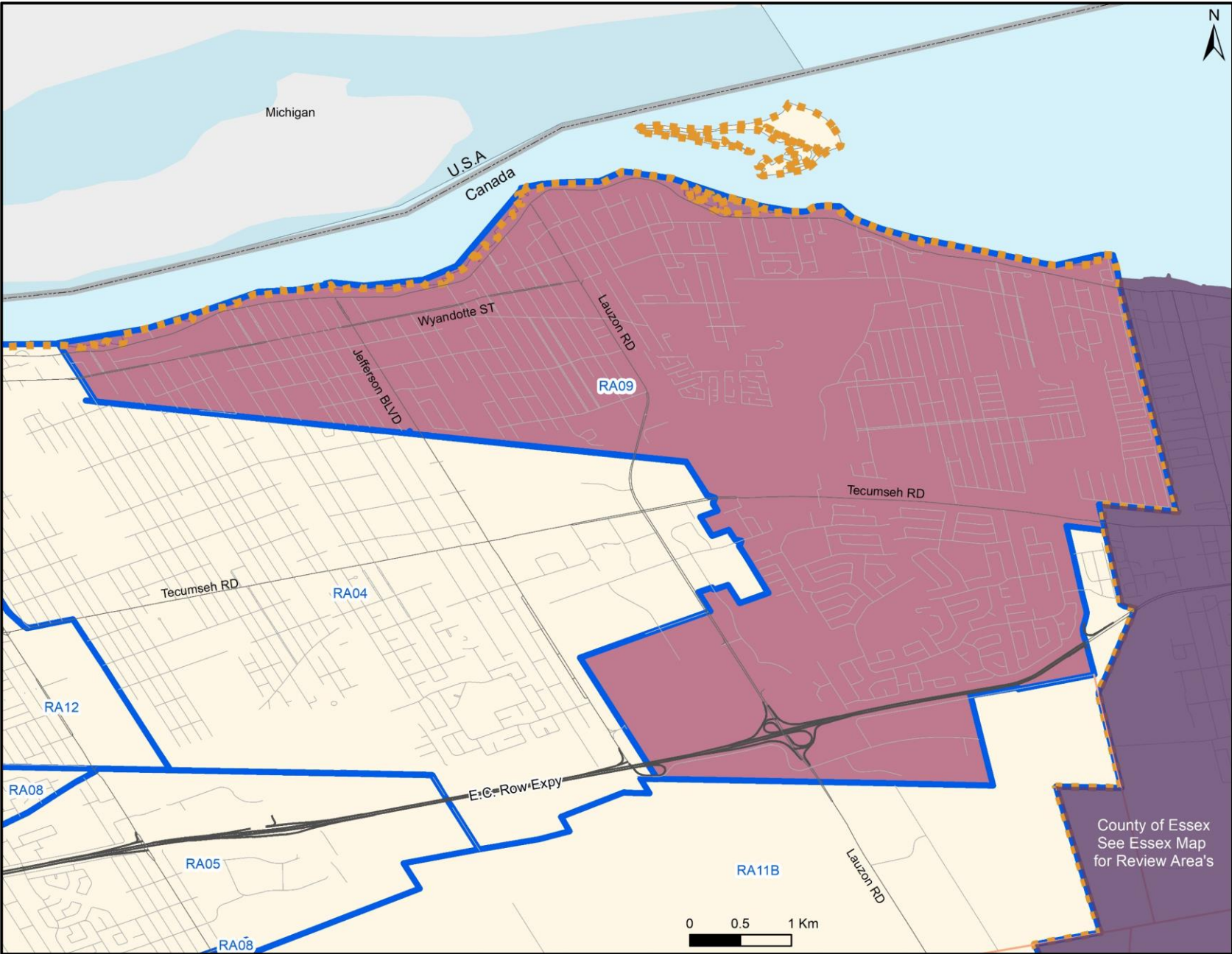
	15 Year Projections														
	Year 1 2019/2020	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023	Year 5 2023/2024	Year 6 2024/2025	Year 7 2025/2026	Year 8 2026/2027	Year 9 2027/2028	Year 10 2028/2029	Year 11 2029/2030	Year 12 2030/2031	Year 13 2031/2032	Year 14 2032/2033	Year 15 2033/2034
	23	53	84	113	143	156	169	182	195	208	210	212	213	214	215

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

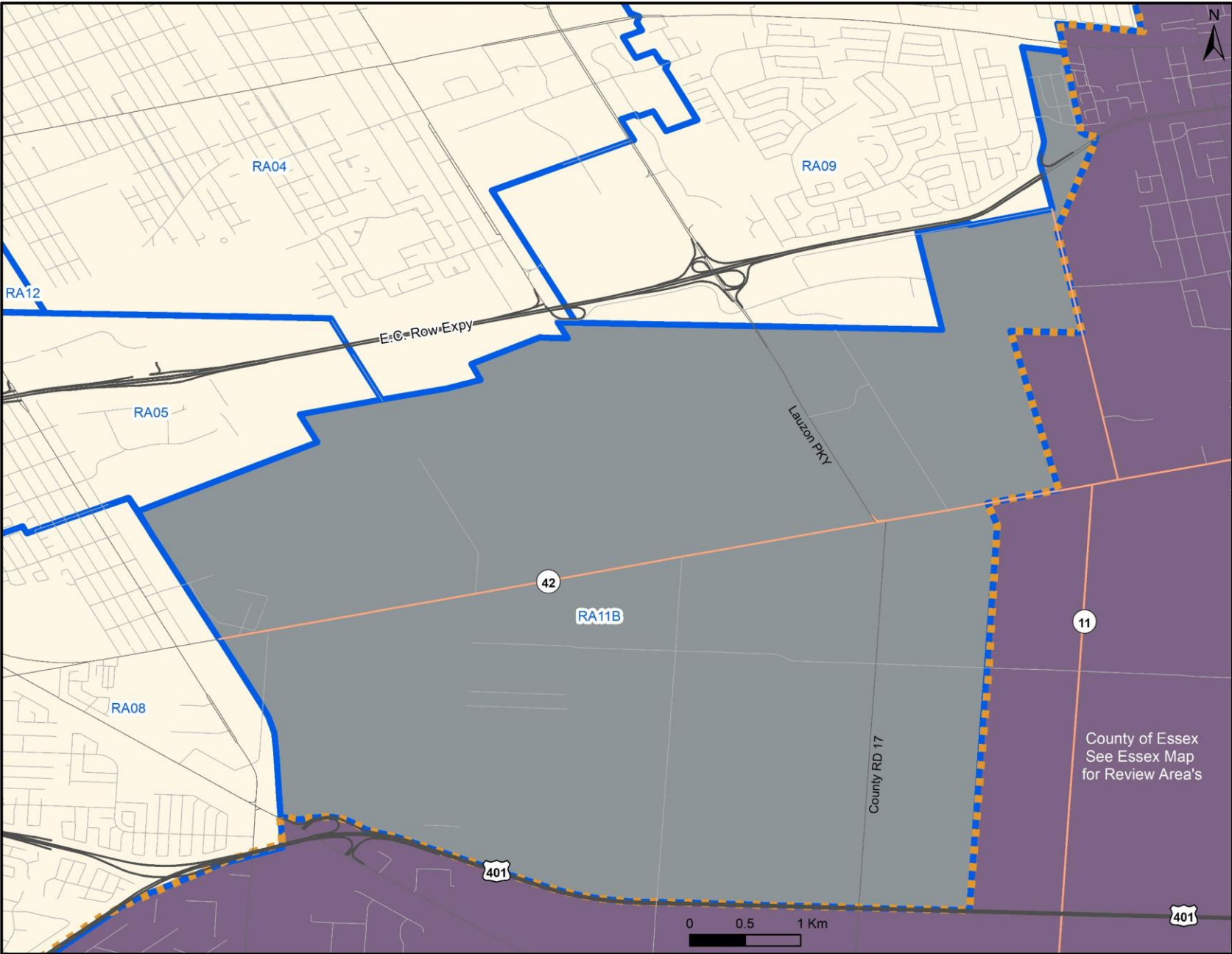
1	Requirements of New Development (Pupil Places)	215
2	Available Pupil Places in Existing Facilities	0
3	Net Growth-Related Pupil Place Requirements (1-2)	215

NOTES

RA09 – Riverside Family of Schools



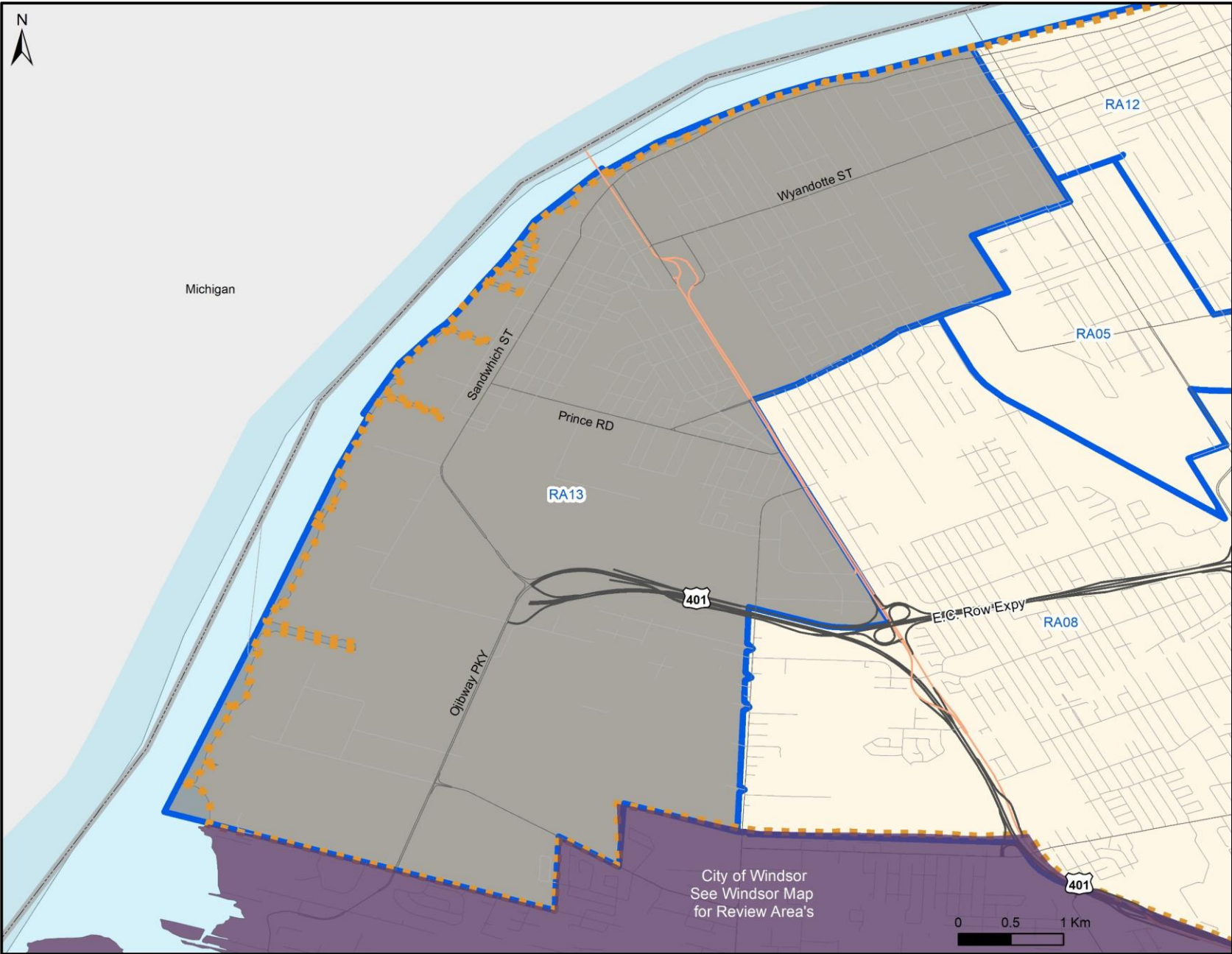
RA11B – Tecumseh (Windsor Portion/South Sandwich)



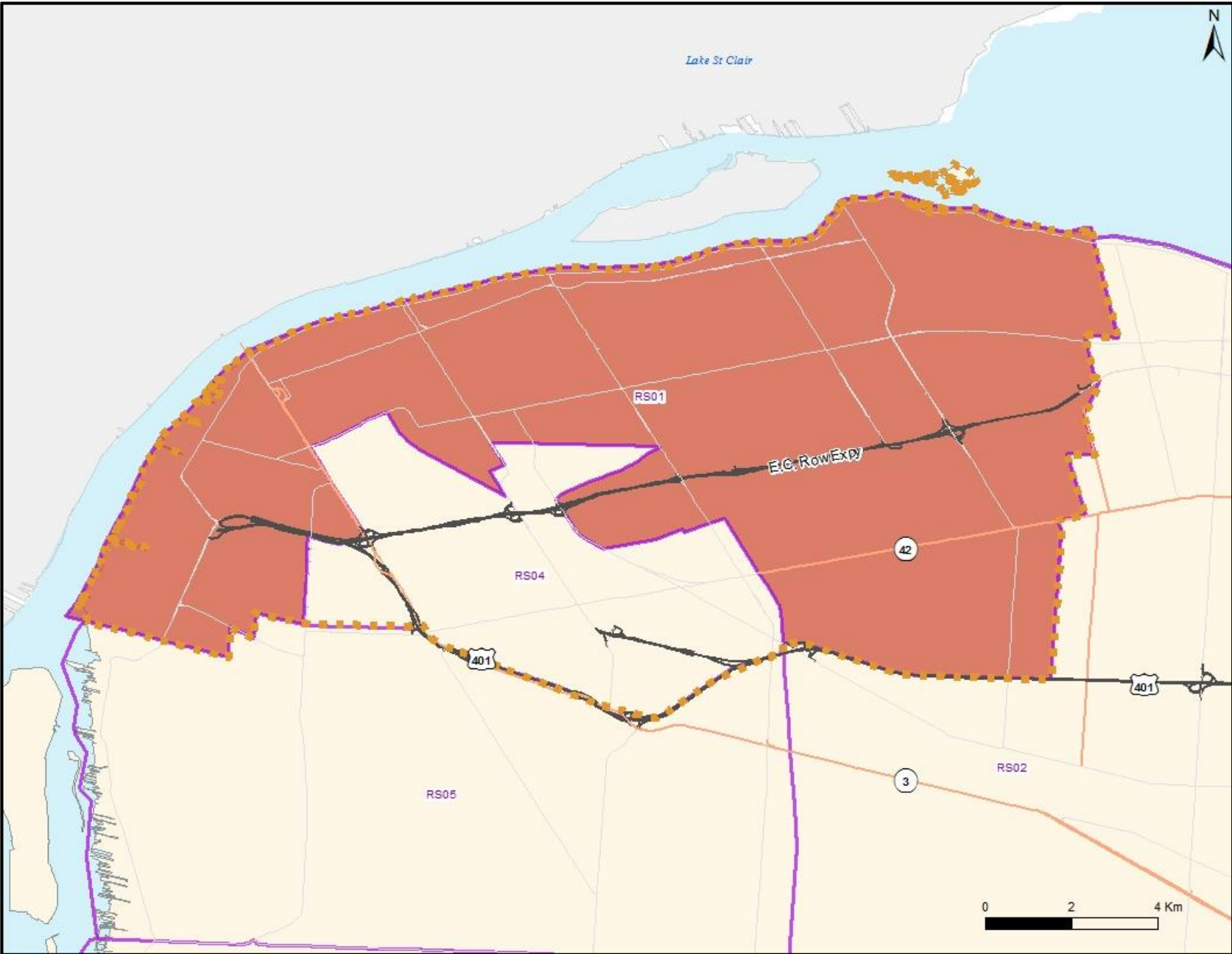
RA12 – Walkerville Family of Schools



RA13 – Westview Freedom Academy Family of Schools



RS01 – City of Windsor (Less Vincent Massey SS)



Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
 Education Development Charges Submission 2019
 Form F - Growth Related Pupil Place Requirements

Panel: Secondary Panel
 Review Area: RS01: City of Windsor (Less Vincent Massey Secondary School)

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2018/2019	15 Year Projections														
				Year 1 2019/2020	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023	Year 5 2023/2024	Year 6 2024/2025	Year 7 2025/2026	Year 8 2026/2027	Year 9 2027/2028	Year 10 2028/2029	Year 11 2029/2030	Year 12 2030/2031	Year 13 2031/2032	Year 14 2032/2033	Year 15 2033/2034
WF Herman SS	972.0	0	708	723	748	709	748	723	718	748	763	765	759	739	724	721	734	728
Kennedy SS	885.0	0	821	830	783	820	825	843	859	850	837	808	793	784	786	772	782	752
Riverside SS	1,302.0	0	835	864	868	892	865	857	877	853	883	853	811	809	767	753	752	759
Walkerville SS	849.0	0	773	752	761	769	785	779	773	763	740	705	688	691	688	693	694	672
PASS	420.0	0	238	224	222	225	223	217	215	214	216	218	220	221	220	219	219	218
Westview Freedom Academy	852.0	0	606	584	634	641	669	718	726	814	824	791	813	847	806	867	846	878
TOTAL:	5,280.0	0	3,981	3,977	4,016	4,054	4,114	4,137	4,169	4,242	4,263	4,140	4,083	4,092	3,992	4,026	4,026	4,008
AVAILABLE PUPIL PLACES:																		1,272

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1 2019/2020	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023	Year 5 2023/2024	Year 6 2024/2025	Year 7 2025/2026	Year 8 2026/2027	Year 9 2027/2028	Year 10 2028/2029	Year 11 2029/2030	Year 12 2030/2031	Year 13 2031/2032	Year 14 2032/2033	Year 15 2033/2034
	6	14	22	31	39	53	62	72	81	91	101	110	120	130	140

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	140
2	Available Pupil Places in Existing Facilities	1,272
3	Net Growth-Related Pupil Place Requirements (1-2)	-

NOTES

RS04 – City of Windsor - Vincent Massey SS



Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
 Education Development Charges Submission 2019
 Form G - Growth-Related Net Education Land Costs

ELEMENTARY PANEL

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
RA08	TBD	2026	New School Or Addition	215	401	53.54%	5.00	2.68	\$ 400,000	\$ 1,070,823	\$ 304,915	\$ 295,849	\$ 204,586	\$ 1,876,173
RA11B	TBD	2025	New School Or Addition	523	527	99.18%	6.00	5.95	\$ 375,000	\$ 2,231,641	\$ 667,145	\$ 616,561	\$ 430,245	\$ 3,945,592
Total:				737	928		11.0	8.6		\$ 3,302,464	\$ 972,060	\$ 912,410	\$ 634,831	\$ 5,821,765

SECONDARY PANEL

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
RS04	TBD	2025	New School Or Addition	325	400	81.25%	4.00	3.25	\$ 400,000	\$ 1,300,000	\$ 364,343	\$ 359,166	\$ 247,658	\$ 2,271,167
Total:				325	400		4.00	3.25		\$ 1,300,000	\$ 364,343	\$ 359,166	\$ 247,658	\$ 2,271,167

**Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
 Education Development Charges Submission 2019
 Form H1 - EDC Calculation - Uniform Residential**

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	\$	8,092,932
Add:	EDC Financial Obligations (Form A2)	\$	22,163
Subtotal:	Net Education Land Costs	\$	8,115,095
Less:	Operating Budget Savings		
	Positive EDC Reserve Fund Balance		
Subtotal:	Growth-Related Net Education Land Costs	\$	8,115,095
Add:	EDC Study Costs	\$	75,000
Total:	Growth-Related Net Education Land Costs	\$	8,190,095

Apportionment of Total Growth-Related Net Education Land Costs

Total Growth-Related Net Education Land Costs to be Attributed to Non-Residential Development (Maximum 40%)	0%	\$	-
Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	100%	\$	8,190,095

Calculation of Uniform Residential Charge

Residential Growth-Related Net Education Land Costs	\$	8,190,095
Net New Dwelling Units (Form C)		5,627
Uniform Residential EDC per Dwelling Unit	\$	1,455

**Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
 Education Development Charges Submission 2019
 Form H2 - EDC Calculation - Differentiated Residential (Part 1 of 2)**

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	\$ 8,092,932
Add:	EDC Financial Obligations (Form A2)	\$ 22,163.13
Subtotal:	Net Education Land Costs	\$ 8,115,095
Less:	Operating Budget Savings	
	Positive EDC Reserve Fund Balance	
Subtotal:	Growth-Related Net Education Land Costs	\$ 8,115,095
Add:	EDC Study Costs	\$ 75,000.00
Total:	Growth-Related Net Education Land Costs	\$ 8,190,095

Apportionment of Total Growth-Related Net Education Land Costs

Total Growth-Related Net Education Land Costs to be Attributed to Non-Residential Development (Maximum 40%)	0%	\$ -
Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	100%	\$ 8,190,095

Greater Essex County District School Board - CITY OF WINDSOR BY-LAW
 Education Development Charges Submission 2019
 Form H2 - EDC Calculation - Differentiated Residential (Part 2 of 2)

Residential Growth-Related Net Education Land Costs: \$ **8,190,095**

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	3,448	0.246	848	89.1%	0.109	377	81%	1,224	86%
Medium Density	1,118	0.067	75	7.9%	0.051	57	12%	132	9%
High Density	1,061	0.027	28	3.0%	0.031	33	7%	61	4%
Total	5,627	0.169	951	100%	0.083	466	100%	1,418	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	\$ 7,073,585	3,448	\$ 2,052
Medium Density	\$ 764,612	1,118	\$ 684
High Density	\$ 351,898	1,061	\$ 332



GECDSB EDC Forms
(County of Essex/Township of Pelee)

**Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form A - Eligibility to Impose an EDC**

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 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Average Projected Enrolment Over Five Years	
27,107.0	24,684	24,678	24,482	24,309	24,174	24,465	-2,642

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Average Projected Enrolment less Capacity
	Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Average Projected Enrolment Over Five Years	
15,255.0	11,915	12,175	12,367	12,636	12,637	12,346	-2,909

A.2: EDC FINANCIAL OBLIGATIONS

Total Outstanding EDC Financial Obligations (Reserve Fund Balance):	-\$ 1,291,286
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Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
Education Development Charges Submission 2019
Form B - Dwelling Unit Summary

PROJECTION OF GROSS NEW DWELLING UNITS BY MUNICIPALITY

	Year 1 2019/ 2020	Year 2 2020/ 2021	Year 3 2021/ 2022	Year 4 2022/ 2023	Year 5 2023/ 2024	Year 6 2024/ 2025	Year 7 2025/ 2026	Year 8 2026/ 2027	Year 9 2027/ 2028	Year 10 2028/ 2029	Year 11 2029/ 2030	Year 12 2030/ 2031	Year 13 2031/ 2032	Year 14 2032/ 2033	Year 15 2033/ 2034	Total All Units
Belle River DHS Family of Schools																
Low Density	96	96	72	72	72	72	72	53	53	53	53	53	53	53	53	977
Medium Density	10	10	8	8	8	8	8	8	8	8	8	8	8	8	8	121
High Density	5	5	4	4	4	4	4	5	5	5	5	5	5	5	5	72
Total	112	112	83	83	83	83	83	66	66	66	66	66	66	66	66	1,170
Essex DHS Family of Schools																
Low Density	71	71	67	67	65	65	65	60	60	60	59	59	36	36	36	879
Medium Density	7	7	7	7	7	7	7	7	7	7	6	6	4	4	4	93
High Density	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2	50
Total	82	82	77	77	76	76	76	70	70	70	69	69	43	43	43	1,022
General Amherst Family of Schools																
Low Density	90	90	79	79	79	79	79	74	74	74	74	74	41	41	41	1,067
Medium Density	10	10	11	11	11	11	11	12	12	12	12	12	12	12	12	173
High Density	9	9	14	14	14	14	14	13	13	13	13	13	8	8	8	178
Total	110	110	105	105	105	105	105	98	98	98	98	98	61	61	61	1,418
Kingsville DHS Family of Schools																
Low Density	100	100	81	81	81	81	81	76	76	76	76	76	72	72	72	1,203
Medium Density	12	12	15	15	15	15	15	18	18	18	18	18	18	18	18	245
High Density	6	6	5	5	5	5	5	7	7	7	7	7	7	7	7	93
Total	119	119	102	102	102	102	102	101	101	101	101	101	96	96	96	1,541
Leamington Family of Schools																
Low Density	40	40	39	39	39	65	65	64	64	64	64	64	64	64	64	839
Medium Density	15	15	16	16	16	27	27	28	28	28	28	28	28	28	28	357
High Density	5	5	5	5	5	8	8	8	8	8	8	8	8	8	8	104
Total	60	60	60	60	60	100	100	100	100	100	100	100	100	100	100	1,300
Sandwich Family of Schools																
Low Density	155	155	130	130	130	130	130	104	104	104	104	104	104	104	104	1,792
Medium Density	9	9	7	7	7	7	7	6	6	6	6	6	6	6	6	102
High Density	12	12	10	10	10	10	10	8	8	8	8	8	8	8	8	143
Total	176	176	148	148	148	148	148	118	118	118	118	118	118	118	118	2,036
Tecumseh Vista Academy Family of Schools																
Low Density	201	201	157	157	157	157	157	117	117	117	117	117	117	117	117	2,123
Medium Density	37	37	40	40	40	40	40	37	37	37	37	37	37	37	37	570
High Density	13	13	16	16	16	16	16	17	17	17	17	17	17	17	17	243
Total	252	252	213	213	213	213	213	171	171	171	171	171	171	171	171	2,935
Total Jurisdiction																
Low Density	754	754	626	626	624	650	650	547	547	547	546	546	487	487	487	8,879
Medium Density	100	100	105	105	105	116	116	115	115	115	115	115	113	113	113	1,660
High Density	55	55	58	58	58	61	61	62	62	62	62	62	55	55	55	883
Total	910	910	789	789	787	827	827	724	724	724	723	723	655	655	655	11,421

**Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form C - Net New Dwelling Units - By-Law Summary**

Elementary Planning Review Areas	Number of Units
Belle River DHS Family of Schools	1,170
Essex DHS Family of Schools	1,022
General Amherst Family of Schools	1,418
Kingsville DHS Family of Schools	1,541
Leamington Family of Schools	1,300
Sandwich Family of Schools	2,036
Tecumseh Vista Academy Family of Schools	2,935
Grand Total Gross New Units In By-Law Area	11,421
Less: Statutorily Exempt Units In By-Law Area	228
Total Net New Units In By-Law Area	11,193

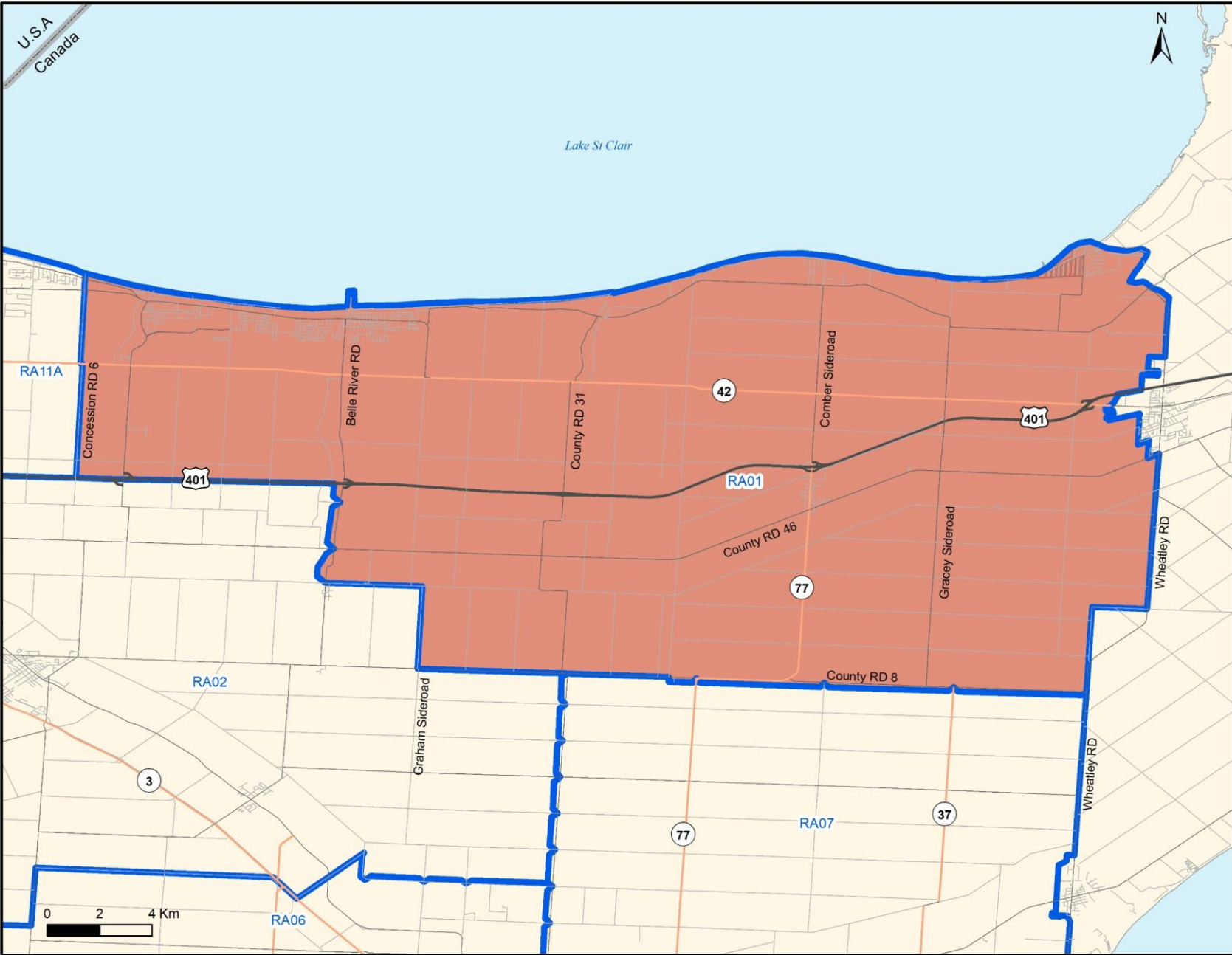
Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form E - Growth Related Pupils - Elementary Panel

Elementary Planning Area	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Belle River DHS Family of Schools	Low Density	977	0.24	233
	Medium Density	104	0.05	5
	High Density	72	0.02	1
	Total	1,153	0.21	240
Essex DHS Family of Schools	Low Density	879	0.15	130
	Medium Density	80	0.05	4
	High Density	50	0.01	1
	Total	1,009	0.13	135
General Amherst Family of Schools	Low Density	1,067	0.210	224
	Medium Density	149	0.071	11
	High Density	178	0.022	4
	Total	1,394	0.171	238
Kingsville DHS Family of Schools	Low Density	1,203	0.285	342
	Medium Density	211	0.090	19
	High Density	93	0.036	3
	Total	1,508	0.242	365
Leamington Family of Schools	Low Density	839	0.256	215
	Medium Density	308	0.063	19
	High Density	104	0.022	2
	Total	1,251	0.189	236
Sandwich Family of Schools	Low Density	1,792	0.313	561
	Medium Density	88	0.086	8
	High Density	143	0.025	4
	Total	2,022	0.283	572
Tecumseh Vista Academy Family of Schools	Low Density	2,123	0.194	412
	Medium Density	491	0.059	29
	High Density	243	0.018	4
	Total	2,856	0.156	445
		SUBTOTAL:		2,231
		LESS: Available Pupil Places:		1,308
		NET GROWTH RELATED PUPILS:		923

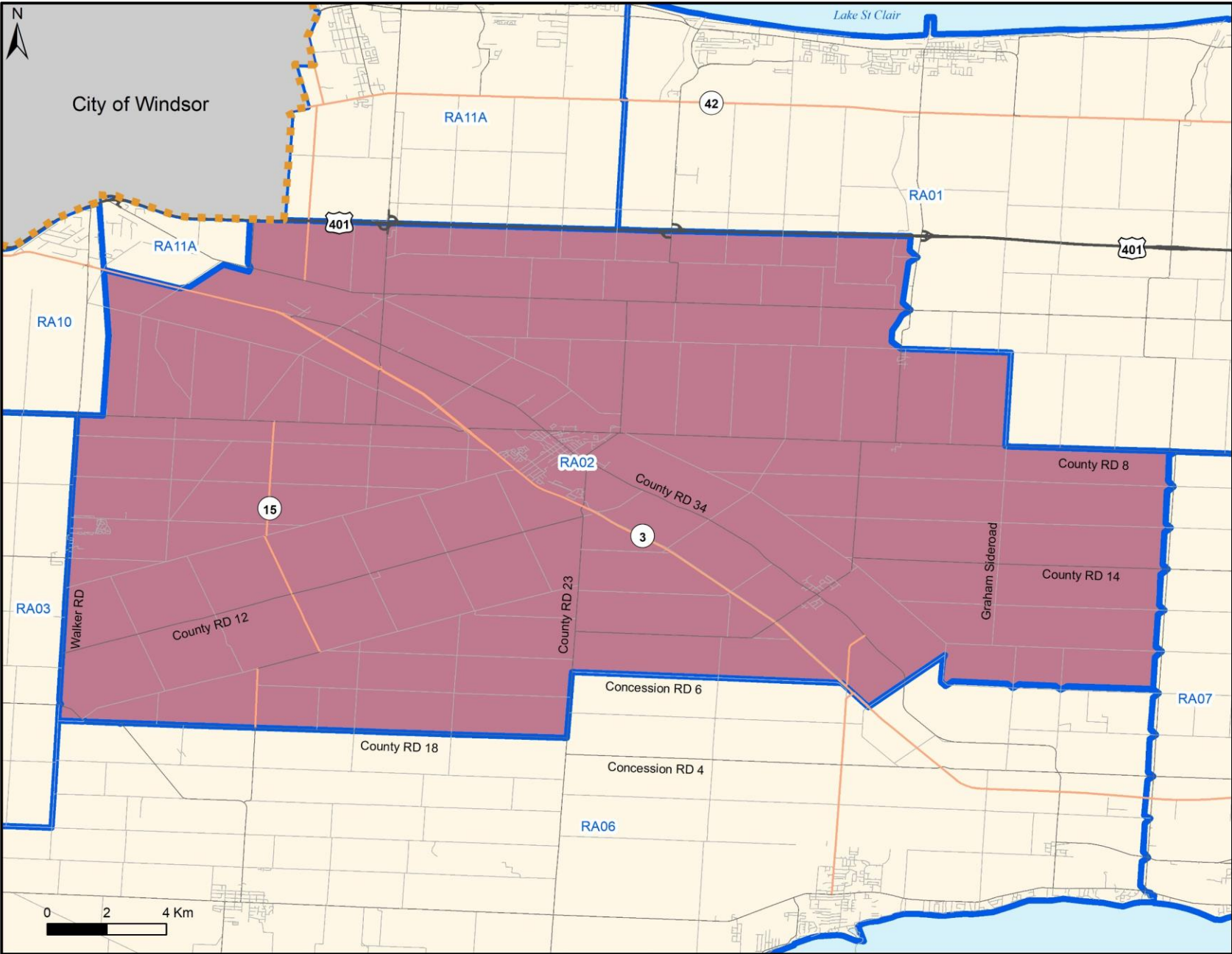
Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form E - Growth Related Pupils - Secondary Panel

Secondary Planning Area	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
West Essex (Less Sandwich SS)	Low Density	5,271	0.10	539
	Medium Density	932	0.04	41
	High Density	564	0.03	15
	Total	6,767	0.09	596
East Essex	Low Density	1,816	0.12	216
	Medium Density	412	0.06	23
	High Density	176	0.04	6
	Total	2,404	0.10	244
West Essex - Sandwich SS	Low Density	1,792	0.10	180
	Medium Density	88	0.16	14
	High Density	143	0.04	5
	Total	2,022	0.10	199
		SUBTOTAL:		1,039
		LESS: Available Pupil Places:		840
		NET GROWTH RELATED PUPILS:		199

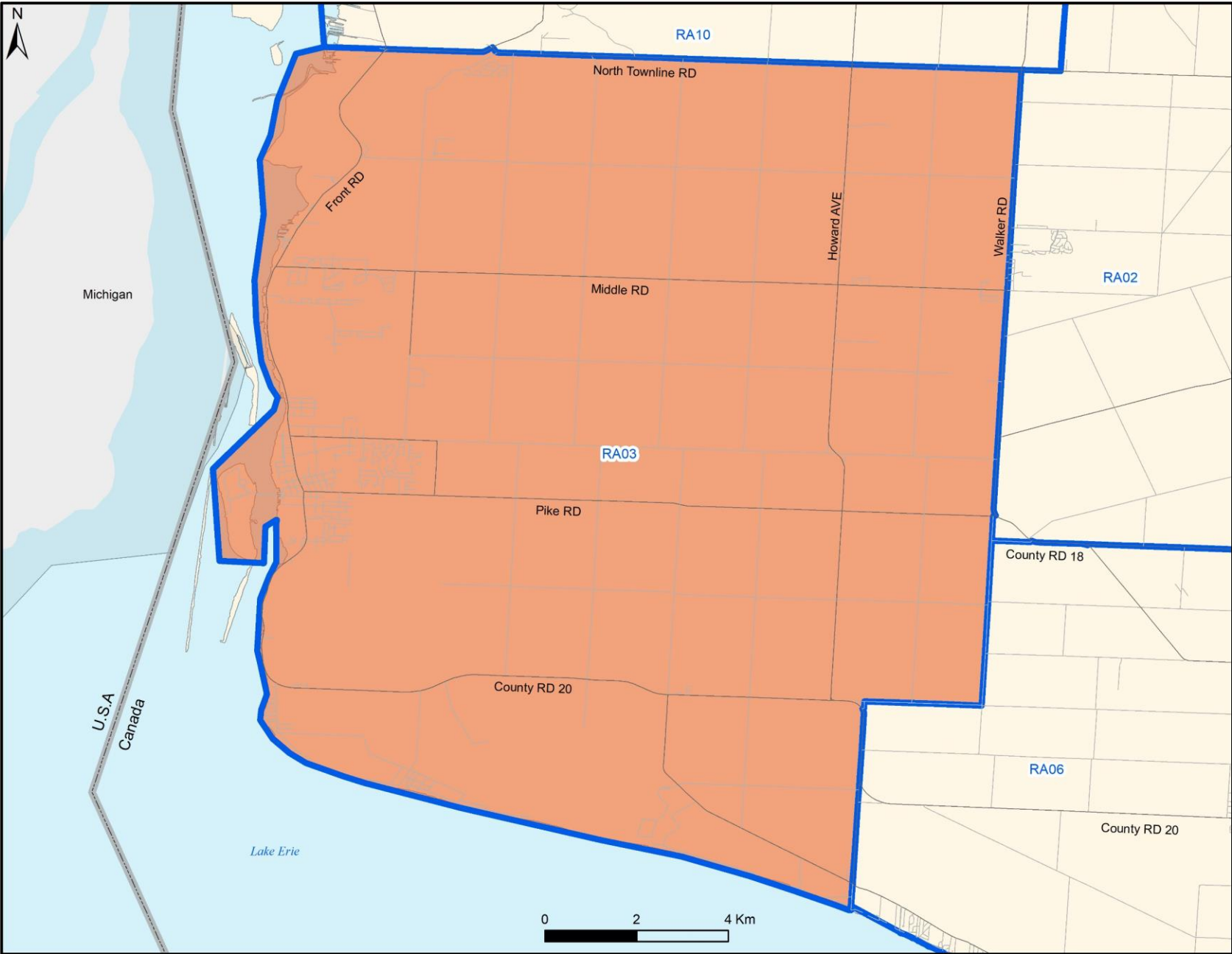
RA01 – Belle River DHS Family of Schools



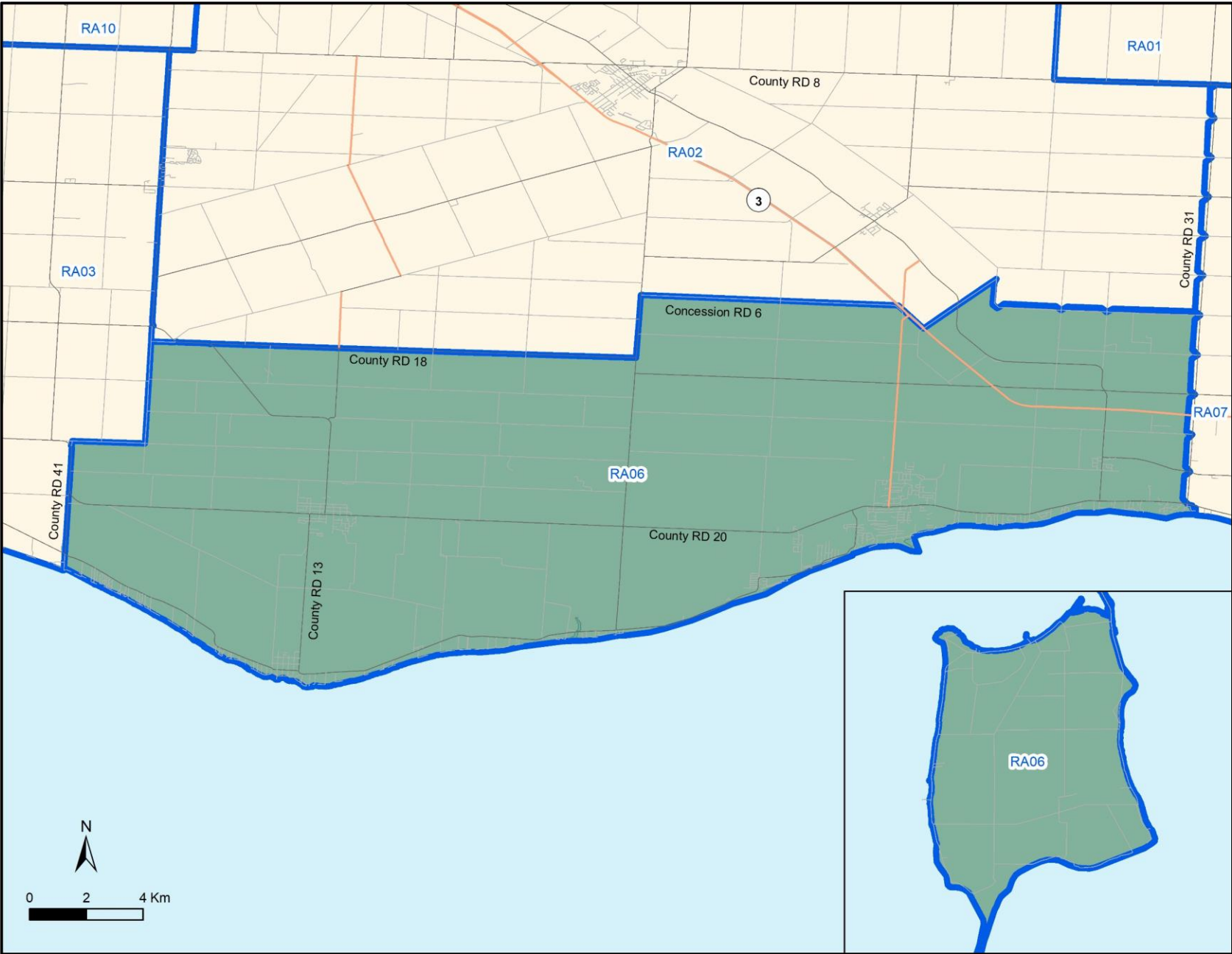
RA02 – Essex DHS Family of Schools



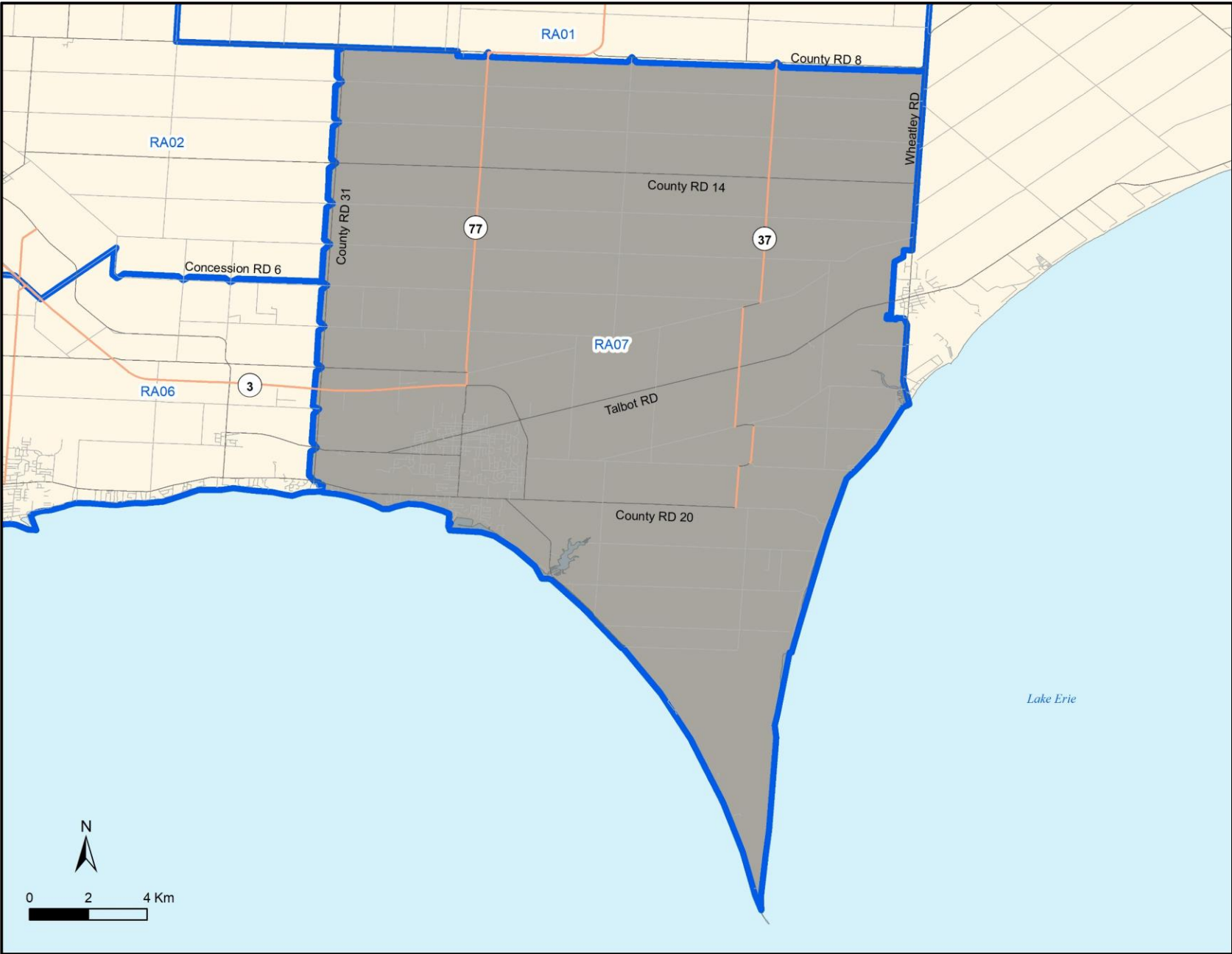
RA03 – General Amherst Family of Schools



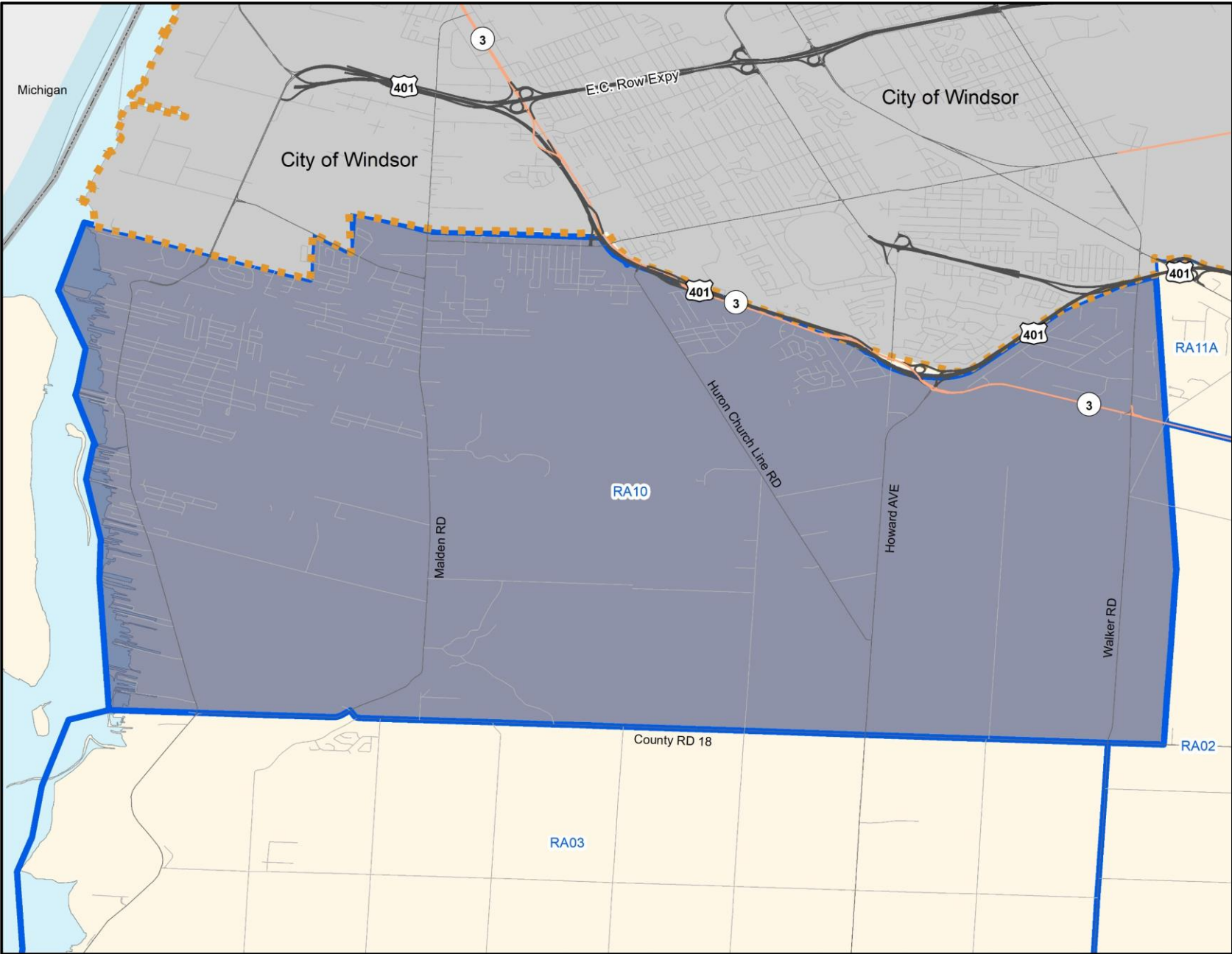
RA06 – Kingsville DHS Family of Schools



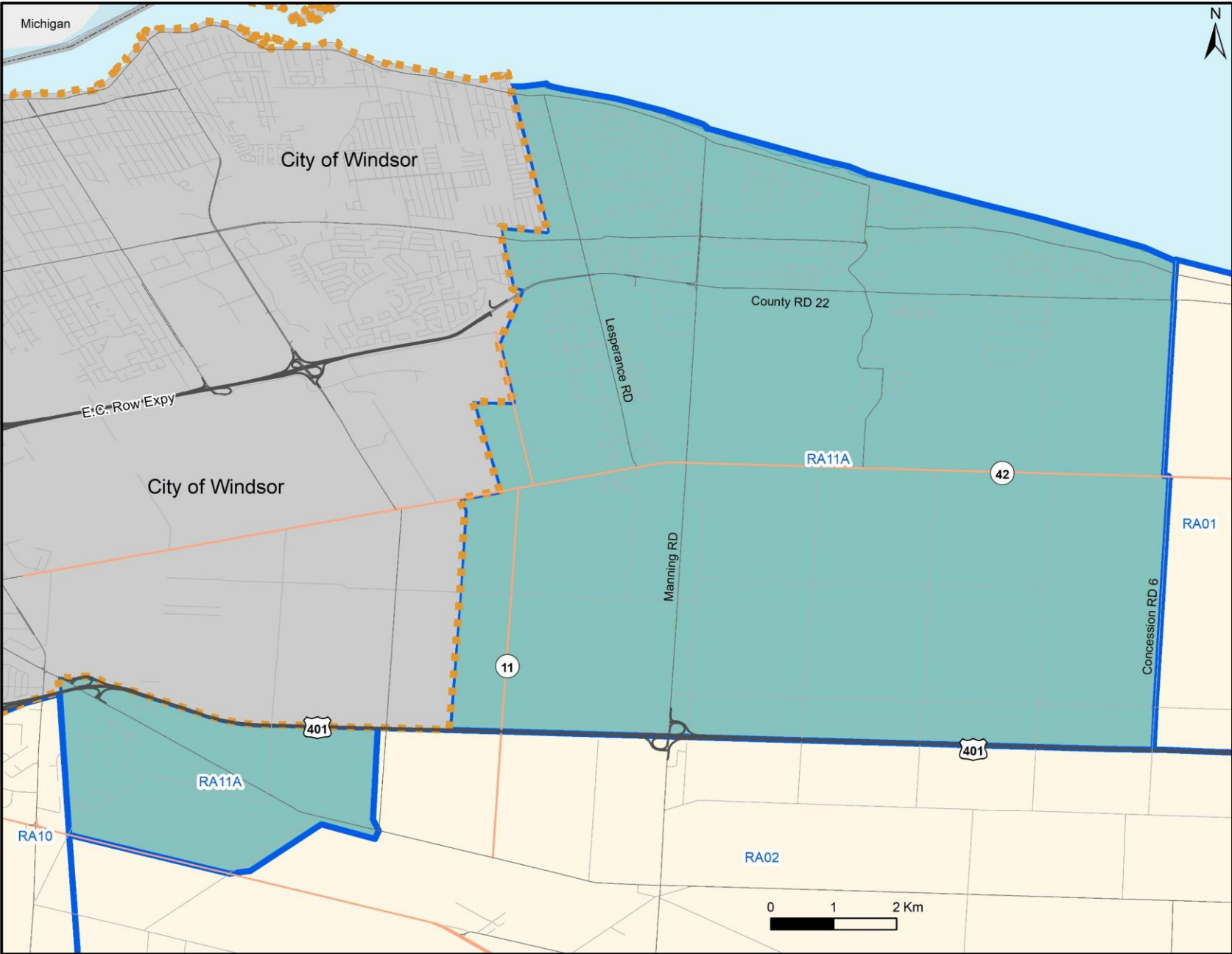
RA07 – Leamington Family of Schools



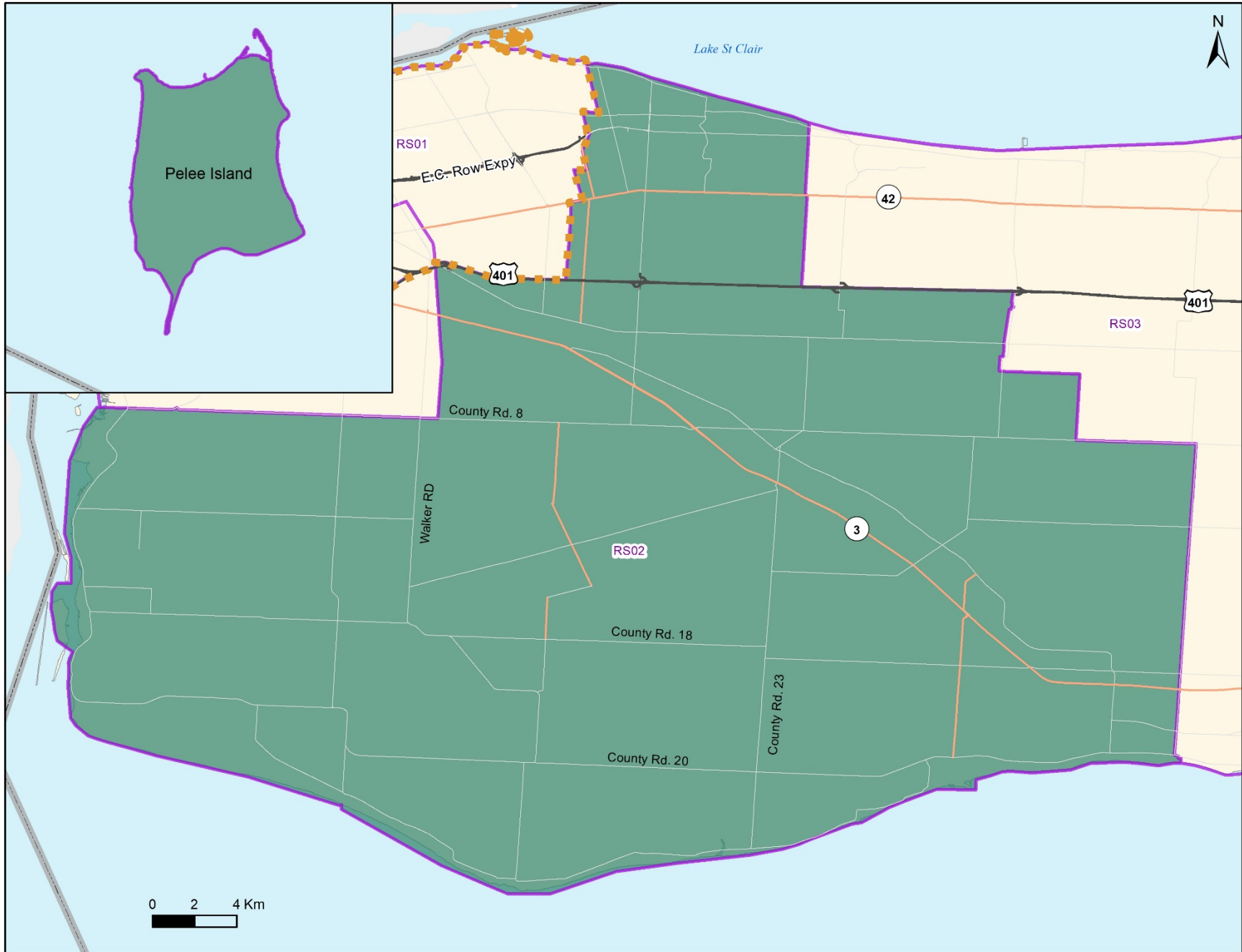
RA10 – Sandwich Family of Schools



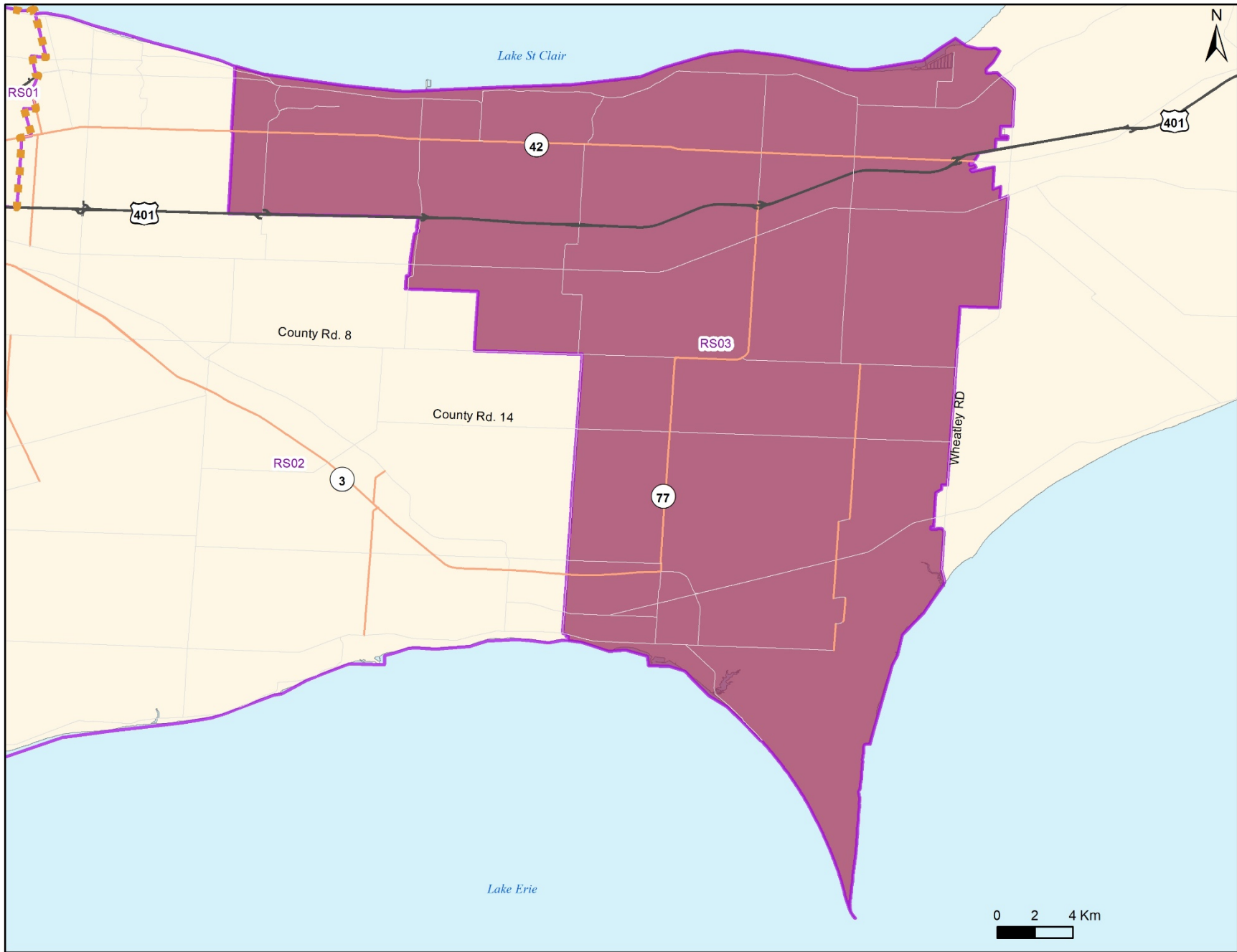
RA11A – Tecumseh Vista Academy Family of Schools



RS02 – West Essex County (Less Sandwich SS)



RS03 – East Essex County



RS05 – West Essex County - Sandwich SS



Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form F - Growth Related Pupil Place Requirements

Panel: Secondary Panel
 Review Area: RS05: West Essex - Sandwich SS

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2018/2019	15 Year Projections															
				Year 1 2019/2020	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023	Year 5 2023/2024	Year 6 2024/2025	Year 7 2025/2026	Year 8 2026/2027	Year 9 2027/2028	Year 10 2028/2029	Year 11 2029/2030	Year 12 2030/2031	Year 13 2031/2032	Year 14 2032/2033	Year 15 2033/2034	
Sandwich SS	1,026.0		1,016	1,046	1,064	1,125	1,169	1,183	1,216	1,191	1,204	1,188	1,130	1,102	1,049	1,020	1,039	1,034	
TOTAL:	1,026.0	0	1,016	1,046	1,064	1,125	1,169	1,183	1,216	1,191	1,204	1,188	1,130	1,102	1,049	1,020	1,039	1,034	
AVAILABLE PUPIL PLACES:																			-

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1 2019/2020	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023	Year 5 2023/2024	Year 6 2024/2025	Year 7 2025/2026	Year 8 2026/2027	Year 9 2027/2028	Year 10 2028/2029	Year 11 2029/2030	Year 12 2030/2031	Year 13 2031/2032	Year 14 2032/2033	Year 15 2033/2034
	13	26	37	48	59	78	90	101	111	122	139	156	170	184	199

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	199
2	Available Pupil Places in Existing Facilities	-
3	Net Growth-Related Pupil Place Requirements (1-2)	199

NOTES

Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form G - Growth-Related Net Education Land Costs

ELEMENTARY PANEL

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
RA01	TBD	2023	New School Or Addition	240	401	59.85%	5.00	2.99	\$ 220,000	\$ 658,354	\$ 324,995	\$ 141,879	\$ 304,799	\$ 1,430,027
RA02			Accommodated In Existing Facilities	92						\$ -	\$ -	\$ -		
RA03			Accommodated In Existing Facilities	50						\$ -	\$ -	\$ -		
RA07			Accommodated In Existing Facilities	39						\$ -	\$ -	\$ -		
RA10	TBD	2020	New School	441	501	88.02%	6.00	5.28	\$ 375,000	\$ 1,980,539	\$ 546,903	\$ 99,027	\$ 711,452	\$ 3,337,921
RA11A			Accommodated In Existing Facilities	61						\$ -	\$ -	\$ -		
Total:				923	902		11.0	8.3		\$ 2,638,893	\$ 871,898	\$ 240,906	\$ 1,016,251	\$ 4,767,948

SECONDARY PANEL

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
RS05	TBD	2026	New School Or Addition	199	200	99.50%	2.00	1.99	\$ 375,000	\$ 746,250	\$ 226,659	\$ 206,175	\$ 319,387	\$ 1,498,471
Total:				199	200		2.00	1.99		\$ 746,250	\$ 226,659	\$ 206,175	\$ 319,387	\$ 1,498,471

**Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form H1 - EDC Calculation - Uniform Residential**

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	\$	6,266,419
Add:	EDC Financial Obligations (Form A2)	\$	1,291,286
Subtotal:	Net Education Land Costs	\$	7,557,705
Less:	Operating Budget Savings		
	Positive EDC Reserve Fund Balance		
Subtotal:	Growth-Related Net Education Land Costs	\$	7,557,705
Add:	EDC Study Costs	\$	75,000
Total:	Growth-Related Net Education Land Costs	\$	7,632,705

Apportionment of Total Growth-Related Net Education Land Costs

Total Growth-Related Net Education Land Costs to be Attributed to Non-Residential Development (Maximum 40%)	0%	\$	-
Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	100%	\$	7,632,705

Calculation of Uniform Residential Charge

Residential Growth-Related Net Education Land Costs	\$	7,632,705
Net New Dwelling Units (Form C)		11,193
Uniform Residential EDC per Dwelling Unit	\$	682

**Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form H2 - EDC Calculation - Differentiated Residential (Part 1 of 2)**

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	\$ 6,266,419
Add:	EDC Financial Obligations (Form A2)	\$ 1,291,285.87
Subtotal:	Net Education Land Costs	\$ 7,557,705
Less:	Operating Budget Savings	
	Positive EDC Reserve Fund Balance	
Subtotal:	Growth-Related Net Education Land Costs	\$ 7,557,705
Add:	EDC Study Costs	\$ 75,000.00
Total:	Growth-Related Net Education Land Costs	\$ 7,632,705

Apportionment of Total Growth-Related Net Education Land Costs

Total Growth-Related Net Education Land Costs to be Attributed to Non-Residential Development (Maximum 40%)	0%	\$ -
Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	100%	\$ 7,632,705

Greater Essex County District School Board - COUNTY OF ESSEX/TOWNSHIP OF PELEE BY-LAW
 Education Development Charges Submission 2019
 Form H2 - EDC Calculation - Differentiated Residential (Part 2 of 2)

Residential Growth-Related Net Education Land Costs: \$ 7,632,705

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	8,879	0.238	2,117	94.9%	0.105	934	90%	3,052	93%
Medium Density	1,431	0.066	94	4.2%	0.054	78	7%	172	5%
High Density	883	0.022	19	0.9%	0.030	27	3%	46	1%
Total	11,193	0.199	2,231	100%	0.093	1,039	100%	3,270	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	\$ 7,123,085	8,879	\$ 802
Medium Density	\$ 401,512	1,431	\$ 280
High Density	\$ 108,108	883	\$ 122



Appendix B

Education Development Charges Proposed Draft By-laws



GECDSB EDC Draft By-laws (City of Windsor)

**DRAFT EDUCATION DEVELOPMENT CHARGES BY-LAW –
FOR PUBLIC CONSULTATION**

DATED: MARCH 15, 2019

**GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
BY-LAW NO. ●**

**Being a By-law for the imposition of
Education Development Charges, for the City of Windsor**

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 the Greater Essex County District School Board has referred to the Minister of Education the following estimates for approval:

- (i) the total number of new school pupils; and
- (ii) the number of school sites used to determine the net education land costs;

contained within the education development charges background study, which estimates the Minister of Education approved on April ●, 2019 in accordance with paragraph 1 of section 10 of Ontario Regulation 20/98 of the *Education Act*,

AND WHEREAS the Greater Essex County District School Board has satisfied the conditions prescribed by section 10 of Ontario Regulation 20/98 of the *Education Act* in order for it to pass an education development charge by-law;

AND WHEREAS the Greater Essex County District School Board has provided notice of public meetings on March 13, 2019, 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 April 2, 2019, 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 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

DATED: MARCH 15, 2019

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 held a public meeting on April 2, 2019, 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 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 no additional public meeting is 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

DATED: MARCH 15, 2019

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 The Corporation of the City of Windsor;
- (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;

DATED: MARCH 15, 2019

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 section 3(2), 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;

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*;

DATED: MARCH 15, 2019

-
- (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 \$● 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;

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- (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 a semi-detached dwelling, a 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

DATED: MARCH 15, 2019

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

DATED: MARCH 15, 2019

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 22, 2019.

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. 23 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.

DATED: MARCH 15, 2019

Short Title

20. This by-law may be cited as the Greater Essex County District School Board No. ●, Education Development Charges By-Law, for the City of Windsor.

ENACTED AND PASSED this ●th day of April, 2019.

Jessica Sartori
Chairperson of the Board

Erin Kelly
Secretary of the Board and
Director of Education

I hereby certify that the foregoing is a true copy of By-law No. 2019-●, as enacted by the Board of Trustees of the Greater Essex County District School Board on this ●th day of April, 2019.

Dated at the City of Windsor, this ●th day of April, 2019.

Erin Kelly
Secretary of the Board and Director of Education



**GECDSB EDC Draft By-laws
(County of Essex/Township of Pelee)**

**DRAFT EDUCATION DEVELOPMENT CHARGES BY-LAW –
FOR PUBLIC CONSULTATION**

DATED: MARCH 15, 2019

**GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
BY-LAW NO. ●**

**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 the Greater Essex County District School Board has referred to the Minister of Education the following estimates for approval:

- (i) the total number of new school pupils; and
- (ii) the number of school sites used to determine the net education land costs;

contained within the education development charges background study, which estimates the Minister of Education approved on April ●, 2019 in accordance with paragraph 1 of section 10 of Ontario Regulation 20/98 of the *Education Act*,

AND WHEREAS the Greater Essex County District School Board has satisfied the conditions prescribed by section 10 of Ontario Regulation 20/98 of the *Education Act* in order for it to pass an education development charge by-law;

AND WHEREAS the Greater Essex County District School Board has provided notice of public meetings on March 13, 2019, 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 April 2, 2019, 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 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

DATED: MARCH 15, 2019

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 held a public meeting on April 2, 2019, 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 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 no additional public meeting is 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

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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;

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- (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 section 3(2), 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;

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;

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- (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 \$● 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

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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 a semi-detached dwelling, a 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:

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- (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.

DATED: MARCH 15, 2019

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 22, 2019.

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. 24 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

DATED: MARCH 15, 2019

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. ●, Education Development Charges By-Law, for the County of Essex and the Township of Pelee.

ENACTED AND PASSED this ●th day of April, 2019.

Jessica Sartori
Chairperson of the Board

Erin Kelly
Secretary of the Board and
Director of Education

I hereby certify that the foregoing is a true copy of By-law No. 2019-●, as enacted by the Board of Trustees of the Greater Essex County District School Board on this ●th day of April, 2019.

Dated at the City of Windsor, this ●th day of April, 2019.

Erin Kelly
Secretary of the Board and Director of Education