

**BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL
BOARD (BHNCDSB)**

**EDUCATION DEVELOPMENT
CHARGE BACKGROUND STUDY**

AUGUST 24, 2018



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 **Planning for growth**

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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 Brant Haldimand Norfolk Catholic District School Board.

The consultant would like to acknowledge and thank the staff at the BHCNDSB 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 Mr. Brad Teichman of the law firm Overland LLP, legal counsel for the School Board and Mr. Mark Penney of gsi Real Estate and Planning Advisors, the appraisal firm responsible for the site valuations. The consultant also appreciates the time and advice from the planning staff at the County of Brant and the City of Brantford.

EXECUTIVE SUMMARY

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The Brant Haldimand Norfolk Catholic District School Board (BHNCDSD) has an Education Development Charge by-law that covers the City of Brantford and the County of Brant which will expire on November 2, 2018. The current by-law and the foregoing EDC background analysis relates solely to the City of Brantford and the County of Brant which represents a portion of the BHNCDSD's jurisdiction that also includes the County of Haldimand and the County of Norfolk.

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 renew their by-law the board must meet certain requirements as dictated by provincial legislation. This Background Study fulfills certain requirements while also 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.

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

- Demonstrate that their elementary or secondary enrolment on a jurisdiction-wide basis is greater than the elementary or secondary OTG approved capacity or that their EDC reserve fund is in a deficit position;
- Prepare a background study meeting the requirements of the legislation;
- Hold required legislated public meetings;
- Receive written Ministry approval.

BHNCDSD is able to renew their existing by-laws on the basis of:

- **Reserve Fund Qualification** – the Board has a deficit in the EDC reserve fund and outstanding financial obligations.
- **Capacity Trigger** – the Board has an average 5 year projected enrolment exceeding the Ministry approved On-The-Ground capacity. In this case, the BHNCDSD exceeds capacity on the secondary panel.

(ii)

The School Board intends to hold public meetings for both the EDC policy review as well as the new proposed EDC by-law. BHCNDSB will hold public meetings on Tuesday, September 18th, 2018. The Board will hold these public meetings at their Board offices in Brantford. The policy review meeting will commence at 6 PM followed by the public meeting for the new proposed EDC by-law at 6:30 PM. BHCNDSB plans to consider passage of the new EDC by-law on Tuesday, September 25th, 2018 at the Board offices.

The EDC analysis in this Background Study has been completed for the BHCNDSB. This EDC study contemplates a region-wide by-law which relates solely to the County of Brant and the City of Brantford. The legislation divides some school boards into regions for the purposes of EDC bylaws. As such, each defined region in a board's jurisdiction must have a separate EDC bylaw. In this case, the existing EDC bylaw as well as the proposed EDC bylaw applies uniformly across the County of Brant and the City of Brantford.

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 County and City forecasts that were available at the time of study preparation. The total number of net new units projected in the County of Brant and the City of Brantford for the 15 years in the EDC analysis total **20,511**.

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 analysis projects a total of **1,633** elementary net growth-related pupils and **826** secondary net growth-related pupils for the BHCNDSB.

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 for the County of Brant and the City of Brantford predicts that the BHCNDSB will require approximately **4** new elementary sites (3 sites in CE06 and 1 site in CE07) and **1** new

secondary site in CS01, in the 15 year EDC time frame.

One of the final steps of the EDC process involves translating the land requirements to actual land costs. Site acquisition costs are based on appraisals completed by the firm of Cushman & Wakefield. The per acre acquisition value is between \$550,000 and \$600,000 for the elementary sites and \$550,000 for the secondary site. The acquisition costs have been escalated for a period of 5 years (the by-law term) at a rate of 5% for each consecutive year until the end of the by-law term.

The costs to prepare and develop the school site for school construction are also EDC eligible costs. The assumed site preparation costs are based on historical data provided by the School Board. A site preparation cost of **\$29,867** per acre has been assumed for the BHNCDSD 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 added to any outstanding financial obligations incurred by the board under a previous EDC by-law to determine the final net education land costs. A deficit balance in the existing EDC reserve fund is considered to be an outstanding obligation and must be added to the existing land costs. If a board has a surplus balance in the EDC reserve fund this amount must be subtracted from the land costs and used to defray the net education land costs.

The BHNCDSD's total net education land costs are estimated to be **\$22,504,451** which includes a deficit balance of **-\$81,854** in the existing EDC reserve fund that was added to the total costs.

On the basis of the aforementioned net education land costs and net new unit forecasts, the analysis resulted in a proposed EDC rate of **\$1,097 per dwelling unit** for the BHNCDSD's residential charge. The charges contained herein are based on a uniform rate for all types of development, with a 100% residential allocation and applicable jurisdiction-wide charge to the County of Brant and the City of Brantford.

1. INTRODUCTION

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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.”

A school board no longer has 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, text books, 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.

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

The other 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 such as, selling surplus school sites, revenue from leasing sites, entering into

joint use agreements with other school boards or public/private partnerships and the imposition of 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 Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) in consideration of renewing their current EDC by-law in the County of Brant and the City of Brantford. The Board's current in-force by-laws came into effect on November 2, 2013 and are based on 100% recovery of costs from residential development with no non-residential component.

CURRENT IN-FORCE EDC BY-LAW FOR THE BHNCD SB

SCHOOL BOARD	INFORCE DATE	% RESIDENTIAL/NON-RESIDENTIAL	AREA OF BY-LAW	CHARGE (\$/Dwelling Unit)
BHNCD SB	November 2, 2013	100%(Res) <i>No Non-Res Component</i>	County of Brant City of Brantford	\$912

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.

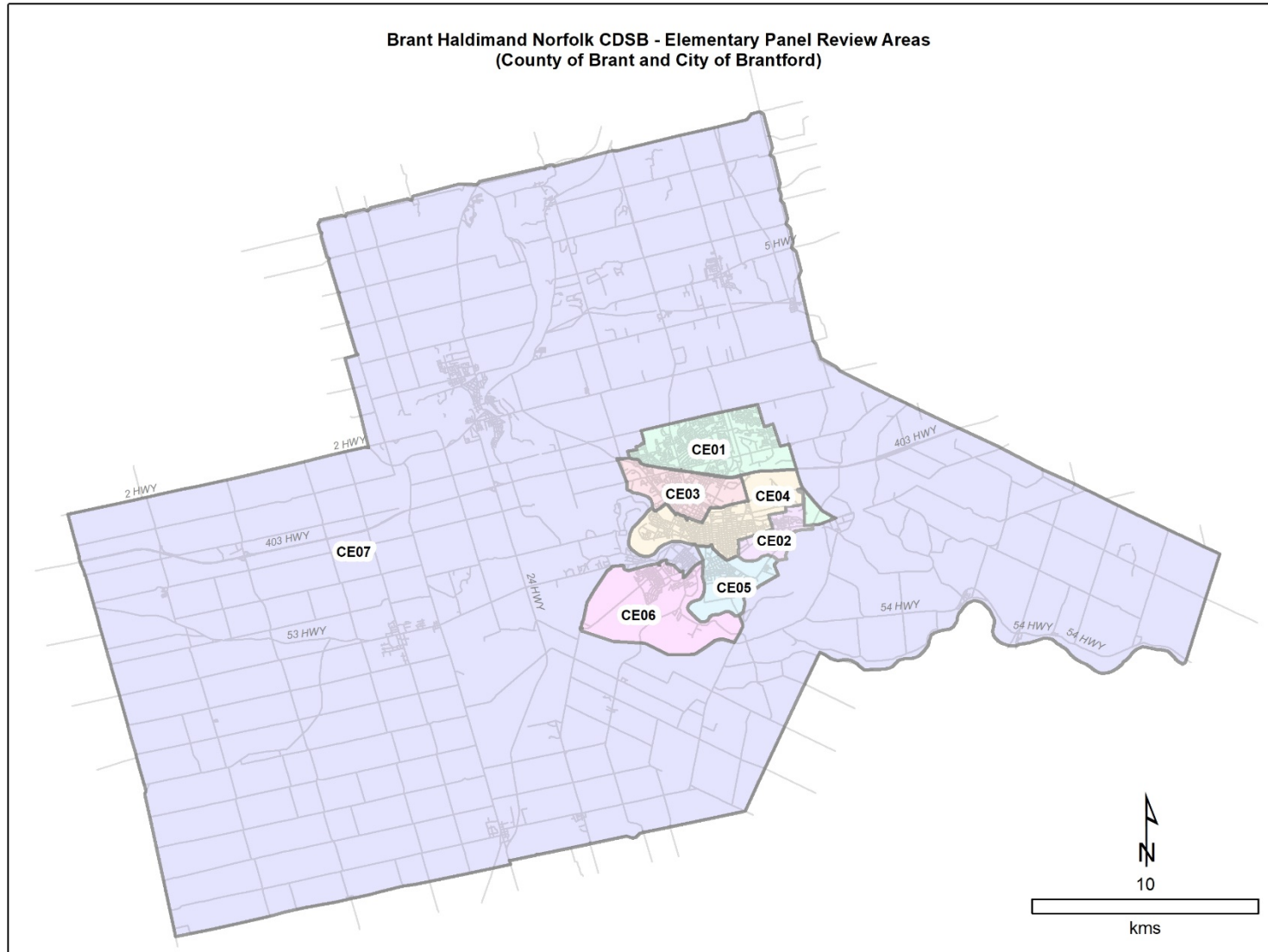
Finally, “education development charges collected under an education development charge by-law that applies to land in a region shall not, except with the prior written approval of the Minister, be used in relation to land that is outside that region” and “money from an EDC reserve fund established under 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.”

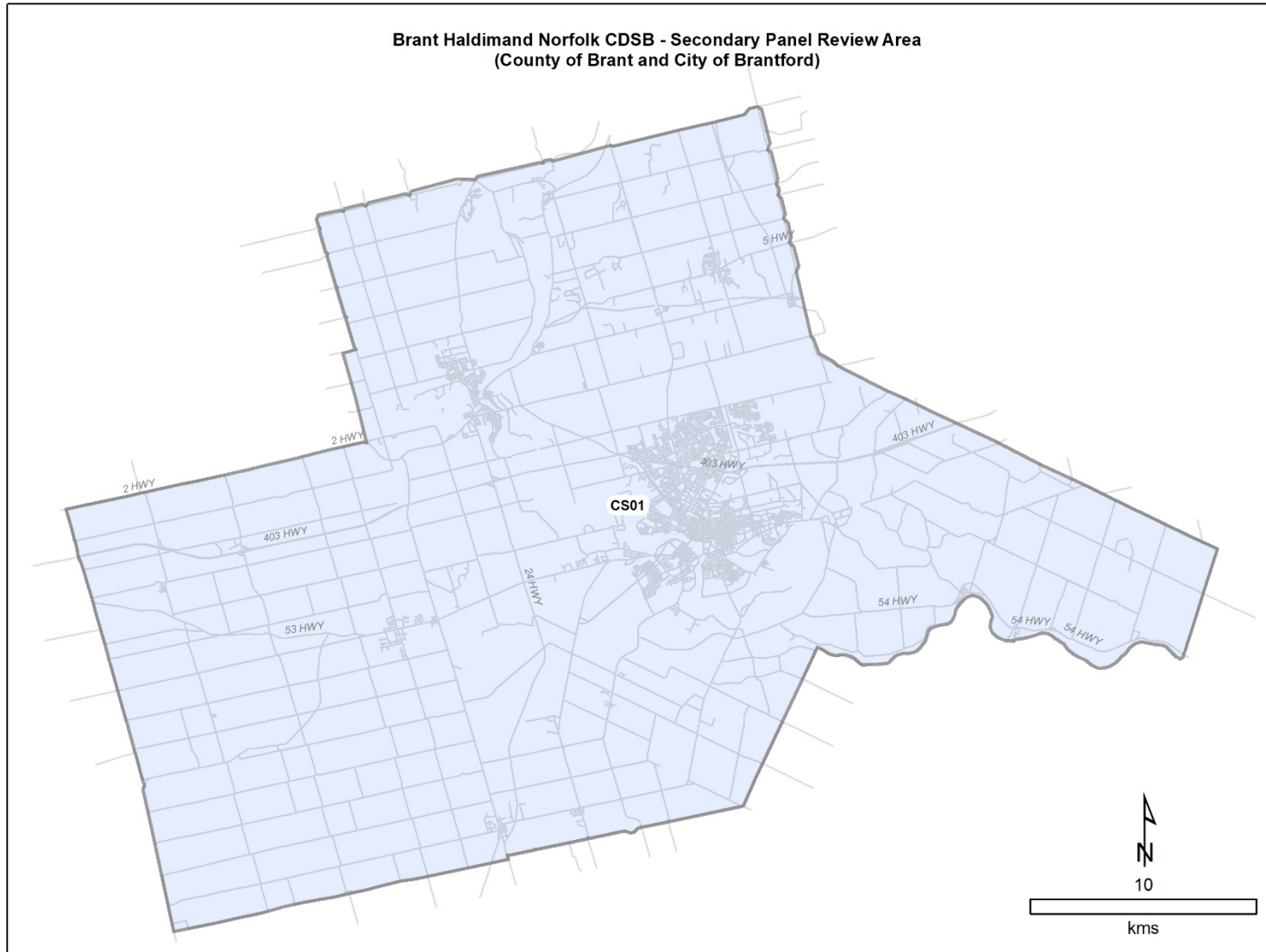
EDC background studies should clearly outline the areas that will be covered by the EDC by-law. Two maps have been included on the following pages outlining the County of Brant and the City of Brantford, the area to which the EDC by-law will apply and the respective review areas for the Board and each panel (elementary and secondary) respectively.

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 Board review areas used for capital planning purposes and that they also maintain consistency with review areas of subsequent EDC by-laws.

The BHNCD SB’s review areas used in this background study are consistent with the Board’s review areas used in their long term accommodation studies as well as being mostly consistent with the review areas used in their previous EDC study. For the purposes of calculating EDCs, the BHNCD SB has used **7** elementary review areas and **1** secondary review area for the County of Brant and the City of Brantford. The following pages outline the review areas for each respective panel (elementary and secondary).





BHNCDSB REVIEW AREAS – COUNTY OF BRANT AND THE CITY OF BRANTFORD

Elementary Review Areas

- CE01 BRANTFORD NORTH
- CE02 BRANTFORD GARDEN AVENUE
- CE03 BRANTFORD DOWNTOWN NORTH
- CE04 BRANTFORD DOWNTOWN SOUTH
- CE05 BRANTFORD EAGLE PLACE
- CE06 BRANTFORD SOUTHWEST
- CE07 SOUTHWEST PARIS AND BRANT COUNTY (LESS THE CITY OF BRANTFORD)

Secondary Review Areas

- CS01 BRANT COUNTY/CITY OF BRANTFORD

The EDC calculation on a review area basis assumes that the total OTG capacity of all existing permanent accommodation within review areas is considered to be the total available capacity for instructional purposes and 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.
- 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 EDCs has been undertaken by the Board as it is consistent with the way in which future accommodation and capital construction needs will be assessed over the long term.

2. THE EDC BY-LAW

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2.1 Imposition of an EDC

The passage of an Education Development Charge by-law gives a school board 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 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 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;
- Hold at least one public meeting.

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 of the legislation requires that "before passing an education development charge by-law, the board shall complete an education development charge background study."

O.Reg 20/98, section 9 (1) sets out the following information that must be included in an EDC background study:

- Estimates of the number 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;
 - 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;
 - A statement of the board's policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new pupils without imposing EDCs, or with a reduction in such charges;
 - A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

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

2.3 Public Meetings

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

The Board is required to provide at least 20 days notice of the meeting 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 said 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;

- By publication in a newspaper that is, in the Secretary of the Board's opinion, of sufficiently general circulation in the area to which the proposed by-law would apply to give the public reasonable notice of the meeting.

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

The School Board intends to hold public meetings for both the EDC policy review as well as the new proposed EDC by-law. BHCNDSB will hold their public meeting on Tuesday, September 18th, 2018. The Board will hold this public meeting at their Board offices in the City of Brantford.

Stakeholder Participation

In addition to the legislated public meetings, the Ministry encourages the school board to include relevant stakeholders in the EDC process and discussions. Local developers or development associations, as well as local 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 a smooth passage of the EDC by-law.

An effort in the preparation of the EDC background study and by-law renewal has been made to ensure consistency of the included data and assumptions used in the calculation of the charge. Growth forecasts used for the EDC analysis are consistent with the most recent and available County forecasts. The School Board will attempt to hold an information session for interested stakeholders in advance of the legislated public meetings.

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. These types of exemptions may be for developments like senior’s housing, social housing or recreational developments. Non-statutory exemptions are entirely at the discretion of the board and any EDC revenues lost as a result cannot be recovered.

Expiration

A school board can specify any date as the expiration date of the EDC by-law 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 the County of Brant and the City of Brantford on behalf of the school board at the time a building permit is issued. The funds are deposited into an EDC reserve fund. The County of Brant and the City of Brantford, 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 Board, the County of Brant and the City of Brantford are also required to provide the Board with detailed reports respecting all EDC transactions (Section 20 of O.Reg 20/98). At a minimum, each report should cover the total EDCs that have been

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

The County of Brant and the City of Brantford do not receive any remuneration for collecting EDCs on behalf of the School Board. However, the County and the City 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 the appeal of the EDC by-law. The by-law is subject to appeal for a maximum of 40 days after the by-law has been passed. The School Board must provide a written notice that an EDC by-law has been passed (within 20 days of passage) and this notice must include information on how to file an appeal.

An appeal of the EDC by-law goes to 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 board to forward a copy of the Notice of Appeal to the OMB within 30 days after the last day of the appeal period. In addition to the Notice, 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*;
- The original or true copy of all written submissions and material relevant to the by-law.

After hearing an appeal, the OMB may decide to:

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

3. THE PROCESS AND METHODOLOGY OF CALCULATING AN EDUCATION DEVELOPMENT CHARGE

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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

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

Capacity Trigger

If a school board's average elementary or secondary enrolment on a jurisdiction wide basis over the five years following proposed by-law passage is greater than the board's elementary or secondary OTG capacity, then it is eligible to impose an EDC. Qualification on either panel allows the Board to impose EDCs throughout its jurisdiction for both elementary and secondary new school sites. Form A of the EDC submission sets out the Board's projected average daily enrolment over the proposed 5-year term of the EDC by-law (2018/19 – 2022/23), as compared to the Board's OTG capacity on both the elementary and secondary panels.

The Board's 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. 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 that cannot be reasonably used to accommodate pupils from new growth may be excluded from the permanent capacity determination.
- The capacity of a leased school must be included if the school has a "New Pupil Place" capacity attributed to it. The "New Pupil Place" capacity is the capacity used in the determination of Ministry grants.

- Any schools that have been closed (in accordance with board's school closure policy) may be excluded from the permanent capacity. In addition, if a school is scheduled to close during the tenure of the by-law (with Board passed resolution) then the capacity may also be excluded.

The permanent capacity used for the BHCNDSB is **7,649** spaces on the elementary panel and **3,402** on the secondary panel.

The Board does not meet the capacity trigger on the elementary panel but does on the secondary panel. The BHCNDSB average projected enrolment from 2018/19 to 2022/23 is **6,851** on the elementary panel compared with a permanent capacity of **7,649** – resulting in approximately 798 available spaces. On the secondary panel the Board's average projected enrolment from 2018/19 to 2022/23 is **3,679** which is more than the current secondary capacity of **3,402** – resulting in a deficit of 277 pupil spaces.

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

**Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
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 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
7,649.0	6,644	6,723	6,772	6,971	7,142	6,851	-798

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
3,402.0	3,595	3,603	3,662	3,729	3,804	3,679	277

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.
- A transaction history of EDC financial activity must be provided from the last Appendix D1 and D2 statements to proposed by-law implementation.
- A repayment schedule outlining the elimination of the EDC Financial Obligation.

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 BHNCD SB's EDC reserve fund has an existing EDC Financial Obligation of \$81,854 which means that the reserve fund is currently in a deficit position and qualifies the Board to pursue an additional by-law in the County of Brant and the City of Brantford.

Form A, part A.2 of the Ministry EDC forms outlines the Board's existing reserve fund balance.

Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
Form A - Eligibility to Impose an EDC

A.2: EDC FINANCIAL OBLIGATIONS (Estimated to September 30, 2018)

Total EDC Financial Obligations:	\$ 81,854
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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 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 School Board review areas that were outlined earlier in this report.

The forecast is set out by varying types of development for two reasons. The first is that different types of development produce school aged children in different ways. Lower density developments typically produce greater numbers of school aged children than do apartments. Defining various types of developments allows for greater accuracy when projecting the number of new pupils arising from new developments. The second reason is to be able to calculate a differentiated charge should the Board choose to do so. Each board 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 can choose to charge separate rates depending on the type of development.

There are certain situations, as defined by the legislation, where certain developments are exempt from EDCs, such as housing intensification. 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 types of development in the net new dwelling forecast determines the projected pupils from new development.

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

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. The calculation of net growth-related pupil place requirements ultimately determines the number of necessary sites and their size. The regulation governing the EDC provides a table of maximum sizes depending on the number of pupil places that will be constructed. These tables can be found on the following page.

While the 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.

Land acquisition costs 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 School 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;
- Costs related to studies of land being considered for acquisition (environmental assessments);
- Costs to service/prepare land for construction (grading, service lines, etc.).

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 the 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 the 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. Boards can impose EDCs on residential or non-residential developments and can also charge a uniform rate for all types of developments or can differentiate the rate based on dwelling unit types.

Apportionment of Land Costs

The legislation allows school boards to allocate up to 40% of their education land costs to non-residential development. If a school board had a non-residential component to their EDCs, then the land costs would be multiplied by whatever percentage the board deemed to be apportioned to non-residential. 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. Boards 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 County of Brant and the City of Brantford as they are 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, 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*.

3.6 Policy Statements

In addition to the demographic forecasting and financial components of the EDC analysis, there is also an important policy component. EDC policies are largely determined by the School Boards and help shape the type of by-law that will be imposed. Examples of some important EDC policies are the apportionment of land costs across residential and non-residential development or an area-specific versus a jurisdiction-wide by-law. There are two specific policies that the legislation requires the Board to produce policy statements for.

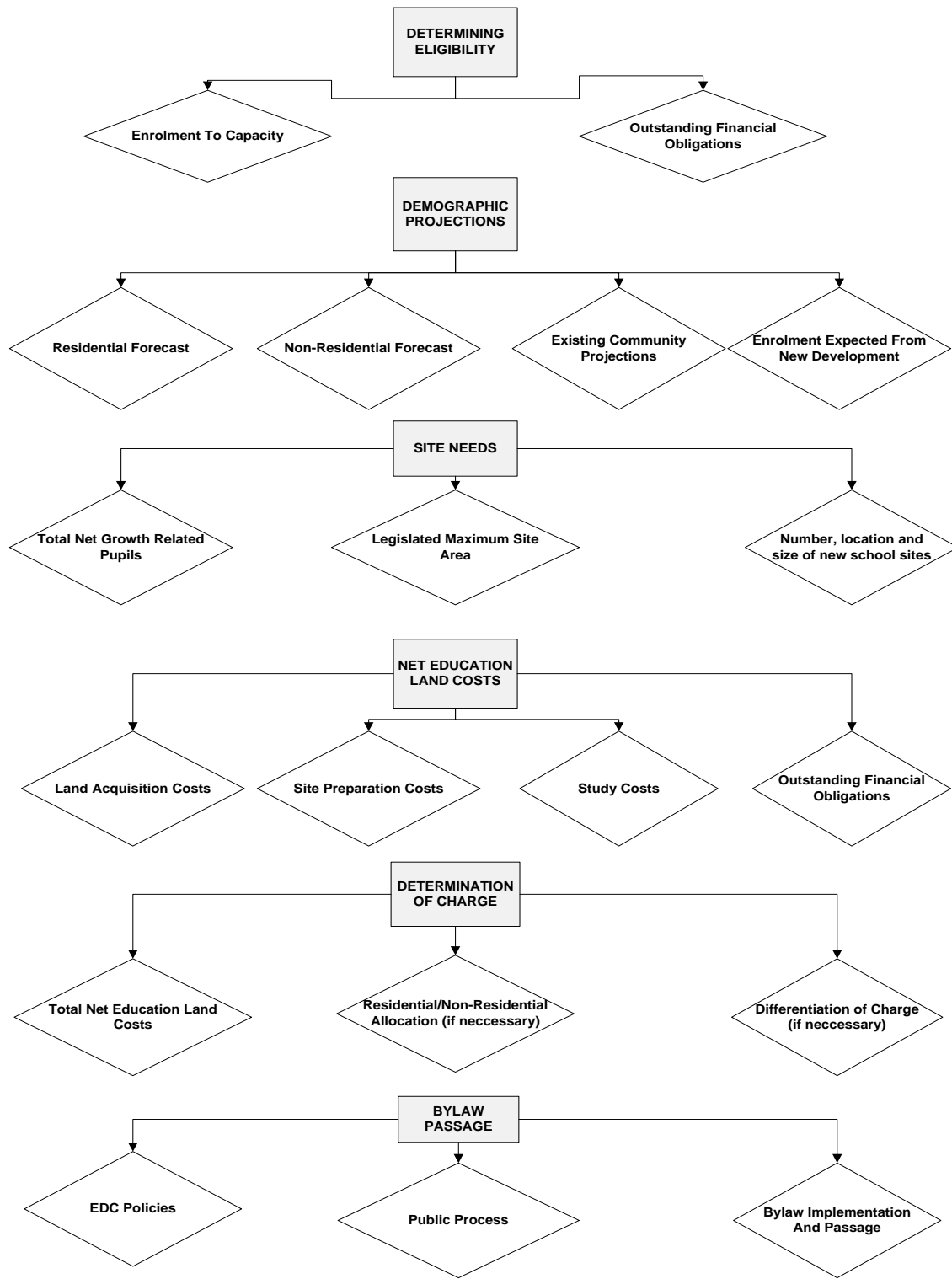
The first policy that a statement must be provided for is the alternative accommodation arrangement policy. The statement must include information on the board's policy with regard to how it deals with alternative accommodation arrangements to provide pupil accommodation and how it could reduce or eliminate the need for EDCs. If the board has had a previous by-law, information respecting how alternative accommodation arrangements were implemented (or not implemented) must also be provided.

The second policy statement deals with the policy on operating budget surpluses. The EDC must include a board policy that states if savings are achieved in the operating budget they must be used to defray any eligible EDC expenditures. The Board statement must state that the board has reviewed its current operating budget for potential savings that could be applied to the EDC. The statement must also include the amount of potential savings that would be applied to the EDC, if any.

Both of the statements can be found in Appendix C of this document.

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



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 as well as 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 and Non-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, total net education land costs are divided by the number of net new projected units in the forecast 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. O.Reg 20/98 s.7(2) states that the 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 counties and cities in the area to develop long-term population and housing projections.

According to information from historical building permit data, the County of Brant and the City of Brantford have averaged approximately 506 new permits for residential construction from 2012 to 2017. Residential building activity in the County of Brant and the City of Brantford has fluctuated over the last decade with a high of 825 permits in 2015. This peak in building activity was followed by a decrease to 347 permits in 2016 – a drop of more than 58%. Since 2016, permit activity has increased back up to 573 units in 2017. In addition, approximately 53% of all permits issued during this time, were for low density type units (singles/semis), with the remaining 25% for medium density and 22% for high density.

County of Brant/City of Brantford Historical Building Permit Issuance

Year	Area	Total
2012	COUNTY OF BRANT/ CITY OF BRANTFORD	438
2013	COUNTY OF BRANT/ CITY OF BRANTFORD	419
2014	COUNTY OF BRANT/ CITY OF BRANTFORD	433
2015	COUNTY OF BRANT/ CITY OF BRANTFORD	825
2016	COUNTY OF BRANT/ CITY OF BRANTFORD	347
2017	COUNTY OF BRANT/ CITY OF BRANTFORD	573
Average		506

For the purpose of this study, the County of Brant forecast was derived from the most recent municipal DC forecast. While the City of Brantford forecast was derived from the Municipal Comprehensive Review that outlines the City's employment, housing and intensification strategies as well as land needs. Using these studies, Watson prepared housing growth forecasts for the entire County of Brant and the City of Brantford; both of which are based on the Growth Plan for the Greater Golden Horseshoe. In order to allocate the growth to review areas, the forecast information was supplanted with other relevant data garnered from historical building permit issuance, small area development plans and prior conversations/meetings with local planning departments.

The growth forecast is premised on some significant changes in how the area will grow in the future - consistency with initiatives like Places to Grow are likely to result in more compact, intensified and urban growth. The forecasts project fairly sustained growth over the next few decades with an average of approximately **1,395** new dwelling units per year from 2018/19-2032/33 (15-year EDC forecast term).

COUNTY OF BRANT AND THE CITY OF BRANTFORD (2018/19 – 2032/33)		
	# Of Units	% By Density
Low (Single/Semi)	9,627	46%
Medium (Townhouses)	7,094	34%
High (Apartments)	4,207	20%
Total	20,929	100%

As noted earlier, the final growth forecast for the County of Brant and the City of Brantford EDC by-law for the BHNCD SB is based on the aforementioned data and totals **20,929** new units that are forecast to be built over the next 15 years. Of these new units, 46% are estimated to be low density, 34% medium density and 20% high density. While the forecast averages **1,395** units for

the 15-year EDC term, it is expected that the first 5 years of the forecast will average 1,030 units per year. Between Years 5 and 10, the forecast is expected to average 1,646 and between Years 10 and 15, the forecast is expected to average 1,509.

In order to account for the statutory intensification 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 – transforming an existing single family home 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 **20,511** net new units.

Non-residential

The non-residential growth forecast provides a basis for calculating a non-residential EDC, should the Board elect to impose such a charge. O.Reg 20/98 s.7(10) states that, “If charges are to be imposed on non-residential development, the Board shall determine the charges and the charges shall be expressed as either: a rate applied to the gross floor area (GFA) of a new development or a rate applied to the declared value of development.”

The non-residential forecast for the County of Brant and the City of Brantford totals **12,528,759** square feet of GFA over the next 15 years. As with the residential forecast, assumptions must be made respecting certain exemptions of GFA. Industrial additions (up to 50% of existing floor area) and certain institutional properties (municipal and school board properties) are exempt under the legislation. Utilizing historical Statistics Canada data on non-residential construction by type, **2,631,059** square feet were exempted from this forecast and the total “net” new non-residential forecast totals **9,897,720** square feet of GFA.

As stated earlier, the existing County of Brant and City of Brantford EDC by-law, as well as the foregoing EDC background analysis, has a 100% residential allocation, with no non-residential component included.

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

Watson & Associates 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 forecast for the EDC. The enrolment projection methodology focuses on the relationships between demographic trends and actual historical enrolment of the Board. The basis of the assumptions for future trends comes from the analysis of these historical relationships.

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 assists in providing perspective and direction when determining future assumptions for the projections.

The following table depicts the Board's demographic trends. The total population in the Board's jurisdiction (County of Brant and City of Brantford only) grew by 5.6% between 2001 and 2006. In comparison the population grew 6.6% in Ontario and 5.4% Canada-wide over that same time period. Between 2006 and 2011, the population in the Board's jurisdiction grew by approximately 3.8%, which is lower than the provincial and national rates for this same time period, which were 5.9% and 5.7% respectively. More recently, the Board's jurisdiction has experienced growth of approximately 3.7% between 2011 and 2016, which is slightly lower than the provincial and national increase of approximately 5% during this same period of time.

Population Data	2001 Census	2006 Census	2011 Census	2016 Census
Total Population	118,099	124,712	129,493	134,301
Pre-School Population (0-3)	5,334	5,629	5,909	6,025
Elementary School Population (4-13)	16,607	16,074	15,394	16,127
Secondary School Population (14-18)	8,785	8,750	8,791	8,142
Population Over 18 Years of Age	87,373	94,259	99,399	104,007
<i>Females Aged 25-44</i>	<i>16,971</i>	<i>16,677</i>	<i>16,230</i>	<i>16,542</i>

Population Data	2001-2006		2006-2011		2011-2016	
	Absolute Change	% Change	Absolute Change	% Change	Absolute Change	% Change
Total Population	6,613	5.60%	4,781	3.80%	4,808	3.70%
Pre-School Population (0-3)	295	5.50%	280	5.00%	116	2.00%
Elementary School Population (4-13)	-533	-3.20%	-680	-4.20%	733	4.80%
Secondary School Population (14-18)	-35	-0.40%	41	0.50%	-649	-7.40%
Population Over 18 Years of Age	6,886	7.90%	5,140	5.50%	4,608	4.60%
<i>Females Aged 25-44</i>	<i>-294</i>	<i>-1.70%</i>	<i>-447</i>	<i>-2.70%</i>	<i>312</i>	<i>1.90%</i>

More importantly, from a school board perspective, was the decline in the elementary school aged (4-13 years) population which decreased by approximately 3.2% from 2001 to 2006 and by an additional 4.2% between 2006 and 2011 – an absolute loss of more than 1,213 people in this age cohort between 2001 and 2011. More recently, the elementary aged population has begun to stabilize, increasing by approximately 4.8% or 733 people between 2011 and 2016. Comparatively, the secondary school aged (14-18 years) population remained somewhat stable between 2001 and 2011, decreasing by -0.4% between 2001 and 2006, followed by a slight increase of less than 1% between 2006 and 2011. Overall an increase of 6 people in this cohort was noted between 2001 and 2011. Since 2011, the secondary school aged population has declined, dropping by an additional 7.4% or 649 people.

In addition to the increases in the elementary aged population, there were increases in the pre-school aged population (0-3 years) and fluctuations in the population of females aged 25-44 for the 2001/06, 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 grew by 5.5% between 2001 and 2006, followed by an additional increase of approximately 5% between 2006 and 2011. Comparably, the population of females aged 25-44 decreased by 1.7% between 2001 and 2006, this was followed by an additional decline in this population cohort by approximately 2.7% between 2006 and 2011. More recently, both of these age cohorts have experienced growth, increasing by approximately 2% each between 2011 and 2016.

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.
- Adult (18+) – reflects the segment of the population that does not attend elementary or secondary school.

The Enrolment Projection Process

Determining Entry Year Enrolment

One of the most important and most difficult components of the enrolment forecast is predicting entry year enrolment or the Junior Kindergarten 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.

At this stage of the projections, each school in a review area will have a projected number of JK's 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 junior kindergarten students is often higher in the more rural areas and an indication that more students routinely enter the senior kindergarten

grade than would be expected, given the junior kindergarten 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 4.1: An Example of Junior Kindergarten/Elementary Participation Rates – 2006 to 2016

SINGLE YEAR OF AGE	2006	2011	2016
0	3,185	3,712	3,799
1	3,457	3,883	3,925
2	3,602	3,965	4,078
3	3,664	3,862	4,267
4	3,813	4,110	4,259
5	4,011	3,953	4,474
6	4,157	4,119	4,350
7	4,259	4,079	4,653
8	4,347	4,244	4,520
9	4,253	4,324	4,560
10	4,354	4,506	4,522
11	4,439	4,564	4,760
12	4,184	4,736	4,605
13	4,060	4,762	4,840
JK HEADCOUNT ENROLMENT			
	1,489	1,484	1,730
ELEMENTARY HEADCOUNT ENROLMENT			
	17,950	19,203	19,887
JK PARTICIPATION			
	39%	36%	41%
ELEMENTARY PARTICIPATION			
	43%	44%	46%

Table 4.2: Retention Rate Example

				Historical					
Years			Grade	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	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 and 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 secondary involves the concept of open access. In Ontario, students are permitted to attend the secondary school of their choice, regardless of religious requirements and assuming there is space and program availability. To account for this in the projections, the predicted Grade 9 enrolment at a given secondary school based on its feeder schools and historical retention rates is compared to the actual Grade 9 enrolment at the school. This ratio provides an approximation of the net students lost or gained due to open access.

The other important variable that is considered in the secondary enrolment projection methodology is the impact of the fifth year of secondary school 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 four-year program in five years or to upgrade or retake certain courses. The percentage of students that are coming back for a fifth year varies throughout the Province and even from school to school within a board. The projections in this analysis typically utilize a 3-year average of Grade 12 retention rates (putting greater emphasis on the last year or two), as well as input from the School 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 details 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 BHNCD SB in the County of Brant and the City of Brantford based on 2016/17 enrolment was 1.05; in 2006/07 the GSR was 1.29. The decrease in grade structure ratio between 2006/07 and 2016/17 is indicative of the population growth occurring in the area at that time, causing more students to enter the elementary system than leave. Table 4.3 outlines historical enrolment and historical grade ratios for BHNCD SB.

Table 4.3: BHNCD SB (County of Brant and the City of Brantford)

GRADES	2006/ 2007	2011/ 2012	2016/ 2017
JK	365	385	348
SK	392	363	385
1	402	371	387
2	408	398	402
3	394	376	415
4	418	385	401
5	470	382	382
6	500	392	385
7	521	405	386
8	475	377	404
SE	26	14	25
TOTAL	4,371	3,848	3,920
RATIO	1.29	1.05	1.05

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 & Associates 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 municipality (elementary) or review area (secondary) within the County of Brant and the City of Brantford. The pupil yields and trends can vary significantly from area to area in a board's jurisdiction. In this way, factors are derived and applied to the appropriate growth forecast to get a forecast of school aged children from new development. This new development forecast must then be adjusted to reflect only the enrolment for the subject board. Using historical apportionment and population participation rates, the enrolment forecast is revised to capture the appropriate share for the board.

For the BHNCD SB, the total yields for the elementary panel range between 0.11 in Brantford to 0.08 in Brant (Table 4.4). On the secondary panel, the total pupil yield is 0.04 in the County of Brant/City of Brantford (Table 4.5).

Table 4.6 depicts a flow chart outlining the process of projecting enrolment from new development and can be found on page 4-13.

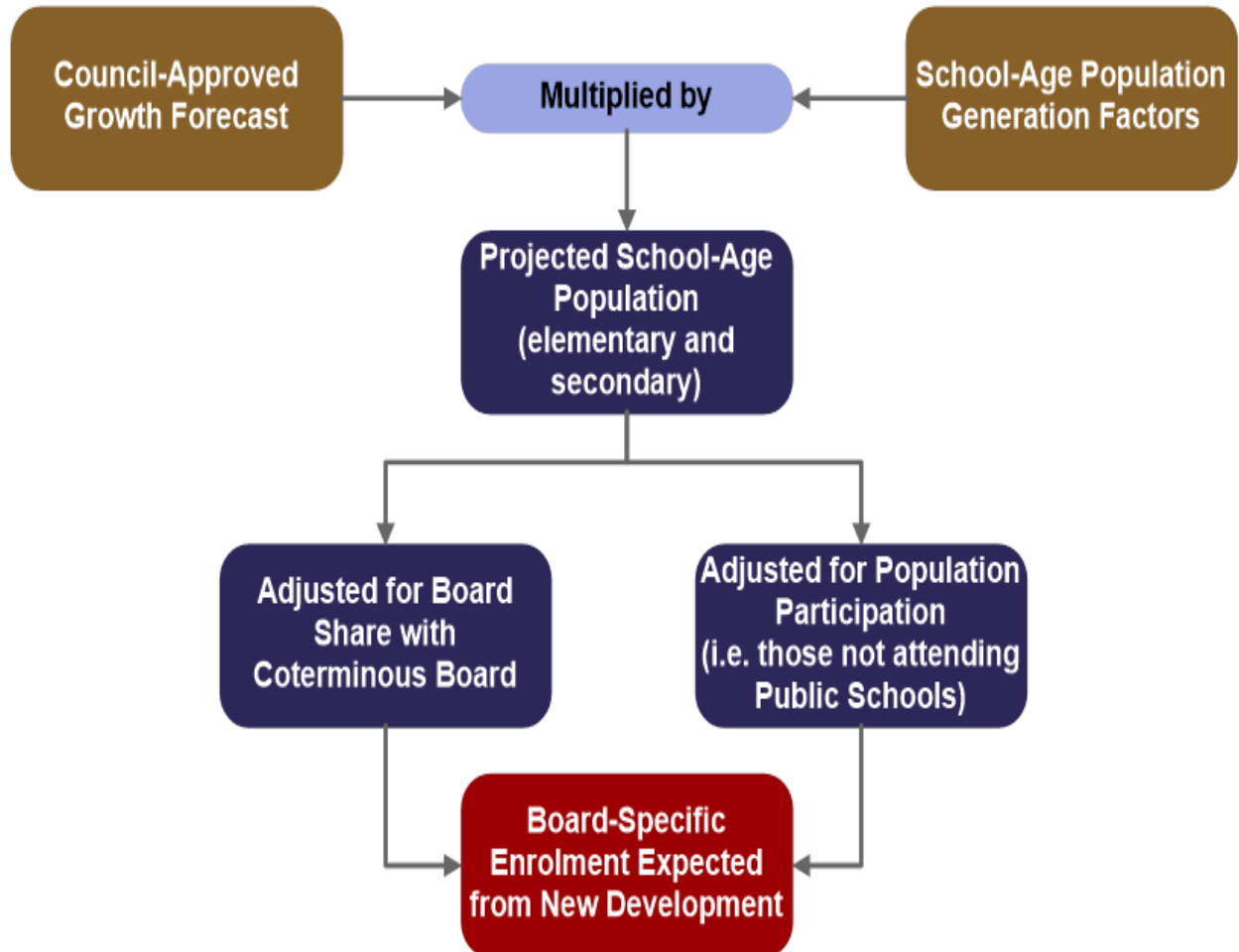
Table 4.4 BHNCDSEB Elementary Pupil Yields

Elementary Planning Area	Dwelling Unit Type	Net New Units	Elementary Pupil Yield
Brant County	Low Density	3,157	0.10
	Medium Density	751	0.03
	High Density	400	0.03
	Total	4,308	0.08
Brantford	Low Density	6,470	0.22
	Medium Density	5,925	0.04
	High Density	3,807	0.03
	Total	16,202	0.11

Table 4.5 BHNCDSEB Secondary Pupil Yields

Secondary Planning Area	Dwelling Unit Type	Net New Units	Secondary Pupil Yield
Brant County / City of Brantford	Low Density	9,627	0.06
	Medium Density	6,676	0.02
	High Density	4,207	0.02
	Total	20,511	0.04

Table 4.6: Enrolment Expected from New Development

Enrolment Expected from New Development

4.3 Summary of Projected Enrolment

The total EDC enrolment projections for Brant County and the City of Brantford indicate that by the end of the forecast period (2032/33), the Brant Haldimand Norfolk Catholic District School Board will have a total elementary enrolment of 6,240. This represents a total increase of more than 49% from 2018/19. On the secondary panel, enrolment is expected to increase by about 28%, with 2018/19 enrolment of 2,566 forecast to increase to approximately 3,292 by the end of the 15-year forecast term.

A summary of the projected enrolment for BHCNDSB, by review area and panel, can be found on the following page.

**BHNCDSB Elementary Review Areas
(The County of Brant and the City of Brantford)**

Review Area	Year 1 2018/19	Year 5 2022/23	Year 10 2027/28	Year 15 2032/33
CE01	1,215	1,248	1,316	1,426
CE02	151	135	132	137
CE03	293	274	262	272
CE04	409	417	420	421
CE05	345	381	429	515
CE06	906	1,121	1,712	2,166
CE07	874	992	1,138	1,303
TOTAL	4,193	4,568	5,409	6,240

**BHNCDSB Secondary Review Areas
(The County of Brant and the City of Brantford)**

Review Area	Year 1 2018/19	Year 5 2022/23	Year 10 2027/28	Year 15 2032/33
CS01	2,566	2,815	3,107	3,292
TOTAL	2,566	2,815	3,107	3,292

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 that were used in the EDC analysis are explained in detail in Chapter 4 and outlined below. Non-residential GFA forecasts were not used in the analysis.

Residential Unit Forecast

COUNTY OF BRANT/CITY OF BRANTFORD	2018/19-2032/33
TOTAL PROJECTED UNITS	20,929
TOTAL NET NEW UNITS	20,511

Non-residential GFA Forecasts

COUNT OF BRANT/CITY OF BRANTFORD	2018/19-2032/33
TOTAL PROJECTED GFA (Sq.ft.)	12,528,759
TOTAL NET GFA (Sq.ft.)	9,897,720

Net Growth-related Pupil Places

The projected school 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 each panel is set out below. These forms highlight, by municipality (elementary) or review area (secondary), the net number of units, the board pupil yields and the growth-related pupils.

The BHNCD SB's projections forecast a total of 1,633 elementary net growth-related pupils and 826 secondary pupils.

**Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
Form E - Growth Related Pupils - Elementary Panel**

Elementary Planning Area	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Brant County	Low Density	3,157	0.10	316
	Medium Density	751	0.03	19
	High Density	400	0.03	11
	Total	4,308	0.08	346
Brantford	Low Density	6,470	0.22	1,420
	Medium Density	5,925	0.04	221
	High Density	3,807	0.03	129
	Total	16,202	0.11	1,770
SUBTOTAL:				2,116
LESS: Available Pupil Places:				483
NET GROWTH RELATED PUPILS:				1,633

**Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
Form E - Growth Related Pupils - Secondary Panel**

Secondary Planning Area	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
Brant County / City of Brantford	Low Density	9,627	0.06	578
	Medium Density	6,676	0.02	145
	High Density	4,207	0.02	102
	Total	20,511	0.04	826
SUBTOTAL:				826
LESS: Available Pupil Places:				-
NET GROWTH RELATED PUPILS:				826

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 fund must be calculated and incorporated into the analysis. Finally, the total eligible revenues, expenditures and existing deficits or surpluses are cash-flowed over a 15-year period to determine the final charge.

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

1. Costs to acquire land or an interest in land, including a leasehold interest, to be used by the board to provide pupil accommodation;
 2. Costs to provide services to the land or otherwise prepare the site so that a building or buildings may 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;
 5. Costs to undertake studies in connection with an acquisition referred to in paragraph 1.
- N.B – Only the capital component of costs to lease land or to acquire a leasehold interest is an education land cost.

Site Valuation

Paragraph 4 of Section 7 of O.Reg 20/98 states that, "The board shall estimate the net education land cost for the elementary school sites and secondary school sites required to provide pupil places for the new elementary school pupils and secondary school pupils."

To determine the costs of land acquisition, the BHNCD SB retained the appraisal firm of gsi Real Estate and Planning Advisors. The appraisers were responsible for providing a land value per acre for each EDC eligible site identified in the analysis. In addition, the appraisers were asked to provide an annual land escalation factor (for 5 years) to apply to the current land values. Specific details and background to the appraisals can be found in the firm's appraisal report which were provided to the School Board. The report is titled "Education Development Charge (EDC)

Land Valuation Study – Estimate of Market Value for a School Site to be Acquired with EDC Fund”.

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

The acreage rates for each site/County 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 **May 30th, 2018**.

The table on the following page 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.

Brant Haldimand Norfolk CDSB Sites:

ELEMENTARY PANEL	
New CE06 Site	\$600,000
New CE06 Site	\$600,000
New CE06 Site	\$600,000
New CE07 Site	\$550,000
SECONDARY PANEL	
New CS01 Site	\$550,000

Land Escalation over the Forecast Period

As previously mentioned, the appraiser's report estimates an annual land escalation rate to be applied to the 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 appraisers concluded escalation factors of 5% per annum for the first year through to the final year are reasonable for the purposes of projecting the land values over the five-year by-law period.

Land Development and Servicing Costs

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

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

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

Based on recent historical site preparation costs that were provided by the School Board a figure of **\$29,867 per acre** was used in the study. Using historical economic data and construction cost

indices, 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 (five years), the site development/servicing costs, as well as associated financing costs and study costs are projected to be over **\$22.5** million for the BHCNDSB.

5.3 Reconciliation of the EDC Reserve Fund

Before the final growth-related net education land costs can be determined they must be adjusted by any deficit or surplus in the existing EDC reserve fund. Any outstanding education development charge financial obligations that have been incurred by the Board under a previous by-law 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 BHCNDSB's EDC reserve fund balance had an estimated deficit balance of **-\$1,845,228** according to the 2013 Background Study. Incorporating actual collections and expenditures since 2013 (Based on Appendix D1/D2 Submissions to the Ministry of Education) as well as estimates to the proposed new by-law inception date, the new reserve fund balance is estimated at **-\$81,854** for the BHCNDSB.

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 existing EDC by-laws are based on a 100% residential charge/0% non-residential charge and the EDCs are a uniform rate across all types of development. The proposed charge in this background study is premised on the same assumptions; however, a range of charges and residential and non-residential rates are presented in the cashflow analysis later in this chapter as well as in the Form submission.

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. The net education land costs for the residential portion of BHNCDsB's by-law are estimated to be **\$22,504,451** and the number of net new units in the EDC forecast is projected to be **20,511** resulting in rate of **\$1,097** per dwelling unit.

The table below outlines the total growth-related net education land costs, the net new units and the final EDC rates for the proposed by-law.

BHNCDsB – County of Brant/City of Brantford EDC

Calculation of Uniform 100% Residential/0% Non-Residential Charge

Residential Growth-Related Net Education Land Costs (100%)	\$22,504,451
Net New Dwelling Units (Form C)	20,511
Uniform Residential EDC per Dwelling Unit	\$1,097
Non-Residential Growth-Related Net Education Land Costs (0%)	-
Non-Exempt Board-Determined GFA (Form D)	9,897,720
Non-Residential EDC per Square Foot of GFA	-

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 - 5%, Yr.2 - 5%, Yr.3 - 5%, Yr.4 - 5%, Yr.5 - 5%
Site Preparation Escalation Rate	1.6% per annum
EDC Reserve Fund Interest Earnings	1.5%
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 policies 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 policies.
2. The second revenue component comes from any short or long term debt the board incurs. 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 and non-residential 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.

The cashflow analysis also provides a range of possible EDC charges based on different residential and non-residential allocations. All EDCs calculated in this study are based on 100% residential and 0% non-residential collection. The top right portion of the cashflow analysis highlights the possible residential and non-residential EDC rates with a range of 0-40% for non-residential allocations.

The EDC Cashflow for the Board is included as Table 5.1 on the following page.

Table 5.1: BHNCDSB Cashflow

**Brant Haldimand Norfolk Catholic District School Board
Education Development Charge 2018
15 Year Cash Flow Analysis**

Rates		
Non-res Share	Res Rate	Non-Res Rate
0%	\$1,097	\$0.00
5%	\$1,042	\$0.11
10%	\$987	\$0.23
15%	\$933	\$0.34
20%	\$878	\$0.45
25%	\$823	\$0.57
40%	\$658	\$0.91

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

	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
Projected Revenues															
3 Long Term Financing	\$0	\$0	\$1,600,000	\$0	\$0	\$0	\$0	\$6,150,000	\$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 Subtotal (1 through 4)	\$0	\$0	\$1,600,000	\$0	\$0	\$0	\$0	\$6,150,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6 Education Development Charge Revenue (Res) 1,097 per unit	\$675,758	\$675,758	\$675,758	\$1,759,103	\$1,759,103	\$1,780,788	\$1,780,788	\$1,762,095	\$1,762,095	\$1,762,095	\$1,783,781	\$1,783,781	\$1,783,781	\$1,379,884	\$1,379,884
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 Subtotal EDC Revenue (6 + 7)	\$675,758	\$675,758	\$675,758	\$1,759,103	\$1,759,103	\$1,780,788	\$1,780,788	\$1,762,095	\$1,762,095	\$1,762,095	\$1,783,781	\$1,783,781	\$1,783,781	\$1,379,884	\$1,379,884
9 Total Revenue (5 + 8)	\$675,758	\$675,758	\$2,275,758	\$1,759,103	\$1,759,103	\$1,780,788	\$1,780,788	\$7,912,095	\$1,762,095	\$1,762,095	\$1,783,781	\$1,783,781	\$1,783,781	\$1,379,884	\$1,379,884
Education Development Charge Expenditures															
10 Site acquisition costs (Escalation Rates Included) 1	\$0	\$0	\$3,307,500	\$0	\$0	\$2,546,627	\$0	\$10,878,264	\$0	\$0	\$0	\$0	\$2,571,022	\$0	\$0
11 Site preparation costs (Escalation Rates Included) 1	\$0	\$0	\$154,152	\$0	\$0	\$117,305	\$0	\$502,075	\$0	\$0	\$0	\$0	\$121,318	\$0	\$0
12 Projected Future Study Costs	\$100,000					\$100,000					\$100,000				\$0
13 Long Term Debt Costs	\$0	\$0	\$0	\$199,728	\$199,728	\$199,728	\$199,728	\$199,728	\$967,433	\$967,433	\$967,433	\$967,433	\$967,433	\$767,705	\$767,705
14 Short Term Debt Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15 Reserve Fund Surplus															81,854
16 Total Expenditures (10 through 15)	\$100,000	\$0	\$3,461,652	\$199,728	\$199,728	\$2,963,660	\$199,728	\$11,580,067	\$967,433	\$967,433	\$1,067,433	\$967,433	\$3,659,773	\$767,705	\$767,705
Cashflow Analysis:															
17 Revenues Minus Expenditures (9 - 16)	\$575,758	\$675,758	\$1,185,894	\$1,559,374	\$1,559,374	\$1,182,872	\$1,581,060	-\$3,667,972	\$794,662	\$794,662	\$716,347	\$816,347	\$1,875,993	\$612,179	\$612,179
18 Opening Balance (previous year's closing balance)	-\$81,854	-\$81,854	\$493,904	\$1,187,207	\$1,333	\$1,584,118	\$3,190,644	\$2,037,889	\$3,673,233	\$5,340	\$812,002	\$1,630,764	\$2,382,318	\$3,246,645	\$1,391,212
19 Sub total (17 + 18)	-\$81,854	\$493,904	\$1,169,662	\$1,313	\$1,560,707	\$3,143,492	\$2,007,772	\$3,618,949	\$5,261	\$800,002	\$1,606,664	\$2,347,111	\$3,198,665	\$1,370,652	\$2,003,391
20 Interest Earnings	\$0	\$17,545	\$20	\$23,411	\$47,152	\$30,117	\$54,284	\$79	\$12,000	\$24,100	\$35,207	\$47,980	\$20,560	\$30,051	\$39,684
21 Closing Balance (19 + 20)	-\$81,854	\$493,904	\$1,187,207	\$1,333	\$1,584,118	\$3,190,644	\$2,037,889	\$3,673,233	\$5,340	\$812,002	\$1,630,764	\$2,382,318	\$3,246,645	\$1,391,212	\$2,033,442

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): \$7,750,000
 Total Debt Payments: \$9,674,334
 Outstanding Debt At End Of Forecast(15 years): \$2,303,116
 Outstanding Debt Will Be Fully Funded In: 2035

APPENDIX A
EDUCATION DEVELOPMENT CHARGE
MINISTRY OF EDUCATION FORMS SUBMISSION

APPENDIX A - EDUCATION DEVELOPMENT CHARGE MINISTRY OF EDUCATION FORMS SUBMISSION

The Ministry of Education has prepared a set of standard forms that are required to form 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 each School 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 School Board is eligible to impose EDCs. The A2 section of the form deals with any outstanding EDC financial obligations. The form highlights any outstanding principal less the existing reserve fund balance. A positive financial obligation results in a board being eligible to impose future EDCs.

FORM B

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

FORM C

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

FORM D

This form provides the non-residential forecast of gross floor area in square feet over the next 15 years. In addition to providing the total projected square footage, this form also includes an estimate as to the amount of square footage that is exempt from the forecast. Similar to the residential forecast, because of certain statutory exemptions, an assumption must be made regarding square footage that is excluded from the final EDC forecast.

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. The portion of costs allocated to non-residential development is divided by the net non-residential GFA forecast to derive a non-residential EDC charge per square foot.

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT
SCHOOL BOARD
EDUCATION DEVELOPMENT CHARGE FORMS SUBMISSION**

**Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
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 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
7,649.0	6,644	6,723	6,772	6,971	7,142	6,851	-798

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
3,402.0	3,595	3,603	3,662	3,729	3,804	3,679	277

A.2: EDC FINANCIAL OBLIGATIONS

Total Outstanding EDC Financial Obligations (Reserve Fund Balance):	-	\$ 81,854
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**Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
Form B - Dwelling Unit Summary**

PROJECTION OF GROSS NEW DWELLING UNITS BY MUNICIPALITY

	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033	Total All Units
Brant County																
Low Density	196	196	196	196	196	210	210	183	183	183	249	249	249	232	232	3,157
Medium Density	39	39	39	39	39	43	43	49	49	49	77	77	77	69	69	798
High Density	22	22	22	22	22	24	24	27	27	27	33	33	33	32	32	400
Total	256	256	256	256	256	276	276	260	260	260	359	359	359	333	333	4,355
Brantford																
Low Density	154	154	154	549	549	549	549	549	549	549	497	497	497	338	338	6,470
Medium Density	137	137	137	521	521	521	521	521	521	521	497	497	497	372	372	6,296
High Density	78	78	78	310	310	310	310	310	310	310	306	306	306	242	242	3,807
Total	370	370	370	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,301	1,301	1,301	951	951	16,574
Total Jurisdiction																
Low Density	350	350	350	745	745	759	759	732	732	732	746	746	746	569	569	9,627
Medium Density	176	176	176	560	560	564	564	571	571	571	575	575	575	441	441	7,094
High Density	100	100	100	332	332	334	334	337	337	337	339	339	339	274	274	4,207
Total	626	626	626	1,636	1,636	1,656	1,656	1,640	1,640	1,640	1,660	1,660	1,660	1,284	1,284	20,929

**Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form C - Net New Dwelling Units - By-Law Summary**

Elementary Planning Review Areas	Number of Units
Brant County	4,355
Brantford	16,574
Grand Total Gross New Units In By-Law Area	20,929
Less: Statutorily Exempt Units In By-Law Area	419
Total Net New Units In By-Law Area	20,511

**Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
Form D - Non-Residential Development**

D1 - Non-Residential Charge Based On Gross Floor Area (sq. ft.)

Total Estimated Non-Residential Board-Determined Gross Floor Area to be Constructed Over 15 Years From Date of By-Law Passage:	12,528,759
Less: Board-Determined Gross Floor Area From Exempt Development:	2,631,039
Net Estimated Board-Determined Gross Floor Area:	9,897,720

Brant Haldimand Norfolk Catholic District School Board

Education Development Charges Submission 2018

Form E - Growth Related Pupils - Elementary Panel

Brant Haldimand Norfolk Catholic District School Board

Education Development Charges Submission 2018

Form E - Growth Related Pupils - Secondary Panel

Elementary Planning Area	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils	Secondary Planning Area	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
Brant County	Low Density	3,157	0.10	316	Brant County / City of Brantford	Low Density	9,627	0.06	578
	Medium Density	751	0.03	19		Medium Density	6,676	0.02	145
	High Density	400	0.03	11		High Density	4,207	0.02	102
	Total	4,308	0.08	346		Total	20,511	0.04	826
Brantford	Low Density	6,470	0.22	1,420					
	Medium Density	5,925	0.04	221					
	High Density	3,807	0.03	129					
	Total	16,202	0.11	1,770					
		SUBTOTAL:		2,116			SUBTOTAL:		826
		LESS: Available Pupil Places:		483			LESS: Available Pupil Places:		-
		NET GROWTH RELATED PUPILS:		1,633			NET GROWTH RELATED PUPILS:		826

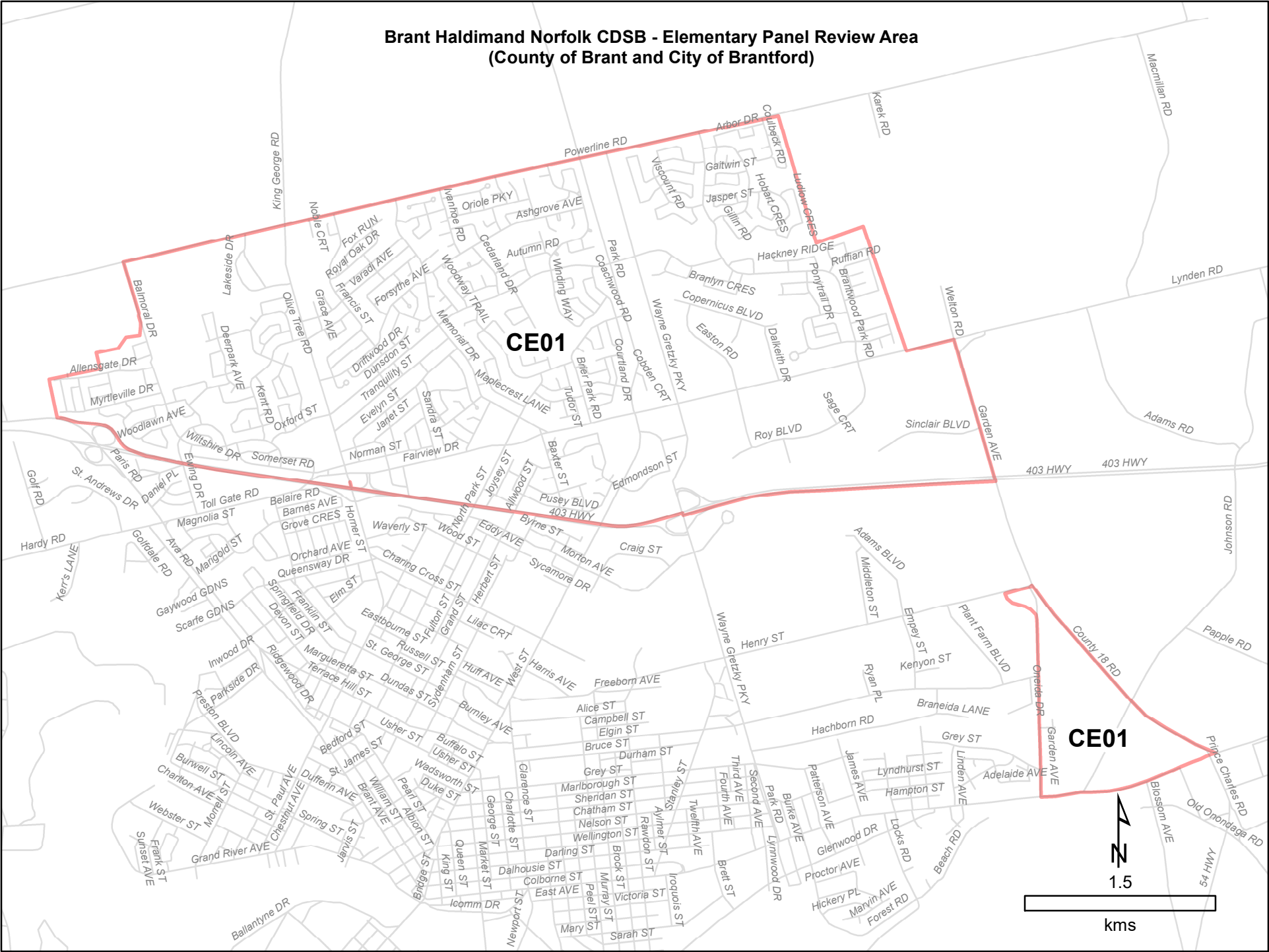
**Brant Haldimand Norfolk CDSB - Elementary Panel Review Area
(County of Brant and City of Brantford)**

CE01

CE01



kms



**Brant Haldimand Norfolk Catholic District School Board
Education Development Charges Submission 2018
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

Review Area: CE01 Brantford North

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections															
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Notre Dame (Brantford)	429	0	336	334	339	324	321	316	310	309	299	296	307	306	306	310	313	316	
Our Lady of Providence	340	0	342	329	316	309	298	282	271	263	248	243	247	247	247	250	253	255	
Resurrection	187	0	146	136	138	138	141	143	143	136	137	135	134	139	140	143	146	150	
St Patrick (Brantford)	164	0	126	120	121	118	118	113	113	117	111	108	108	106	106	107	108	109	
St. Leo	288	0	313	327	351	367	378	377	398	399	412	411	409	414	415	419	424	428	
Students Out To Brant County Home Resident Areas				66	72	71	70	69	68	68	67	66	67	67	67	68	69	69	
Students Returned To Resident Area				30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
TOTAL:	1,408.0	0	1,263	1,210	1,224	1,216	1,216	1,193	1,196	1,186	1,171	1,156	1,169	1,175	1,177	1,191	1,205	1,219	
AVAILABLE PUPIL PLACES:																			189

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

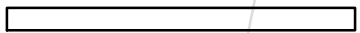
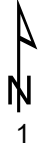
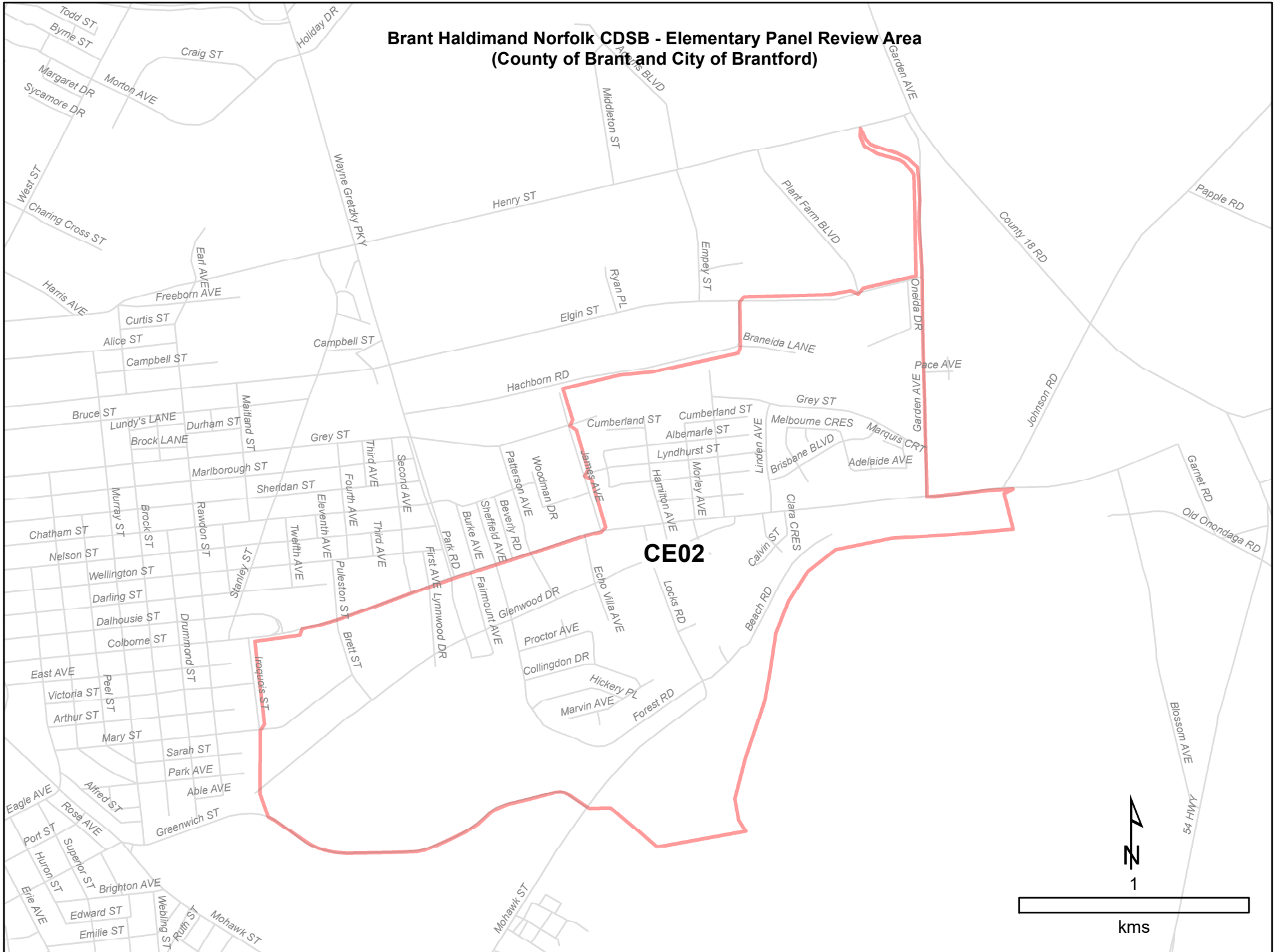
	15 Year Projections														
	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
	5	10	15	35	55	74	93	112	130	147	161	175	189	198	207

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1 Requirements of New Development (Pupil Places)	207
2 Available Pupil Places in Existing Facilities	189
3 Net Growth-Related Pupil Place Requirements (1-2)	18

NOTES

**Brant Haldimand Norfolk CDSB - Elementary Panel Review Area
(County of Brant and City of Brantford)**



kms

Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form F - Growth Related Pupil Place Requirements

Panel: Elementary Panel

Review Area: CE02 Brantford Garden Avenue

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections															
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
St. Peter	167	0	164	168	159	164	156	151	145	148	147	143	143	141	146	146	146	146	
Students Out To Brant County Home Resident Areas				17	18	18	18	18	18	17	17	17	17	17	17	18	18	18	
TOTAL:	167.0	0	164	151	141	146	138	133	128	131	129	126	126	124	129	128	128	128	
AVAILABLE PUPIL PLACES:																			39

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
	0	0	1	1	2	3	4	5	5	6	7	7	8	8	9

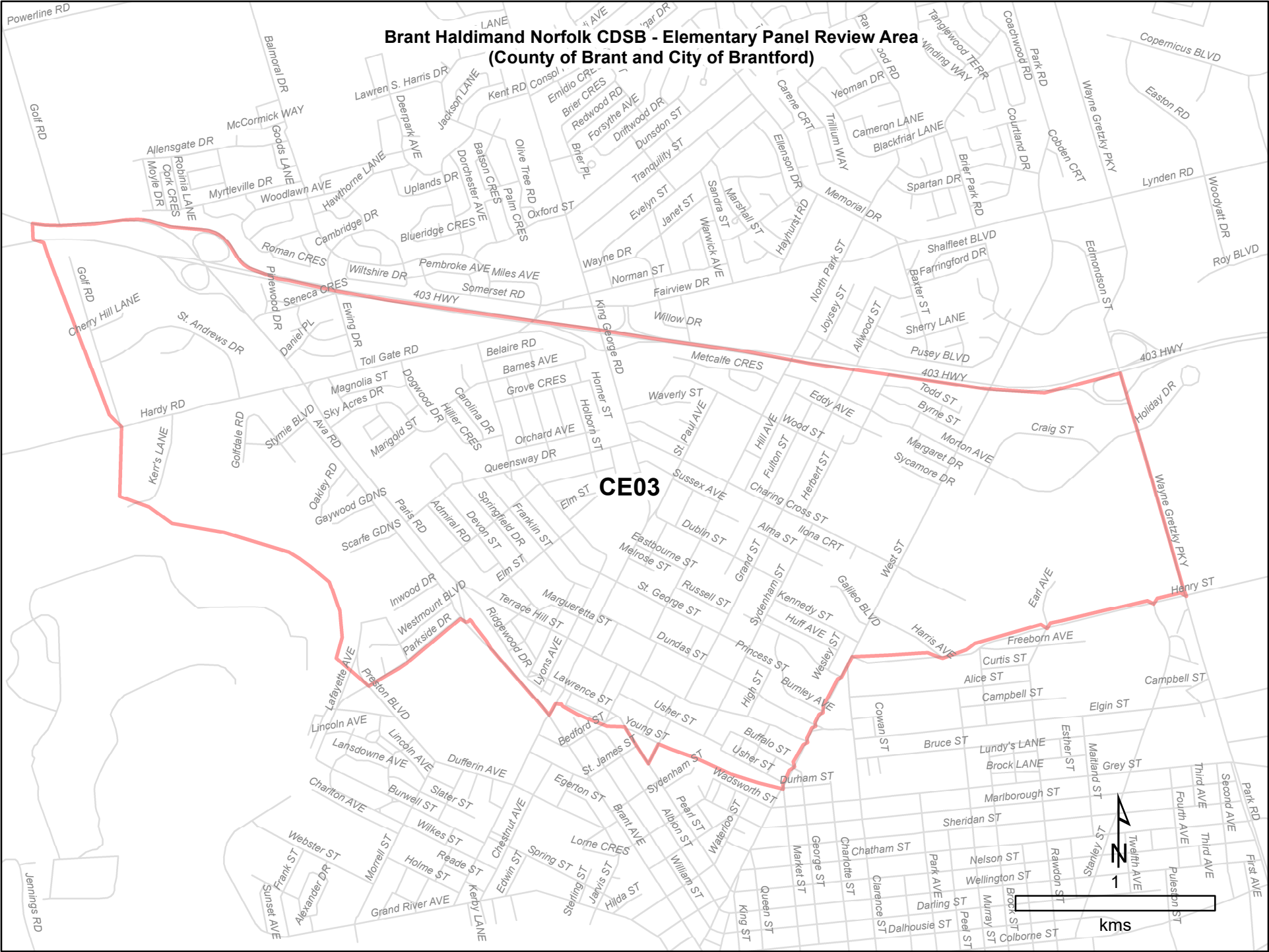
CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1 Requirements of New Development (Pupil Places)	9
2 Available Pupil Places in Existing Facilities	39
3 Net Growth-Related Pupil Place Requirements (1-2)	0

NOTES

**Brant Haldimand Norfolk CDSB - Elementary Panel Review Area
(County of Brant and City of Brantford)**

CE03



Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form F - Growth Related Pupil Place Requirements

Panel: Elementary Panel

Review Area: CE03 Brantford Downtown North

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections															
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
St Pius	337	0	287	284	280	269	264	261	257	245	245	245	245	242	246	244	247	247	246
Students Out To Brant County Home Resident Areas				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Students Returned To Resident Area				10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
TOTAL:	337.0	0	287	293	289	278	273	270	266	254	254	254	251	255	253	256	256	255	
AVAILABLE PUPIL PLACES:																			82

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
	0	1	1	3	4	6	7	9	10	11	13	14	15	16	17

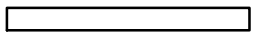
CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1 Requirements of New Development (Pupil Places)	17
2 Available Pupil Places in Existing Facilities	82
3 Net Growth-Related Pupil Place Requirements (1-2)	0

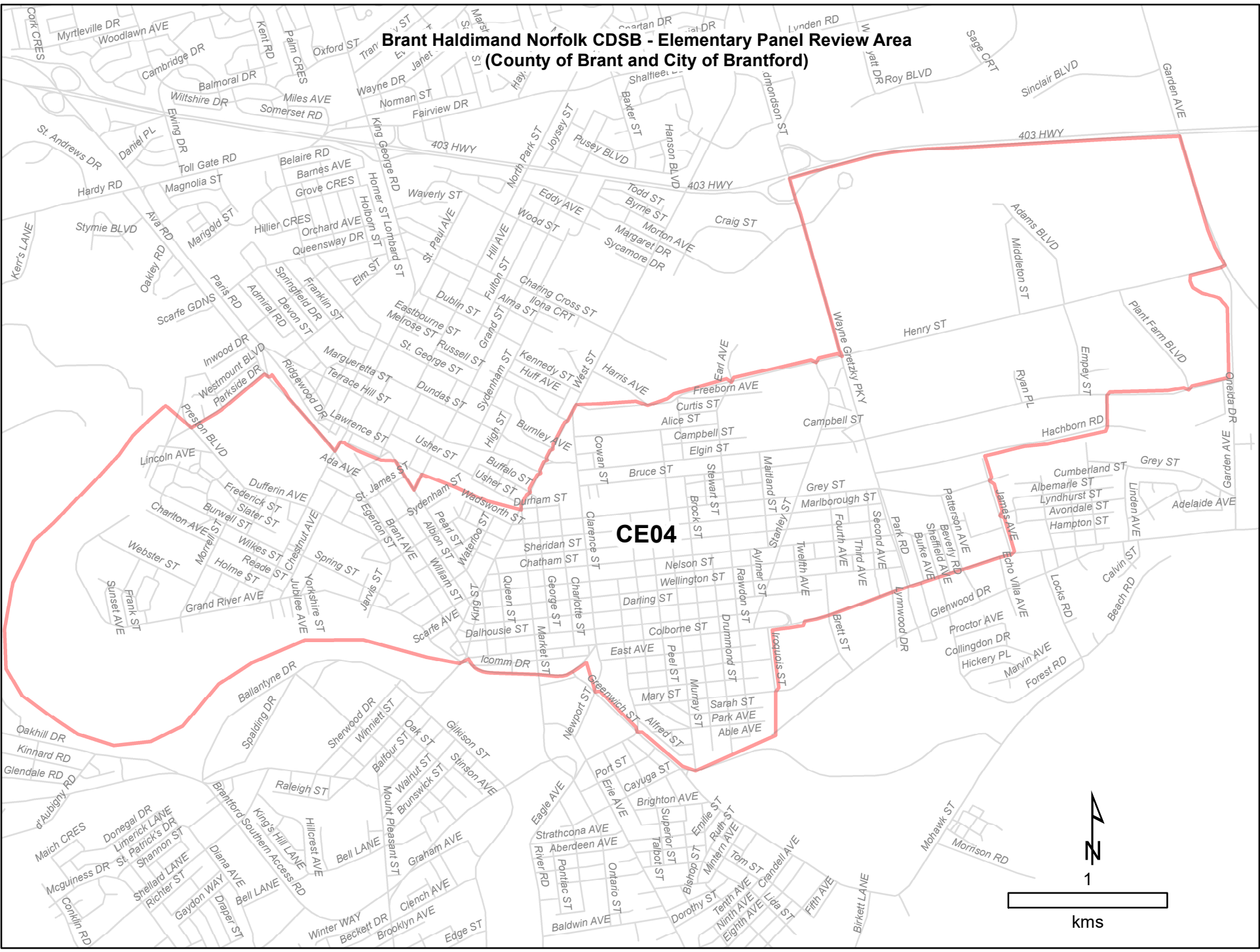
NOTES

**Brant Haldimand Norfolk CDSB - Elementary Panel Review Area
(County of Brant and City of Brantford)**

CE04



kms



Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form F - Growth Related Pupil Place Requirements

Panel: Elementary Panel

Review Area: CE04 Brantford Downtown South

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections															
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Christ the King	187	0	170	170	177	175	175	183	183	177	175	175	172	175	174	174	174	174	
Holy Cross	236	0	232	235	239	231	231	223	228	225	221	221	224	219	217	216	214	214	
Students Out To Brant County Home Resident Areas				- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	- 1	
Students Returned To Resident Area				5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
TOTAL:	423.0	0	402	408	420	410	410	410	415	406	400	400	400	398	395	394	392	392	
AVAILABLE PUPIL PLACES:																			31

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

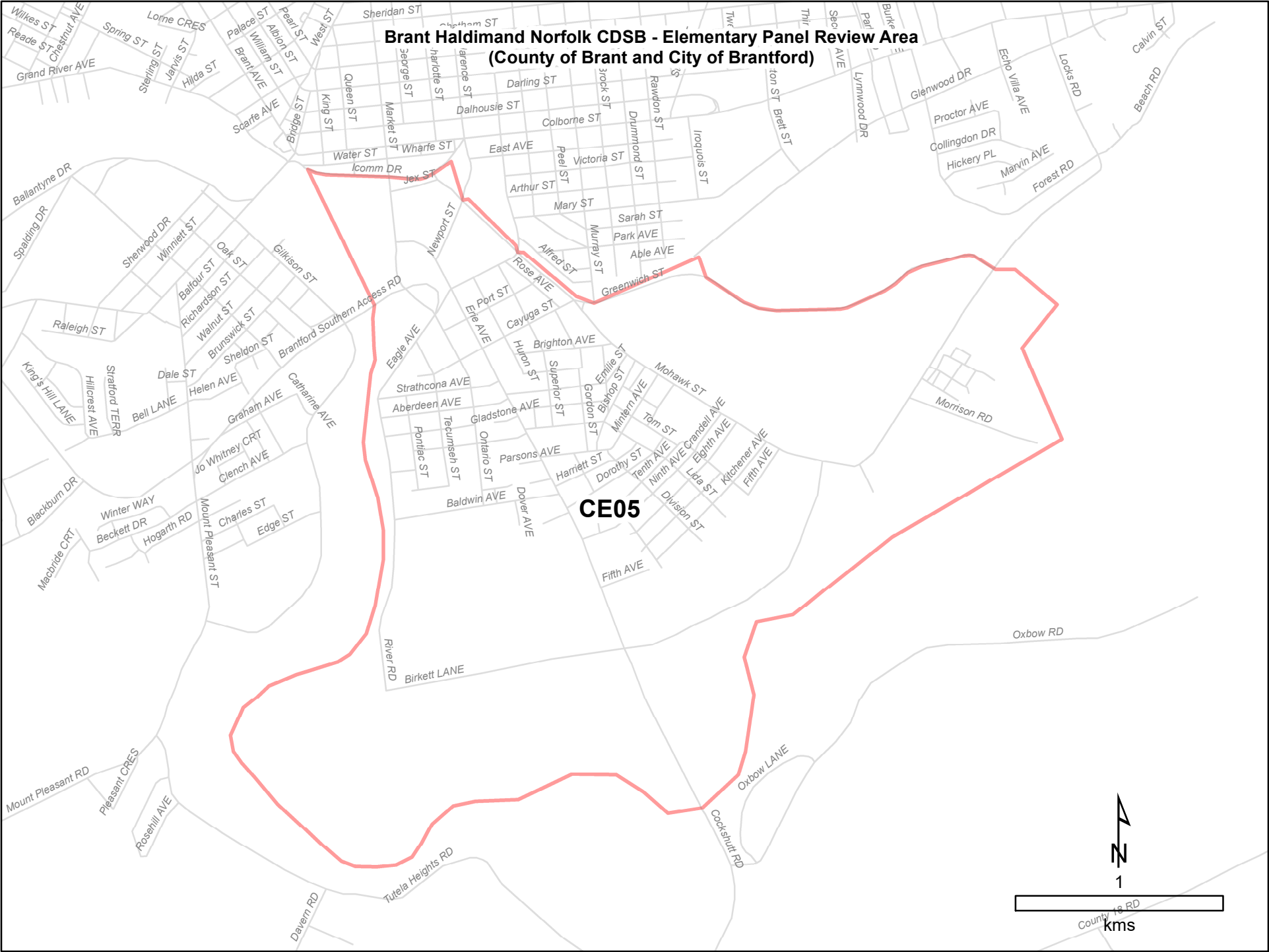
	15 Year Projections														
	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
	1	1	2	5	7	10	13	15	18	20	23	25	27	28	29

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

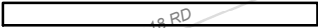
1 Requirements of New Development (Pupil Places)	29
2 Available Pupil Places in Existing Facilities	31
3 Net Growth-Related Pupil Place Requirements (1-2)	0

NOTES

**Brant Haldimand Norfolk CDSB - Elementary Panel Review Area
(County of Brant and City of Brantford)**



CE05



1
kms

Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form F - Growth Related Pupil Place Requirements

Panel: Elementary Panel

Review Area: CE05 Brantford Eagle Place

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections															
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Jean Vanier	466	0	343	358	367	366	371	373	365	366	374	380	378	376	375	375	375	375	375
Students Out To Brant County Home Resident Areas				25	27	27	26	26	26	26	25	25	25	25	26	26	26	26	26
Students Returned To Resident Area				10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
TOTAL:	466.0	0	343	343	350	350	354	357	349	350	359	365	362	361	359	359	359	359	359
AVAILABLE PUPIL PLACES:																			107

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
	2	5	7	15	24	33	41	50	59	67	88	109	129	143	156

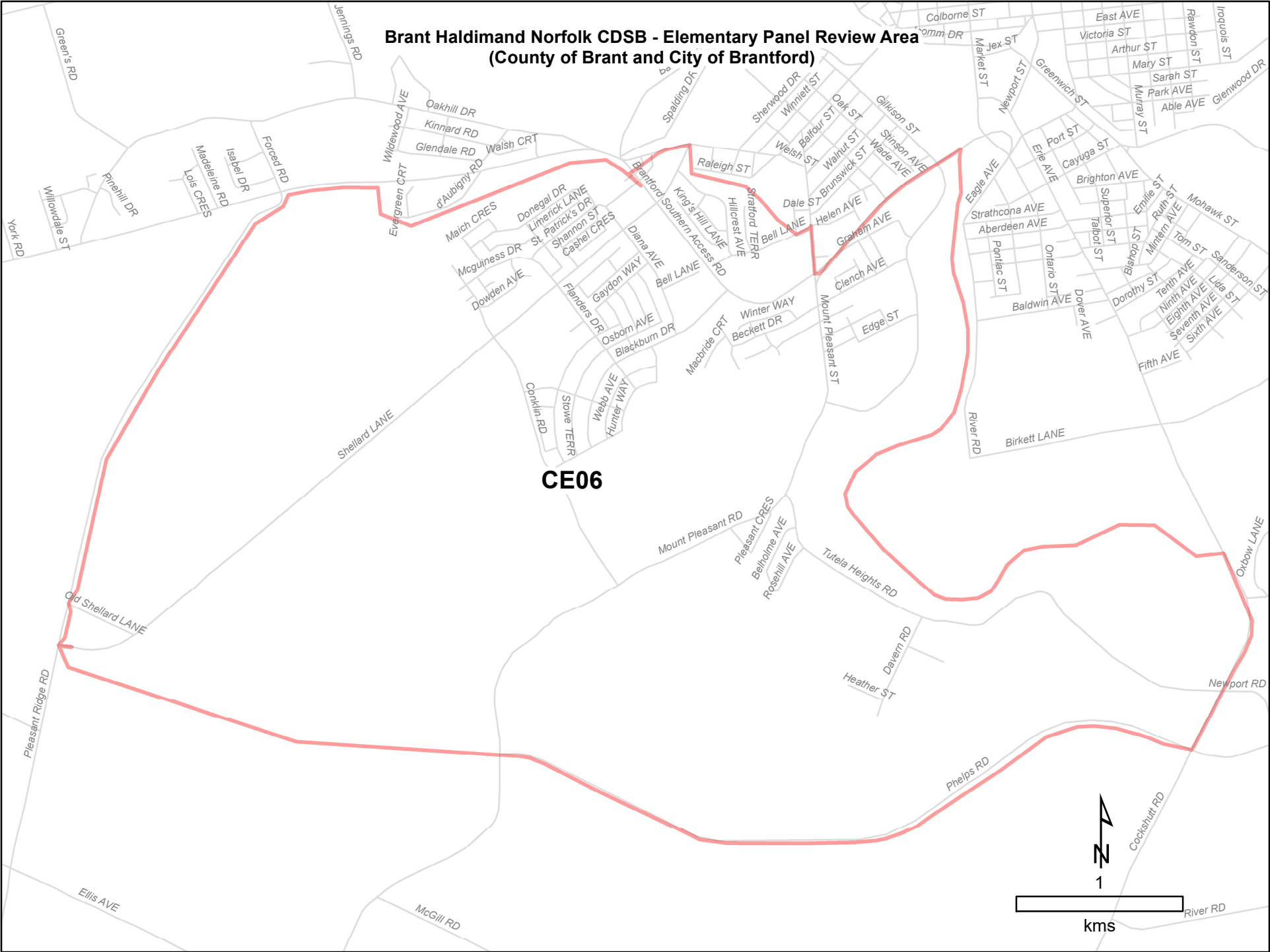
CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	156
2	Available Pupil Places in Existing Facilities	107
3	Net Growth-Related Pupil Place Requirements (1-2)	49

NOTES

**Brant Haldimand Norfolk CDSB - Elementary Panel Review Area
(County of Brant and City of Brantford)**

CE06



**Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

Review Area: CE06 Brantford Southwest

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections														
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
St. Basil	484	0	445	453	465	458	453	450	453	454	454	445	445	449	459	466	473	479
St. Gabriel	389	0	424	415	392	377	356	337	317	320	308	298	307	310	317	322	327	331
Students Out To Brant County Home Resident Areas				- 44 -	- 48 -	- 47 -	- 47 -	- 46 -	- 45 -	- 45 -	- 45 -	- 44 -	- 45 -	- 45 -	- 45 -	- 45 -	- 46 -	- 46 -
Students Returned To Resident Area				50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
TOTAL:	873.0	0	869	873	859	838	813	791	775	779	767	750	758	765	781	793	804	814
AVAILABLE PUPIL PLACES:																		59

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

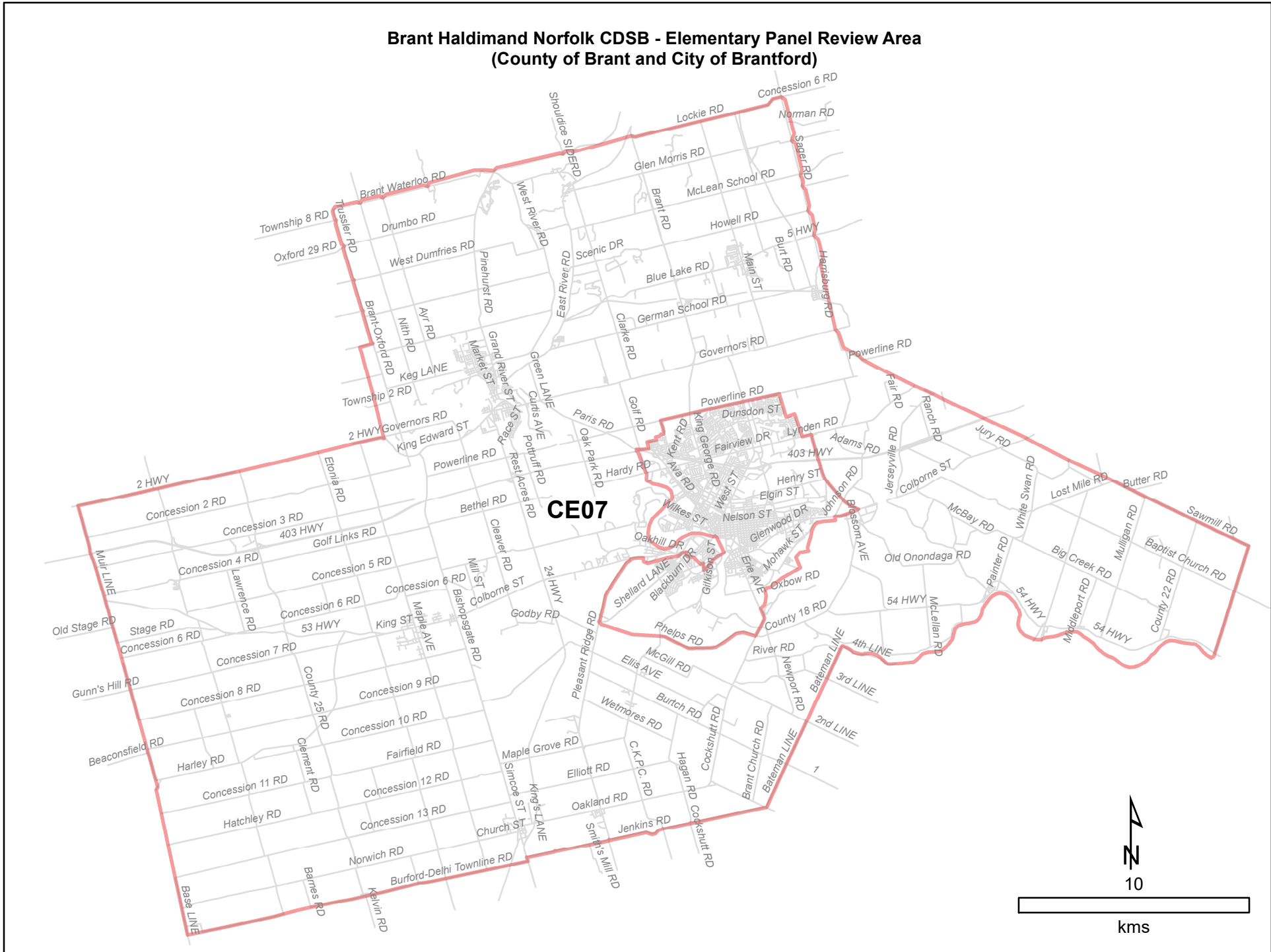
	15 Year Projections														
	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
	33	66	98	214	330	450	570	691	822	954	1052	1149	1247	1300	1352

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1 Requirements of New Development (Pupil Places)	1352
2 Available Pupil Places in Existing Facilities	59
3 Net Growth-Related Pupil Place Requirements (1-2)	1293

NOTES

**Brant Haldimand Norfolk CDSB - Elementary Panel Review Area
(County of Brant and City of Brantford)**



Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form F - Growth Related Pupil Place Requirements

Panel: Elementary Panel

Review Area: CE07 Southwest Paris and Brant County (Less the City of Brantford)

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections														
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
Blessed Sacrament	236	0	207	202	199	195	200	196	201	207	210	210	203	200	202	203	205	206
Holy Family	164	0	138	131	131	130	125	126	123	121	121	118	118	119	120	121	122	123
Sacred Heart (Paris)	420	0	283	298	300	310	315	324	336	343	350	361	374	378	383	385	388	392
St Theresa	210	0	175	173	179	182	184	185	187	177	177	173	171	174	176	177	179	180
Students Returned From Brantford Elementary Schools To Home Area				154	167	165	163	161	159	158	157	155	156	156	157	159	160	161
Students Returned To Home Area In The City Of Brantford				- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105	- 105
TOTAL:	1,030.0	0	803	853	870	877	883	886	900	900	909	912	916	921	933	940	948	957
AVAILABLE PUPIL PLACES:																		73

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
	21	42	63	84	106	130	155	177	200	222	248	274	299	322	346

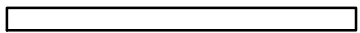
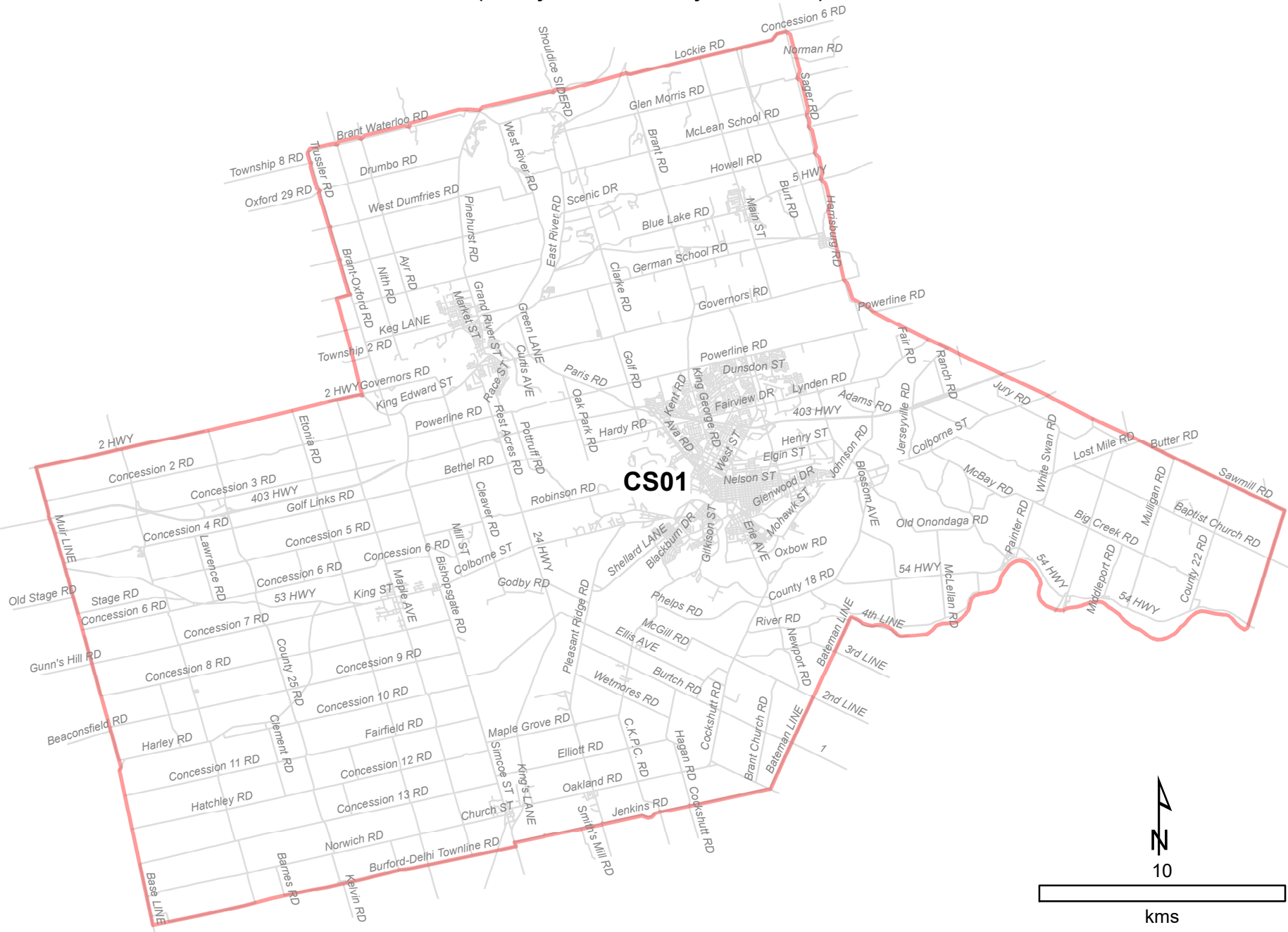
CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1 Requirements of New Development (Pupil Places)	346
2 Available Pupil Places in Existing Facilities	73
3 Net Growth-Related Pupil Place Requirements (1-2)	273

NOTES

**Brant Haldimand Norfolk CDSB - Secondary Panel Review Area
(County of Brant and City of Brantford)**

CS01



kms

Review Area:

CS01 Brant County / City of Brantford

REQUIREMENTS OF EXISTING COMMUNITY

Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections															
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Assumption College School	1,032.0	3	1,443	1,469	1,474	1,496	1,474	1,506	1,525	1,483	1,465	1,428	1,430	1,460	1,444	1,420	1,406	1,374	
St. John's College	1,281.0	8	1,098	1,097	1,079	1,099	1,140	1,122	1,151	1,172	1,179	1,178	1,173	1,123	1,110	1,075	1,082	1,092	
TOTAL:	2,313.0	11	2,541	2,566	2,553	2,594	2,614	2,628	2,676	2,654	2,644	2,606	2,603	2,583	2,554	2,495	2,488	2,466	
AVAILABLE PUPIL PLACES:																			

REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/	2019/	2020/	2021/	2022/	2023/	2024/	2025/	2026/	2027/	2028/	2029/	2030/	2031/	2032/
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	23	47	70	128	187	248	311	373	438	504	572	639	707	766	826

CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1 Requirements of New Development (Pupil Places)	826
2 Available Pupil Places in Existing Facilities	-
3 Net Growth-Related Pupil Place Requirements (1-2)	826

NOTES

Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 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
CE01			Accommodated In Existing Facilities Or Additions	18										
CE05			Accommodated In Existing Facilities Or Additions	49										
CE06	TBD	2020	New Elementary School	484	484	100.00%	5.00	5.00	\$ 600,000	\$ 3,000,000	\$ 154,152	\$ 307,500	\$ 329,799	\$ 3,791,451
CE06	TBD	2025	New Elementary School	484	484	100.00%	5.00	5.00	\$ 600,000	\$ 3,000,000	\$ 166,885	\$ 828,845	\$ 380,682	\$ 4,376,412
CE06	TBD	2030	New Elementary School	325	484	67.15%	5.00	3.36	\$ 600,000	\$ 2,014,463	\$ 121,318	\$ 556,559	\$ 256,505	\$ 2,948,845
CE07	TBD	2023	New Elementary School	273	301	90.70%	4.00	3.63	\$ 550,000	\$ 1,995,349	\$ 117,305	\$ 551,278	\$ 253,799	\$ 2,917,731
Total:				1,633	1,753		19.0	17.0		\$ 10,009,812	\$ 559,660	\$ 2,244,182	\$ 1,220,786	\$ 14,034,440

Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form G - Growth-Related Net Education Land Costs

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
CS01	TBD	2025	New Secondary School	826	987	83.69%	12.00	10.04	\$ 550,000	\$ 5,523,404	\$ 335,190	\$ 1,526,015	\$ 703,548	\$ 8,088,157
Total:				826	987		12.00	10.04		\$ 5,523,404	\$ 335,190	\$ 1,526,015	\$ 703,548	\$ 8,088,157

**Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form H1 - EDC Calculation - Uniform Residential and Non-Residential**

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	\$	22,122,597
Add:	EDC Financial Obligations (Form A2)	\$	81,854
Subtotal:	Net Education Land Costs	\$	22,204,451
Less:	Operating Budget Savings		
	Positive EDC Reserve Fund Balance		
Subtotal:	Growth-Related Net Education Land Costs	\$	22,204,451
Add:	EDC Study Costs	\$	300,000
Total:	Growth-Related Net Education Land Costs	\$	22,504,451

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%	\$	22,504,451

Calculation of Uniform Residential Charge

Residential Growth-Related Net Education Land Costs	\$	22,504,451
Net New Dwelling Units (Form C)		20,511
Uniform Residential EDC per Dwelling Unit	\$	1,097

Calculation of Non-Residential Charge - Board Determined GFA

Non-Residential Growth-Related Net Education Land Costs	\$	-
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GFA Method:	Non-Exempt Board-Determined GFA (Form D)	9,897,720
	Non-Residential EDC per Square Foot of GFA	\$ -

**Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form H2 - EDC Calculation - Differentiated Residential and Non-Residential (Part 1 of 2)**

Determination of Total Growth-Related Net Education Land Costs

Total:	Education Land Costs (Form G)	\$	22,122,597
Add:	EDC Financial Obligations (Form A2)	\$	81,854.00
Subtotal:	Net Education Land Costs	\$	22,204,451
Less:	Operating Budget Savings		
	Positive EDC Reserve Fund Balance		
Subtotal:	Growth-Related Net Education Land Costs	\$	22,204,451
Add:	EDC Study Costs	\$	300,000.00
Total:	Growth-Related Net Education Land Costs	\$	22,504,451

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%	\$	22,504,451

Calculation of Non-Residential Charge - Use Either Board Determined GFA or Declared Value

Non-Residential Growth-Related Net Education Land Costs	\$	-
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GFA Method:	Non-Exempt Board-Determined GFA (Form D)	9,897,720
	Non-Residential EDC per Square Foot of GFA	\$ -

Brant Haldimand Norfolk Catholic District School Board
 Education Development Charges Submission 2018
 Form H2 - EDC Calculation - Differentiated Residential and Non-Residential (Part 2 of 2)

Residential Growth-Related Net Education Land Costs:	\$ 22,504,451
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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	9,627	0.180	1,736	82.1%	0.060	578	70%	2,314	79%
Medium Density	6,676	0.036	240	11.3%	0.022	145	18%	385	13%
High Density	4,207	0.033	140	6.6%	0.024	102	12%	242	8%
Seasonal	-	-	-	0.0%	-	-	0%	-	0%
Total	20,511	0.103	2,116	100%	0.040	826	100%	2,942	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	\$ 17,706,651	9,627	\$ 1,839
Medium Density	\$ 2,946,345	6,676	\$ 441
High Density	\$ 1,851,455	4,207	\$ 440
Seasonal	\$ -	-	

APPENDIX B
EDUCATION DEVELOPMENT CHARGE
PROPOSED DRAFT BY-LAWS

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT
SCHOOL BOARD
PROPOSED DRAFT BY-LAW**

**BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD
EDUCATION DEVELOPMENT CHARGES BY-LAW NO. 2018-A3**

A by-law for the imposition of education development charges in the City of Brantford and in the County of Brant.

PREAMBLE

1. Section 257.54(1) of the Education Act (the “Act”) enables a district school board to pass by-laws for the imposition of education development charges against land if there is residential development in its area of jurisdiction that would increase education land costs and the residential development requires one or more of the actions identified in section 257.54(2);
2. The Brant Haldimand Norfolk Catholic District School Board (the “Board”) has determined that the residential development of land to which this by-law applies increases education land costs;
3. Section 257.54(4) of the Act provides that an education development charge by-law may apply to the entire area of jurisdiction of a board or only part of it;
4. The Board has referred to the Minister of Education and Training the following estimates for approval:
 - (i) the total number of new elementary school pupils and new secondary school pupils; and
 - (ii) the number of elementary school sites and secondary school sites used to determine the net education land costs;

and such approval was given on September ●, 2018, in accordance with section 10 of Ontario Regulation 20/98;

5. The estimated average number of secondary school pupils of the Board over the five years immediately following the day this by-law comes into force will exceed the total capacity of the Board to accommodate secondary school pupils throughout its jurisdiction on the day this by-law is passed;
6. The Board has given a copy of the education development charges background study relating to this by-law to the Minister of Education and Training and to each school board having jurisdiction within the area to which this by-law applies in accordance with section 10 of Ontario Regulation 20/98;
7. The Board has given notice and held public meetings on September 18 and 25, 2018 in accordance with sections 257.60(2) and 257.63(1) of the Act and permitted any person who attended the public meetings to make representations in respect of the Board’s education development charge policies and the proposed education development charges by-law; and
8. The Board has determined in accordance with section 257.63(3) of the Act that a further public meeting is not necessary in respect of this by-law.

NOW THEREFORE THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

**PART 1
APPLICATION**

Defined Terms

1. In this by-law:
 - (a) "Act" means the *Education Act*;
 - (b) "Board" means the Brant Haldimand Norfolk Catholic District School Board;
 - (c) "development" includes redevelopment, and additional development on the same property;
 - (d) "dwelling unit" means a room or suite of rooms used, or designed or intended for use by one person or persons living together, in which culinary and sanitary facilities are provided for the exclusive use of such person or persons, and shall include, but is not limited to, a dwelling unit or units in an apartment, group home, mobile home, duplex, triplex, semi detached dwelling, single detached dwelling, stacked townhouse and townhouse;
 - (e) "education land costs" means costs incurred or proposed to be incurred by the Board,
 - (i) to acquire land or an interest in land, including a leasehold interest, to be used by the Board to provide pupil accommodation;
 - (ii) 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;
 - (iii) to prepare and distribute education development charge background studies as required under the Act;
 - (iv) as interest on money borrowed or pay for costs described in paragraphs (i) and (ii); and
 - (v) to undertake studies in connection with an acquisition referred to in paragraph (i).
 - (f) "education development charge" means charges imposed pursuant to this by-law in accordance with the Act;
 - (g) "gross floor area" means the total floor area, measured between the outside of the exterior walls or between the centre line of party walls dividing the building from another building, of all floors above the average level or finished ground adjoining the building at its exterior walls;
 - (h) "local board" means a local board as defined in the *Municipal Affairs Act*, other than a district school board defined in section 257.53 (1) of the Act;

- (i) “mixed use” means land, buildings or structures used, or designed or intended for use, for a combination of non-residential and residential use;
 - (j) “municipality means the City of Brantford or the County of Brant as the context requires;
 - (k) “non-residential use” means lands, buildings or structures or portions thereof used, or designed or intended for all uses other than residential use, and includes, but is not limited to, an office, retail, industrial or institutional use;
 - (l) “residential development” means lands, buildings or structures developed or to be developed for residential use;
 - (m) “residential use” means lands, buildings or structures used, or designed or intended for use as a dwelling unit or units, and shall include a residential use accessory to a non-residential use and the residential component of a mixed use or of an agricultural use.
2. Unless otherwise expressly provided in this by-law, the definitions contained in the Act, or the regulations under the Act, shall have the same meanings in this by-law.
3. In this by-law where reference is made to a statute, a section of a statute or a regulation, such reference will be deemed to be a reference to any successor statute, section or regulation.

Lands Affected

- 4.
- (a) Subject to section 4(b), this by-law applies to all lands in the corporate limits of the City of Brantford except for the lands referred to as the “Development Charges Exemption Area” in Schedule “A” to By-law No. 38-2014 of The Corporation of the City of Brantford passed April 22, 2014, and applies to all lands in the corporate limits of the County of Brant except the First Nations reserve known as Six Nations Reserve Number 40 and the First Nations reserve known as the Mississauga of the New Credit Number 40A;
 - (b) This by-law shall not apply to lands that are owned by and are used for the purpose of:
 - (i) a municipality or a local board thereof;
 - (ii) a district school board;
 - (iii) a publicly-funded university, community college or a college of applied arts and technology established under the *Ministry of Training, Colleges and Universities Act*, or a predecessor statute;
 - (iv) every place of worship and land used in connection therewith, and every churchyard, cemetery or burying ground, if they are exempt from taxation under section 3 of the *Assessment Act*;
 - (v) a farm building; and

- (vi) an Indian reserve under the *Indian Act*, R.S.C. 1985, c.l-5.

**PART II
EDUCATION DEVELOPMENT CHARGES**

5. In accordance with the Act and this by-law, and subject to sections 10 and 11 herein, the Board hereby imposes an education development charge against land undergoing residential development in the area of the by-law if the residential development requires any one of those actions set out in subsection 257.54(2) of the Act, namely:
- (a) the passing of a zoning by-law or of an amendment to a zoning by-law under section 34 of the *Planning Act*;
 - (b) the approval of a minor variance under section 45 of the *Planning Act*;
 - (c) a conveyance of land to which a by-law passed under subsection 50(7) of the *Planning Act* applies;
 - (d) the approval of a plan of subdivision under section 51 of the *Planning Act*;
 - (e) a consent under section 53 of the *Planning Act*;
 - (f) the approval of a description under section 50 of the *Condominium Act, 1998*; or
 - (g) the issuing of a permit under the *Building Code Act, 1992* in relation to a building or structure,

where the first building permit issued in relation to a building or structure for below ground or above ground construction is issued on or after the date that this by-law comes into force.

6. (1) Education development charges shall be imposed against all lands, buildings or structures undergoing residential development if the development requires one or more of the actions referred to in section 5.
- (2) In respect of a particular development or redevelopment an education development charge will be collected once, but this does not prevent the application of this by-law to additional development or redevelopment on the same property.
7. Subject to the provisions of this by-law, education development charges shall be imposed upon all categories of residential development.
8. Subject to the provisions of this by-law, education development charges shall be imposed upon all residential uses of land, buildings or structures.
9. Subject to the provisions of this by-law, an education development charge of ● Dollars (\$●.00) per dwelling unit shall be imposed upon the designated residential uses of lands, 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

10. (1) In this section,

- (a) "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;
 - (b) "other residential building" means a residential building not in another class of residential building described in this section;
 - (c) "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 building;
 - (d) "single detached dwelling" means a residential building consisting of one dwelling unit that is not attached to another building.
- (2) Subject to subsections (3) and (4), education development charges shall not be imposed with respect to,
- (a) the enlargement of an existing dwelling unit that does not create an additional dwelling unit;
 - (b) the creation of one or two additional dwelling units in an existing single detached dwelling; or
 - (c) the creation of one additional dwelling unit in a semi-detached dwelling, a row dwelling, or any other residential building.
- (3) Notwithstanding subsection (2)(b), education development charges shall be imposed in accordance with section 9 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 subsection (2)(c), education development charges shall be imposed in accordance with section 9 if the additional dwelling unit has a gross floor area greater than,
- (a) in the case of a semi-detached or row dwelling, the gross floor area of the existing dwelling unit; or
 - (b) in the case of any other residential building, the gross floor area of the smallest dwelling unit already contained in the residential building.
11. (1) Education development charges under section 9 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 subsection (1), education development charges shall be imposed in accordance with section 9 if the building permit for the replacement dwelling unit is issued more than 5 years after,
- (a) the date the former dwelling unit was destroyed or became uninhabitable; or

- (b) if the former dwelling unit was demolished pursuant to a demolition permit issued before the former dwelling unit was destroyed or became uninhabitable, the date the demolition permit was issued.
 - (3) Notwithstanding subsection (1), education development charges shall be imposed in accordance with section 9 against any dwelling unit or units on the same site in addition to the dwelling unit or units being replaced. The onus shall be on the applicant to produce evidence to the satisfaction of the Board, acting reasonably, to establish the number of dwelling units being replaced.
12. This section applies where an education development charge has previously been paid in respect of development on land and the land is being redeveloped, except where sections 10 and 11 apply:
- (a) The education development charge payable in respect of the redevelopment shall be calculated under this by-law;
 - (b) The education development charge determined under paragraph (a) shall be reduced by a credit equivalent to the education development charge previously paid in respect of the land, provided that the credit shall not exceed the education development charge determined under paragraph (a); and
 - (c) Where the redevelopment applies to part of the land the amount of the credit shall be calculated on a proportionate basis having regard to the development permissions being displaced by the new development.

PART III ADMINISTRATION

Payment of Education Development Charges

- 13. The education development charge in respect of a development is payable to the municipality in which the property is located on the date that the first building permit is issued in relation to a building or structure on land to which the education development charge applies.
- 14. The treasurer of the Board shall establish and maintain an education development charge account in accordance with the Act, the regulation and this by-law.

Payment by Services

- 15. Subject to the requirements of the Act, the Board may by agreement permit an owner to provide land in lieu of the payment of all or any portion of an education development charge. In such event, the Board's treasurer shall advise the treasurer of the municipality in which the land is situate of the amount of the credit to be applied to the education development charge.

Collection of Unpaid Education Development Charges

- 16. In accordance with section 257.96 of the *Act*, section 349 of the *Municipal Act*, 2001, S.O. 2001, c.25, 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

17. This by-law shall come into force on September 30, 2018, and Board By-law No. 2013-A3, shall be repealed effective as of that same date.

Date By-law Expires

18. This by-law shall expire at the close of business on September 29, 2023, unless it is repealed at an earlier date.

Severability

19. Each of the provisions of this by-law are severable and if any provision hereof should for any reason be declared invalid by a court or tribunal, the remaining provisions shall remain in full force and effect.

Interpretation

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

Short Title

21. This by-law may be cited as the Brant Haldimand-Norfolk Catholic District School Board Education Development Charges By-law No. 2018-A3.

ENACTED AND AND PASSED this 25th day of September, 2018.

Chair of the Board

Director of Education and Secretary

APPENDIX C
EDUCATION DEVELOPMENT CHARGE POLICY
STATEMENTS
ON ALTERNATIVE ACCOMMODATION ARRANGEMENTS
AND OPERATING BUDGET SURPLUS

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT
SCHOOL BOARD**

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tom Grice, Superintendent of Business & Treasurer
Presented to: Committee of the Whole
Submitted on: September 18, 2018
Submitted by: Chris Roehrig, Director of Education & Secretary

EDUCATION DEVELOPMENT CHARGES

Public Session

BACKGROUND INFORMATION:

The Board is in the process of replacing its current Education Development Charge By-law. Ontario Regulation 20/98, made under the Education Act, governs various aspects of Education Development Charges (EDCs). The Regulation requires that the Board consider the application of an operating surplus to capital needs and alternative accommodation arrangements with a view to reducing the EDC rates.

DEVELOPMENTS:

Statement on Operating Budget Surplus

Paragraph 8 of Section 9(1) of Ontario Regulation 20/98 requires that the Board include a statement in the EDC Background Study stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs and the amount of any savings that it proposes to apply, if any.

Under the Grants for Student Needs - Legislative Grants Regulation, only a surplus from the non-classroom section of the estimates is eligible to be used to acquire school sites, and thereby reduce the growth-related net education land costs and the EDC that may be levied by the Board.

Where there has been, or appears that there will be, a surplus in the non-classroom section of the estimates in a fiscal year, the Board must determine whether all, part or none of the surplus will be designated for the purpose of acquiring school sites by purchase, lease or otherwise.

A review of the 2017-2018 operating budget discloses that there will not be a surplus of operating funds available to allocate to capital needs. Moreover, it is projected that there will not be a surplus of operating funds available in the next year's forecasted operating budget. Based on the foregoing, the Board is unable to designate surplus funds for the purpose of acquiring school sites.

The Board's reasons for stating that there will be no operating budget surplus available to reduce growth-related net education land costs and the resulting EDC are as follows:

- lack of operating surplus;
- shortfalls in other areas of the operating budget; and
- significant backlog of facility renewal.

Alternative Accommodation Arrangements

Paragraph 6 of Section 9(1) of Ontario Regulation 20/98 requires that the Board consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for new elementary school pupils and new secondary school pupils, without imposing EDCs, or with a reduction in such a charge.

The alternative accommodation arrangements that the Board may wish to consider include purchases, lease / buy backs, site exchanges and joint-venture partnerships. These alternative arrangements, if properly structured, have the potential to reduce site size requirements, improve service delivery, reduce duplication of public facilities and maximize the use of available funds.

Paragraph 7 of Section 9(1) of Ontario Regulation 20/98 requires that the Board include in the EDC Background Study a statement concerning how alternative accommodation arrangements were implemented, and if it was not implemented, an explanation of why it was not implemented.

To date, there have not been any proposals for alternative accommodation arrangements presented to the Board. It is important to note that Ontario Regulation 20/98 does not require the Board to independently pursue such opportunities.

In summary, there were no opportunities or proposals for alternative accommodation arrangements advanced by the development industry, municipalities or the general public; nor did the Board identify any proposals which were considered appropriate having regard to its short-term and long-term needs.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the statement that there is not an operating surplus available in the non-classroom portion of the budget that can be applied to reduce growth-related net education land costs.

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the statement that there have been no opportunities to implement alternative accommodation arrangements.

EXISTING BOARD POLICIES

Alternative Accommodation Arrangements for School Facilities

"THAT for the purposes of Section 9(1) paragraph 6, of Ontario Regulation 20/98, prior to approving any new school accommodation, the Board will consider possible arrangements with municipalities, school boards or other boards or persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and secondary school pupils who are resident pupils of the Board, subject to the principles set out in this resolution or other Board policies."

Approved: June 26, 2001

Operating Budget

"THAT for the purposes of Section 9(1) paragraph 8 of Ontario Regulation 20/98, the Brant Haldimand Norfolk Catholic District School Board has reviewed its operating budget with respect to savings that could be applied to reduce growth-related net education land costs, and has determined that there will not be any savings realized in the operating budget."

Approved: June 26, 2001