



Board of Trustees' Board Meeting

Date: Monday, September 23, 2019

Time: 6:00 p.m.

** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: St. Benedict C.S.S. (Room 111) 50 Saginaw Parkway Cambridge, Ontario N1R 5W1

Attendees:

Board of Trustees:
Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Representatives:
Meghan Cymbron, Rori Schaefer

Senior Administration:
Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Board Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:	Board Chair		Approval
1.5.1 Committee of Whole In-Camera Meeting on September 23 rd , 2019 with respect to Human Resource matters.			
2. Consent Agenda: Director of Education (e.g.: day –to – day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of June 24, 2019 - Board Meeting 3.2 Approved SEAC Minutes of June 5, 2019 3.3 Policy Update Report	Trustees Trustees L. Notten	pp.4-6 pp.7-13 pp.14-15	Approval Information Information
4. Delegations/Presentation			
4.1 Commissioning of Student Trustees	Fr. Toby Collins	--	Information
5. Advice from the CEO			
6.			
5.1 Director's Update 5.2 Summer Construction Update 5.3 Changes to HPE/Sex Ed Curriculum 5.4 Enrollment/Staffing Report 5.5 Capital Priorities	L. Notten S. Maharaj, T. Pickett R. Olson, M. Ivankovic, J. Murphy & B. Webster J. Connolly, S. Maharaj & J. Merkel S. Maharaj & V. Elgawly	pp.16-18 pp.19-23 pp.24-26 pp.27-28 pp.29-31	Information Information Information Information Approval
7. Ownership Linkage (Communication with the External Environment)			
8. Reports from Board Committees/Task Forces			
9. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	B. Conway B. Conway	pp.32 pp. 33-92	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Review of Board Policy 10.1.1 Board Policy II 002 Governing Style 10.1.2 Board Policy III 006 CEO Compensation and Benefits 10.2 Trustee Self-assessment Committee	T. Weiler B. Conway M. Van Alphen	pp.93 pp. 94 pp. 95	Approval Approval Decision
Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Report from the CEO 12.2 Shared concerns 12.2.1 Period Poverty in Schools Discussion/Notice of Motion 12.2.2 Reinstatement of the Trustee Log	M. Van Alphen W. Price	pp. 96-97	Discussion Discussion
Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Sept 24 – Audit Committee (Facility Services) Sept 24 – CPIC •Oct 2 – SEAC •Oct 5 – Feast of St. Jerome •Oct 7 – COW •Oct 10 – Pastoral Trustee Retreat			

ITEM	Who	Agenda Section	Method & Outcome
<ul style="list-style-type: none"> •Oct 28 – Board •Nov 5 – Audit Committee •Nov 6 - School Council Commissioning •Nov 11 - COW 			
13.2 Pending Items:	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
13.3 Pending Items for OCSTA Consideration			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment	Director of Education		
Confirm decisions made tonight			
15.1 Move into Private, Private, Private	B. Conway		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God's world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.
We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010

Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, June 24, 2019 at St. Benedict CSS.

Trustees Present:

Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Trustees Present:

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Meghan Nemeth, Izabella Tyc, Jason Connolly

Recorder:

Alice Figueiredo, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair of the Board called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Price.

1.2 Approval of Agenda

Add 5.1 – Verbal update of of Special Education 2019-2020 Budget by Superintendent Shoemaker.

2019-89 -- It was moved by Trustee Reitzel and seconded by Trustee Dupuis:

THAT the agenda for Monday, June 24, 2019, as amended, be now approved. --- Carried by *consensus*.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

1.3.2 From a previous public or in-camera meeting – NIL

1.5 Items for Action:

Private, Private Meeting of June 17, 2019 regarding Human Resources matter.

2019-89 -- It was moved by Trustee Price seconded by Trustee Schmalz:

THAT the items for action regarding Private, Private Meeting of June 17, 2019 regarding Human Resources matter be now approved. --- Carried by *consensus*.

2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

3. Consent Agenda: Board of Trustees (Minutes of meetings)

- **Approval of Minutes of Regular and Special Meetings**

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of June 17, 2019 - Board Meeting

2019-90 -- It was moved by Trustee Van Alphen and seconded by Trustee Weiler:

THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---
Carried by consensus

4 Delegations

4.1 Presentation to Student Trustees

5 Advice from the CEO

5.1 Verbal Update on Special Education

Superintendent Shoemaker provided the Board of Trustees with an in depth update of the 2019-2020 Special Education Budget including confirmed losses and benchmarks used.

Trustees asked clarifying questions and provided feedback. Trustees would like to be kept up to date on the impact of the Special Education budgets with respect to students and staff. The importance of advocacy for staff and students were discussed along with a letter to the new Minister of Education to discuss the impact of the shortfall of the budget.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

8 Board Education (at the request of the Board)

9 Policy Discussion

10 Assurance of Successful Board Performance

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1 Board Policy IV 007 Monitoring Report and 2019-20 Budget Approval

Superintendent Maharaj provided the Board of Trustees with a report on Board Policy IV 007 Monitoring Report confirming complaining with exception of item 4, the filing of same will complete compliance.

2019-91 -- It was moved by Trustee da Silva and seconded by Trustee Dupuis:

1. That the Board of Trustees accept this report as providing evidence that the CEO is compliant with Board Policy IV007 "Financial Planning/Budgeting". --- Carried by consensus

2019-92 -- It was moved by Trustee Price and seconded by Trustee Reitzel:

2. That the Board of Trustees approve an operating budget of \$278,950,999 for the 2019-20 school year as presented to the Board. --- Carried by consensus

2019-93 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:

3. That the Board of Trustees approve a capital budget of \$20,974,533 for the 2019-20 school year as presented to the Board. --- Carried by consensus

2019-94 -- It was moved by Trustee Schmalz and seconded by Trustee Weiler:

4. That the Board of Trustees directs Administration to file this balanced budget with the Ministry of Education before the deadline of July 24, 2019. --- Carried by consensus

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.2 Shared Concerns

13 Announcements

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

- June 20: Retirement Celebration - St Jerome's
- June 21: Board Office Mass – St Mary's of Seven Sorrows
- June 24: Special Board – St. Benedict
- June 25: St. Mary's Graduation
- June 26 : St. Benedict Graduation
- June 26: St. David Graduation
- June 27: Monsignor Doyle Graduation
- Aug 22: Links FORE Learning Golf Classic -
- Sept 9 – Committee of the Whole
- Sept 16 - OCSTA Regional Mtg

Noted that Nov 6, 2019 is set for Commissioning of School Council Chairs and Newly Appointed Administrators.

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

The Recording Secretary confirmed the meeting decisions.

16 Closing Prayer

17 Motion to Adjourn

2019-88 It was moved by Trustee da Silva and seconded by Trustee Gravelle:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 6:48 p.m.

Chair of the Board

Secretary



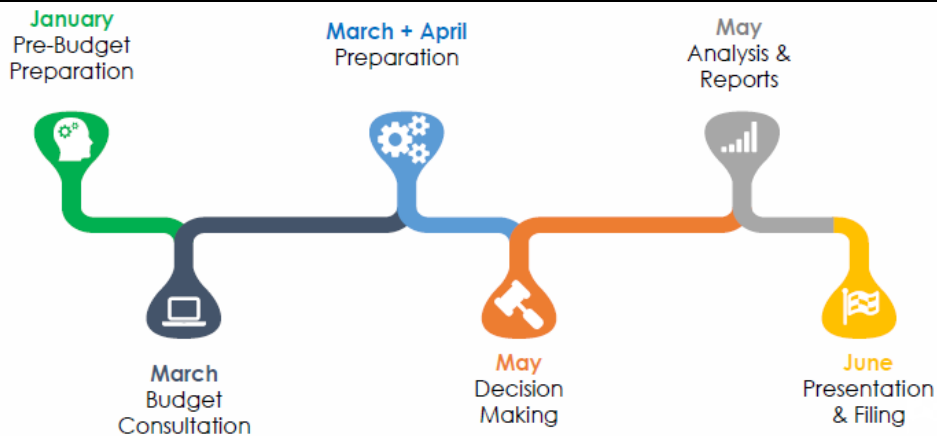
Waterloo Catholic
District School Board

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SEAC Committee Meeting Minutes

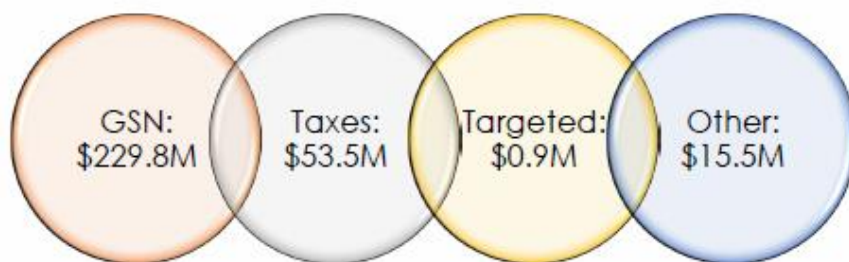
Date& Time:	Wednesday, June 5 th , 2019, 6:00 p.m.
Location:	Library, Resurrection CSS
Next Meeting:	September 4, 2019
Committee Members: Kim Murphy, John Gilbert, Frank Thoms, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson	
Administrative Officials: Laura Shoemaker, Erin Lemak Regrets: Stuart Cross	

1. Opening Prayer Regards - Territorial Acknowledgement Welcome	L. Shoemaker
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Sue Simpson	
3. Declared Pecuniary Interest N/A	
4. Approval of the April Minutes Motion by: Jeanne Gravelle Seconded: Sue Simpson	
5.School System Operational Business 5.1. Budget, Special Education Plan Laura Isaac went over Special Education budget announcement. Started with explaining the typical budget process as below:	L. Isaac



Typical process was altered this year. In January Ministry announced 4% budget reduction and the team started working on the plan at the beginning of February, GSN is usually announced in March but it was delayed until April this year. Presentation to Board of trustees will be held on the June 17th.

Following are the draft 2019 – 2020 budget estimates. Total estimated revenue is \$299.7 Million.



GSN is the largest portion of the budget and is enrolment driven. (Enrolment committee is asked to get predictions and the budget is based on these numbers - historically increasing)

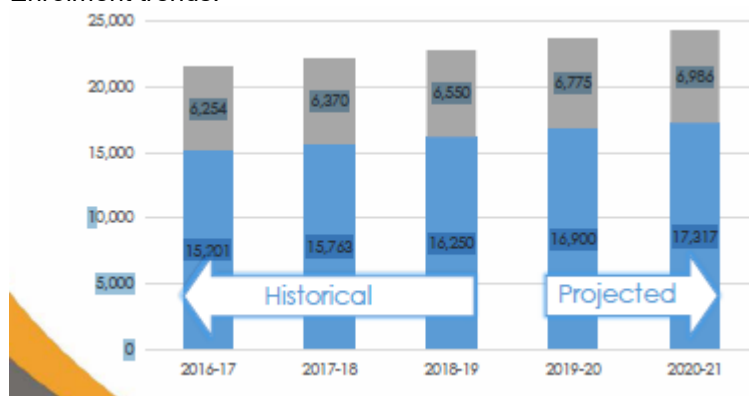
Taxes are significant addition as well.

Targeted funding is the funding from extra programs.

Other revenues consist of interest charges, extended day care etc.,

Elementary enrolment is increasing at the higher rate than the secondary.

Enrolment trends:



Grant announcement in regards to Special Education in shown below:

GSN

- Continued funding for Multi-Disciplinary Teams (MDT)
- Increased funding for Applied Behaviour Analysis

Priorities and Partnership Fund (formerly EPOs)

- Continued funding for Mental Health Workers in Schools*
- Continued funding for Well-Being and Mental Health*
- Continued funding for Supporting Students with Severe Learning Disabilities*
- Elimination of the Local Priorities Funding (LPF)

It is showing that MDT levels will stay at the same level, Applied Behaviour Analyst funding was increased and it was announced that the funding of PPF (Priorities and Partnership Fund) will continue but it was yet not announced how much.

Staffing Highlights

In 2018/19 following staff was financed from the eliminated LPF.

2019/20 some staff was not added, however if the new funding information comes in we might be adding more staff.

Prioritizing and reorganizing was done and some positions were kept but some were reduced:

- | | |
|--|---|
| • Local Priorities Funding: | • 2019-2020: |
| • 11 Educational Assistants | • 11 Educational Assistants |
| • 5 Elementary Special Education teachers | • 3 Elementary Special Education teachers |
| • 3.5 Secondary Special Education teachers | |
| • 1.0 Hearing | |
| • 0.5 Vision | |
| • 0.5 Gifted | |
| • Mental Health Workers: | |
| • 2.0 Social Workers | • 2.0 Social Workers |
| Supporting Students with Severe Learning Disabilities: | |
| • 1.0 Speech and Language Pathologist | |
| • 0.5 Communicative Disorder Assistant | |

Educational Assistants and Child and Youth Care Workers – staffing levels remain at current levels

Reductions related to funding:

- Speech Language Pathologists
- Communicative Disorder Assistants
- VP – Elementary
- Classroom teachers
- Itinerant teachers
- Social Workers
- Psychoeducational Consultants

Summary:

Shortfall is small and that is good for this year.

Following is the breakdown of revenues and expenditures by allocation and in time:

Funding Allocations	2017-2018 \$M	2018-2019 \$M	2019-2020 \$M
Special Education Per Pupil Amount	\$ 16.3	\$ 17.6	\$ 18.8
Special Education Equipment	1.0	1.0	1.1
Differentiated Special Education Needs Amount (Incl. SIP & MDT)	11.1	12.2	12.5
Section 23 Facilities	0.9	0.9	0.9
Behavioural Expertise	0.1	0.2	0.4
Congregated Classroom Allocation	0.7	0.7	0.6
EPO/PPF	0.9	2.0	0.2
TOTAL	\$ 31.2	\$ 34.6	\$ 34.5

	2017-2018 \$M	2018-2019 \$M	2019-2020 \$M
Staffing costs	\$ 30.6M	\$ 34.5M	\$ 33.8M
Department costs	0.9M	1.0M	1.0M
Total costs	\$ 31.5M	\$ 35.5M	\$ 34.8M
% staffing vs. total	97%	97%	97%

Questions:

- Irene asked how does new school environment look in reality?

Laura Shoemaker replied – Board uses Rubric model to determine EA allocation. Some schools went up with EA allocation. In the fall we were anticipating changes and removed Itinerant EAs and CYCWs that were moved back to schools. If further support is needed collaborative teams are working alongside with the school. Allocation algorithm shows that schools are not affected. Laura Isaac also noted that the recent announcements had huge impact on the board and that we tried to come to the balanced position. Laura I. also mentioned that we are hoping for the major relief if the Ministry changes allocation but we have to prepare for the worst.

- Jeanne referred to the slide showing positions that were previously funded from the Local Priorities Fund and asked if we are losing listed positions.

Laura S. confirmed that we are losing some Spec. Ed, Hearing, Vision and Gifted teachers. She also explained that the Secondary numbers were shared with schools few weeks ago and that we did not hear anything back from schools. We are assuming that the number of indirect, monitoring IEPs will increase per Spec. Ed teacher but that we will also expect more help from classroom teachers to implement IEPs. To prepare for this situation all secondary classroom and all Spec. Education teachers received Universal training recently.

- Kim asked if elementary schools received new allocation.

Laura S. confirmed that they did. Laura S. also mentioned that Spec. Ed. Visioning Committee met and was concerned about Special Education Teacher allocation in schools. With Local Priorities funding all schools that had between 400-700 students were able to receive 1.5 spec. ed. teacher and those over 700 another 0.5 special education teacher. Now with the reduction, not all schools between 400-700 have 1.5 spec. ed. Teacher. Allocation was made depending the school needs. All schools have been allocated at least 1 Special Education Teacher. In total, some schools were impacted by 0.5., however not all schools were affected.

Motion made by Irene to accept the budget as presented:

Motion to accept: Jeanne Gravelle
Seconded: Frank Thoms

Irene made the note that the committee must trust the management and they will do the best to spread the services the best it can be done in this situation. Jeanne also mentioned that the trustees will be presented the budget on the June 17th and Kim motioned for committee to submit the letter and pass all concerns to the Board of Trustees before the June 17th meeting and after member have a chance to review today's presentation. This was seconded by Sue.

Loretta Notten, Director of Education, further explained that the Board of Trustees will be presented with the budget on the 17th, however that the budget approval meeting will be held on the June 24th. Loretta suggested that the SEAC committee could send representatives to the budget presentation meeting as whole WCDSB budget will be presented and representatives will have a chance to get the total picture and then if needed, to send the letter of concern to the Board of Trustees.

It was decided for two representatives from SEAC to attend the Board of Trustees meeting on June 17th and after that, if SEAC has any further comments to make, then we would pen a letter to the Trustees outlining their concerns.

5. Ministry Updates (10 min)

5.1. LD Pilot project:

Laura talked about the recent webinar, teleconference, where Ministry announced that it will not be ending LD Pilot project as it showed to have great impact on students. Ministry will be sending the letter to the Director to advise of funding. Our board was one of the first boards that was included in the LD Pilot project. Last year LD grant payed for Lexia licenses (for all schools), Empower training and kits and Empower Comprehension.

5.2. Durham CDSB's SEAC Letter to Minister of Education – April, 2019


- Impact on students with changes to class sizes
 - E-learning concerns for all and especially for Spec. Ed Students
- ### 5.2. Ontario North East SEAC Letter to Minister of Education – May, 2019
- Service waitlist and times to receive psychoeducational assessments and materials. Our board received grant this year. (20 psychoeducational assessments, 20 educational assessments and assessment materials)

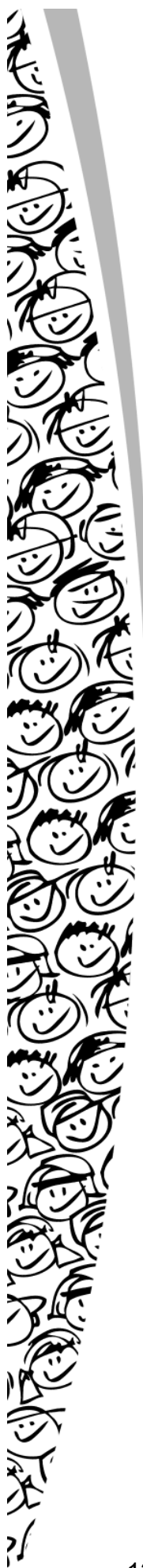
6.3. Letter from WCDSB Social Workers

- Outline concerns, at the time positions were reduced by 0.5

6.4. Letter from APSSP

Laura Shoemaker

<ul style="list-style-type: none"> Letter from the WCDSB Speech and Language Pathologists, Psychoeducational Consultants and Social Workers – how student will be impacted by the decrease in each group <p>6.5. Letter to the Minister - Brant H. N. CDSB</p> <ul style="list-style-type: none"> concerns for lack of clarity for students returning from OAP <p>6.6. Letter to the Minister - Peel School Board</p> <ul style="list-style-type: none"> SIP allocation was decreased but Student PP was increased <p>6.7. DDSB SEAC Letter to Minister of Education June 3, 2019</p> <ul style="list-style-type: none"> Increase in average class size Allowing access to all pathways and online in the secondary model <p>6.8. Letter to the Minister – WCDSB Trustees</p> <p>Concerns about:</p> <ul style="list-style-type: none"> Class size E-learning Funding cuts Addressing Spec. Ed. And particularly OAP and addressing LPF that had great impact on special education. <p>Irene commented that the changes had to be made to do best with the given. Changes were based on the different needs of all boards and that was seen in the letters from different boards.</p> <p>Kim asked about the waitlist for the assessments.</p> <p>Laura S. explained that we do not have the actual list and that we prioritize the school needs. Schools chose two students every year. Sometimes more than 2 students are waiting per school, depending on the total school numbers.</p>	
<p>6. SEAC Committee Functions</p> <p>7.1 Pro Grant – move to next year</p> <p>7.2. Meeting Dates for the next school year:</p> <ul style="list-style-type: none"> Sep. 4th, Oct. 2nd, Oct 30th, Dec 4th, Jan 8th, February 5th, March 4th, April 1st, May 6th and 20th and June 3rd Topics to be decided in September 	SEAC members
<p>8. Policy Advice to the Board</p> <p>N/A</p>	
<p>9. Updates (20 minutes)</p> <p>9.1. Association Updates</p> <p>Sue – Find your Passion – August 24th – try different activities</p>  <p>Poster_FindYourPas sion 2019 with regis</p> <p>John Gilbert – Golf tournament –September 14th - Grand Valley Golf Course (proceeds to WRFN)</p> <p>9.2. Trustee Updates</p> <p>N/A</p>	
<p>10. Pending Items</p>	



11. Adjournment: Motion by: Kim Murphy Seconded: John Gilbert	
12. Action Items Place Holder	



Date: September 23, 2019
To: Board of Trustees
From: Director of Education
Subject: Semi-Annual Policy Update

Type of Report:

- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 012**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Executive Limitation IV 012 Communication to Board

Policy Statement and/or Education Act/other Legislation citation:

IV 012 Communication to Board

Alignment to the MYSP:

(Indicate Priority area/strategic direction and goal(s))

Nurturing Our Catholic Community

Bear witness to our Faith through joyful discipleship and our relationships with and in Christ
Increase Parent and community Engagement in all our Catholic school faith-related activities

Background/Comments:

At the June 10th, 2019 of the Governance Committee of the WCDSB it was recommended that staff bring a semi-annual update to Board for Information. This recommendation will be subsequently brought to Board for final approval. The specific rationale for such updates is to ensure Trustees are properly informed regarding APs which have been added, rescinded or significantly altered. The report that follows is intended to fulfil such a change in the Monitoring Policy.

Within the 2018-19 school year a comprehensive database was developed that allows all owners of Administrative Procedures (APs) to view the current status of any one AP – in terms of where in the three year cycle of review that AP is located, when it was last updated and who owns the policy. Further – over the course of the 2017-2018 and 2018-2019 school years, a comprehensive review of all policy formats, forms and corresponding documents was undertaken and now with each revision that takes place, all will be appropriately linked and in a common format. This process is captured in a new AP – APS047. This should provide a more seamless experience for end users in terms of the inter-connected nature of many of our APs and their forms.



In addition to the charts below, there are 12 additional AP Memos with target dates of September 30, 2019 (for completion).

An additional 3 AP memos are scheduled as follows: November 30 (Service Dogs), December 30 (Access to Students in Crisis) and February 2, 2020 (Concussion Procedures).

Further, the AP on Pupil Accommodation & Review Process is currently being held back pending further guidance from the Ministry of Education.

Within the past 8 months, the following APs have been revised and posted (or are awaiting posting):

Recently Posted
APA002 – Admissions to Secondary Schools
APH005 - Anaphylaxis Policy
APH015 - Diabetes Management Guidelines
APH026 – Infectious Diseases and Other Conditions, Prevention and Management
APH028 – Asthma – Ryan’s Law
APH029 – Calming Rooms as a Proactive Self-Regulation Strategy
APH031 – Epilepsy/Seizure Disorder
APH032 – Heart Conditions
APC031 - Research at the Waterloo Catholic District School Board
APC007 – Access to Pupils and Schools/Trespass to Property
APH029 – Calming Rooms as a Proactive Self-Regulation Strategy
APB001 -- School Operating Budgets
APH030 – Medical Conditions
APS043 - Conflict of Interest, Nepotism and Cronyism Hiring/Supervision
APS046 – System Password
APF015 – Dedications Within Board Facilities
APS047 - Administrative Procedures and Forms Management
Approved by Executive Council – Awaiting Posting
APS044 - Violence Threat Risk Assessment and Intervention
APF001 - False Alarms
APH010 - Violent Incidents Record Keeping
APH023 – Workplace Violence Prevention Policy
APO004 - Educational Excursions
APO039 – Voluntary First Nation, Metis and Inuit Self-Identification Policy
APC012 - Suspensions & Expulsions
APC016 – Records Management
APO008 – Celebration of Excellence
APS035 - Electronic Mail and Social Media Use Guidelines

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





Date: September 23, 2019
To: Board of Trustees
From: Director of Education
Subject: Director's Update

Type of Report:

- ☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **IV 012**
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Executive Limitation IV 012 Communication to Board

Policy Statement and/or Education Act/other Legislation citation:

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

The Month of September is filled with new promise and a great deal of anticipation. This school year at Waterloo Catholic has been no different, and as we draw to a close the final months of our pastoral theme of Called to Belong, it is should be a point of some pride that our communities are perceived and celebrated as being truly welcoming, inclusive and reflective of our pastoral theme, that we are all one in Christ Jesus. There were also some exciting opportunities in the summer months, albeit they are slower and more relaxed than those that characterize the regular school year. Below are a few short highlights since our last Board meeting update that capture some of the more notable events or accomplishments from my work as Director:

- Attended 2 of 3 meetings with the five Waterloo Region MPPs as requested by the Board of Trustees at the June board meeting to explain and discuss with each MPP the recent budget reduction impacts and the challenges of the 2019-2020 budget. Assisted in preparation of our remarks and along with Chair Bill Conway



and Vice Chair Melanie Van Alphen, I attended the meetings with MPP Harris, and MPPs Fife and Mae-Lindo.

- More recently I have crafted communications to all 5 MPPs on some of our capital priority / enrollment pressures.
- Travelled to India with other senior educators for a Director's Immersive Learning Experience; worked in the mountain community of Araveli, where the "Tribals" live. Worked on construction of a boy's bathroom at the school. Also have various cultural exchanges with the people of the area while we learned about the application of the WE Village Model in their setting.
- Attended the *Links for Learning* Golf Tournament in support of the Waterloo Regional Catholic Schools Foundation.
- Met with Chairs of the SMART Cities WR Steering Committee Matthew Chandy (Economic Development WR) and Alison Pearson (CYT WR) to discuss next steps and possible opportunities for the schools and WR, despite not having been the successful bid.
- Met with Professors John Milloy and Patricia Goff to discuss next steps in our collaborative examination of the secondary school- university transition in the Liberal Arts.
- Attended the CODE Summer Conference; Chaired the ECCODE meeting. Topics including the modernization of EQAO, a presentation from the Executive Directors of OECTA and of ICE, the role of Coding in today's classroom, executive compensation and visits by the Minister Stephen Lecce and Deputy Minister Nancy Naylor.
- Met with Members of the THEMUSEUM to explore possibilities for our board.
- Participated in conference call with OCSTA vice-president Michelle Griepsma with Chair Bill Conway to discuss items that OCSTA are working on and an opportunity to raise local issues with OCSTA.
- Delivered keynote address at Administrator's Opening meeting to outline our priorities for this academic year and participated in September Administrators' meeting, where I provided highlights and updates.
- Attended the first meeting of the new year of our WCDSB Well-Being Steering Committee.
- Attended the regional SWCODE meeting where professional development focused on data analysis with EQAO.
- Visited St Anne Cambridge, St Gregory and St John's CES to speak with administrators and tour/visit buildings and staff.
- Attended a half-day workshop on the data analysis of our MDI (Middle Development Index) student feedback.
- Attended the Annual Student Services Inservice; where speaker Michael told how he has navigated his journey with Autism and intellectual disability.
- Attended the OCSTA Regional Meeting in Guelph; pleased to welcome our Communications Manager, John Shewchuk, to share best tips and strategies when navigating labour disruption.
- Attended the Diocesan Mass and Celebration for Catholic Education hosted by Hamilton Catholic DSB at the Cathedral of Christ the King in Hamilton.
- Attended WE Day with Superintendent Merkel and student representatives of the greater majority of our elementary schools; networked as "honoured guests" with others in the "Catholic Suite".



- Have begun the process of facilitating meetings with the various members of the senior team to discuss goals and priorities for the upcoming school year.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





Date: September 23, 2019
To: Board of Trustees
From: Director of Education
Subject: Construction Projects – 2018/19 School Year

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

This report provides an update on major capital construction projects undertaken during the 2018/2019 school year.

Policy Statement and/or Education Act/other Legislation citation:

Board Policy IV009 “Asset Protection”

“...the CEO shall not...”

3. Subject plant and equipment to improper wear and tear or insufficient maintenance”

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Direction: Promote a culture of belonging and respect that supports success for all

Goal: Equitable access to learning opportunities by fostering belonging/inclusion in all school environments

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Goal: Continued investment in Learning Commons refresh and in school classroom furniture

Background/Comments:

During the 2018-2019 school year, numerous construction projects were undertaken at many schools throughout the Region. All projects were funded by the Ministry of Education and were associated with building renewal, school priorities and capital projects. School renewal projects which capture non-building envelope items such as painting, flooring and millwork, totaled approximately \$3.49 million. School condition improvement (SCI) which includes repairs to building components, improving accessibility and energy efficiencies totaled approximately



\$5.44 million. The majority of the work was carried out during an eight-week period over the summer months. The attached summary provides a synopsis of the work and the status of completion for each project.

In addition to the school construction projects, a full renovation to the office spaces as well as mechanical, electrical and HVAC upgrades continue at the CEC. The majority of the renovations will be completed by September 30. The Parish Hall/New Board Room will be completed for November 1.

The Board has received site approval for the Breslau School. The tender process has been completed and the building permit has been approved. At this time, we are eagerly awaiting the Ministry approval to proceed.

Planning of projects for the 2019-20 school year is already underway using the Multi-Year Capital Renewal Plan. Potential new additions to the plan will be reviewed and added as required.

Another busy construction year has come to an end. We continue to improve our facilities in order to provide our students with the best learning environment possible.

Recommendation:

This report is being provided as information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of corporate Services and Chief Financial Officer

Terri Pickett
Senior Manager of Facility Services

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”



SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
Blessed Sacrament	Major renovations	New flooring, millwork in offices and classrooms, heating and mechanical upgrades	90% complete
Breslau School	New build	Site plan approval. Tender is complete. Building permit is ready. Waiting for Ministry approval to proceed.	10% complete
CEC	Major renovations	Full renovation of office spaces. Mechanical, electrical & HVAC upgrades	90% complete. Parish Hall complete Nov. 1.
Christ the King	Learning Commons Upgrades	New millwork	COMPLETE
Holy Family	Various capital improvement projects	Millwork in library and teachers work room	COMPLETE
Holy Rosary	Various capital improvement projects	Window coverings in foyer; FDK upgrades	COMPLETE
Holy Rosary	Flooring upgrades	Classroom carpets removed and replaced with sheet goods	COMPLETE
John Sweeney	Flooring upgrades	New flooring in library, 4 FDK rooms and portables	COMPLETE
Monsignor Haller	Various capital improvement projects	New school mounted signage, improvement to outdoor classroom and play area	COMPLETE
Our Lady of Grace	Various capital improvement projects	New exterior pylon sign	COMPLETE
Resurrection CSS	Various capital improvement projects	Upgrades to Wellness Room, Drama room and flagpole	COMPLETE
St. Agnes	Various capital improvement projects	Flooring upgrades in washroom, additional white boards, coat racks and basketball backboards. New exterior gate in parking area.	COMPLETE
St. Aloysius	Various capital improvement projects	Terrazzo refinishing, sod repairs, interior hardware upgrades, new exterior signage	COMPLETE
St. Anne (C)	Various capital improvement projects	relocation of 2 concrete sheds, armour stone added to outdoor learning space	COMPLETE
St. Anne (C)	Exterior upgrades	New soccer nets installed	COMPLETE

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
St. Anne (K)	Major renovations	Mechanical, electrical and HVAC upgrades (AC); new millwork, washroom upgrades including plumbing fixtures, partitions; new millwork in classrooms, new windows, new roof, new hardware on interior doors, painting, terrazzo repairs	90% complete
St. Bernadette	Learning Commons Upgrades	Millwork upgrades	COMPLETE
St. Clement	Major renovations	Phase 1 of project - New office layout, staffroom, teacher resource room and learning commons upgrades	COMPLETE
St. Daniel	Major renovations	New flooring, HVAC (AC) in classrooms, new boiler, painting, new asphalt play area	90% complete
St. Gregory	Learning Commons Upgrades	New millwork	98% complete
St. Gregory	Various capital improvement projects	New millwork in office and teacher work room	COMPLETE
St. Gregory	Major renovations	Mechanical, electrical and HVAC (AC) upgrades, new millwork, flooring upgrades, painting	90% complete
St. Gregory	AODA upgrades	New lift installed, barrier free door operator and exit clearance	90% complete
St. Kateri	Various capital improvement projects	Painting - corridors and main office area	COMPLETE
St. Margaret	Learning Commons Upgrades	Millwork upgrades	COMPLETE
St. Mary's	Various capital improvements projects	Extensive landscaping work around play field, fencing upgrades, locker room enclosure gates	COMPLETE
St. Michael	Major renovations	Electrical, HVAC (AC) upgrades, new millwork in office area, library and classrooms, new windows, new flooring in corridors, new lighting	90% complete
St. Nicholas	Various capital improvement projects	Interior signage, additional millwork, outdoor basketball hoop	85% complete

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
St. Paul	Learning Commons Upgrades	Millwork upgrades, 5 book carts	COMPLETE
St. Teresa (K)	Flooring upgrades	Flooring upgrades in Learning Commons and classrooms	COMPLETE
St. Teresa (E)	Various capital improvement projects	Various millwork - gym storage room, cart for sound system, FDK fencing, relocation of long jump pit	COMPLETE
St. Timothy	Learning Commons Upgrades	Millwork upgrades	COMPLETE



Date: September 23, 2019
To: Board of Trustees
From: Director of Education
Subject: Health and Physical Education (HPE) Curriculum Update

Type of Report:
☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information:
☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **XX XXX**
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2019

Policy Statement and/or Education Act/other Legislation citation:

Board Policy 1- Ends

APH027 – Concussion Procedures
APH021 - Elementary School Food and Nutrition
APH024 – Health and Physical Education Safety Guidelines
APC038 – Religious Accommodation Guideline
APS002 – Religious Education Qualifications for Teaching Staff
APA001 – Admissions to Elementary Catholic Schools

PPM 162 – Exemption from instruction related to the human development and sexual health expectations in revised HPE curriculum (2019)

Alignment to the MYSP:

Nurturing Our Catholic Community

- Bear witness to our Faith through joyful discipleship and our relationships with and in Christ:
 - Increase parent and community engagement in all our Catholic school faith-related activities

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well-being of all students and staff
 - Integration of Healthy Active Living and Learning into local School Well Being Plans



Background/Comments:

In 2015, the Ontario Ministry of Education introduced an updated **Ontario Curriculum, Grades 1-8: Health and Physical Education**, with significant revisions to the Human Development and Sexual Health strand. In Catholic schools, the content about human sexuality is not delivered as part of the Health and Physical Education program, but rather is incorporated as one aspect of the Family Life Curriculum. While the majority of content introduced in the 2015 version of the provincial HPE curriculum was already a part of FLE curriculum, additional resources were developed in 2015-2016 to ensure full alignment with the curriculum requirements of the day.

Changes recently introduced to the HPE curriculum will continue to be fully addressed through the Family Life Education program in a way that is consistent with Church teachings, and our faith tradition. We teach the curriculum established by the Ministry of Education, and curriculum across all subject areas through the lens of our Catholic faith.

The revised curriculum largely restores the content put in place in 2015, with some further updates, and some modest changes:

- The 2015 Curriculum had three strands (A: Active Living; B: Movement Competence: Skills, Concepts and Strategies; C: Healthy Living). Additionally, the curriculum identified “Living Skills”, with a note that the skills expectations were addressed across the HPE curriculum and that they should be assessed and evaluated within the other three strands.
- The 2019 curriculum has 4 strands (A: Social Emotional Learning Skills; B: Active Living; C: Movement Competence: Skills, Concepts and Strategies; D: Healthy Living. “Social Emotional Learning Skills” is introduced as an additional strand, replacing “Living Skills” expectations.
- The 2019 document includes concussion education from kindergarten through to grade 8 including explicit education on Board concussion protocols.
- Concentrated focus towards online safety and bullying from kindergarten through to grade 8.
- Concentrated focus on vaping education from kindergarten through to grade 8.
- The 2019 Curriculum Expectations in the Healthy Living Strand focuses on five Health Topics:
 - ✓ Healthy Eating
 - ✓ Personal Safety & Injury Prevention
 - ✓ Substance Use, Addictions & Related Behaviours
 - ✓ Human Development & Sexual Health
 - ✓ **Mental Health Literacy (New - 2019)**

PPM 162 - The Ministry of Education has introduced an explicit expectation that school boards establish procedures to ensure that parents are informed in advance of learning expectations related to Human Development and Sexual Health, and that parents can choose to have their child or children exempted from instruction. Recognizing that parents are the primary educators of their children in all areas of faith and morals, including sexuality, the *Fully Alive* program already includes resources supporting comprehensive communication between school and home detailing the content of the program. Parents have always had the right to remove their child from the program if they believe it is in the child’s best interests, and they accept the responsibility of providing an education in sexuality at home.

In Summary:

- We have a responsibility to teach the curriculum set out by the Ministry of Education, and we have always done so in a manner that conveys, respects and models our Catholic values to our students.
- As a publicly funded Catholic school system, we teach all curriculum through a Catholic faith lens.



- For more than 30 years, our schools, and all Catholic schools in Ontario, have successfully provided a family life and sex education curriculum within a Catholic framework under the guidance of the Catholic Bishops of Ontario.
- *Fully Alive* is the Family Life program sponsored and developed with the approval of the Catholic Bishops of Ontario in collaboration with educators and families.
- In Ontario Catholic schools, the knowledge, skills, attitudes and values acquired in the Family Life Education program complement those instilled by families, and reflect a distinctively Catholic view of human life, sexuality, marriage and family.
- The Ministry of Education has introduced a revised Health and Physical Education Curriculum (HPE) which includes minor changes in content related to human development and human sexuality. We are confident that we will be able to address all of the revised curriculum within the context of our Family Life program, in a way that is consistent with Church teachings and our faith tradition, as we always have.
- The Catholic education community of Ontario will work together to produce any supplementary resources necessary to support our Catholic teachers and ensure that the curriculum delivered in our classrooms is consistent with our Catholic teachings, and appropriate within the context of a Catholic classroom while fully aligned with the revised HPE curriculum expectations. The Institute for Catholic Education will coordinate this work.
- As a Catholic school district, we will continue to offer a holistic curriculum that is shaped by a Catholic world view and is faithful to the tradition and teachings of the Church.

Recommendation:

The report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Maria Ivankovic
Superintendent of Learning

Richard Olson
Superintendent of Learning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





Date: September 23, 2019
To: Board of Trustees
From: Director of Education
Subject: Enrolment

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information: ☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **XX XXX**
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

In keeping with our Multi-Year Strategic Plan and Budget Setting Process, it is essential to monitor actual student enrolment in relation to planning and budget setting projection numbers, in order to ensure proper stewardship of resources and appropriate levels of employee hiring. The following report provides an update on student enrolment numbers as of September 9 and September 13, 2019.

Policy Statement and/or Education Act/other Legislation citation:

Policy I 001 – Ends
Policy IV 005 – Hiring and Promotions
Policy IV 007 - Financial Planning/Budgeting

Alignment to the MYSP:

N/A

Background/Comments:

Elementary

Budget 2019/20	16,900
September 9, 2019	16,908
September 12, 2018	16,271

The year over year change is +637 elementary students.

The change over the projected enrolment in budget is +8 elementary students.

Kindergarten enrolment in September 2018 was 3,133. Kindergarten enrolment in September 2019 is 3,322, a year over year increase of 189 students.

Key Statistics for 2019-2020:

- 94.4% of primary classes, excluding Kindergarten, are at 20 students or under.
- No primary classes are over 23 students.
- Average class size for junior/intermediate is 24.5.
- There are no grade 3/4 split classes over 23 students.
- Average class size for all kindergarten classes is 24.8.
- No kindergarten classes are over 29 students.

The Largest Increases in Enrolment:

St. John	+87
St. Daniel	+54
St. Agnes	+54
St. Gabriel	+49
St. Anne (K)	+46
St. Dominic Savio	+35
St. Paul	+32

The Largest Decreases in Enrolment:

St. Nicholas	-14
Holy Spirit	-10
St. Luke	-10

Secondary

Average Daily Enrolment Budget 2019-2020	6,775
Average Daily Enrolment 2018-2019	6,550
Average Daily Enrolment Projected with September 13, 2019 Full Time Equivalents	6,800

The Average Daily Enrolment projection will be calculated again after October 31, 2019.

The year over year increase in enrolment in both elementary and secondary is projected to be 887 students.

Recommendation:

This report is offered for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Jason Connolly
Superintendent of Human Resources

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees on a matter delegated by policy to the Board* – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



Date: September 23, 2019
To: Board of Trustees
From: Director of Education
Subject: 2019 Capital Priorities Submissions

Type of Report: ☒ Decision-Making
☐ Monitoring
☐ Incidental Information concerning day-to-day operations

Type of Information: ☒ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **IV 010**
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

The Ministry of Education has opened a capital priorities submission window. This report outlines projects to be submitted for the Ministry's consideration and potential funding.

Policy Statement and/or Education Act/other Legislation citation:

[Board Policy IV 010 "Facilities/Accommodations"](#)

"The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.

Accordingly, without limiting the scope of the foregoing, the CEO shall not:

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.
3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.
4. Engage in facility partnerships without board approval."

[Ministry of Education Memorandum B17 – Announcement of launch of 2019-20 Capital Priorities Program, including Child Care Capital Funding and review of School Construction Standards.](#)

[WCDSB Long Term Accommodation Plan 2019](#)

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation
Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Nurture the well-being of students and staff

Background/Comments:

The Ministry of Education has requested business case submissions for capital project funding. The submission deadline is September 30, 2019.

Projects submitted need to be completed by the 2023-24 school year and must fall into one or more of the following categories:

- Accommodation Pressure (where enrolment exceeds capacity)
- School Consolidation (closure)
- Facility Condition (where the cost to replace the school is lower than the cost to repair)
- French-Language Accommodation (for French boards)

Ineligible projects include:

- Addressing an accommodation pressure of a specialized program such as French Immersion;
- Projects that have been previously funded by either the Ministry or the school board; and,
- Projects that should be funded through renewal funding such as program enhancements and accessibility.

For each capital priorities request, the Ministry is asking school boards to identify new childcare centres, joint partnership opportunities with a specific focus on co-terminus boards, and whether the board is interested in piloting modular construction.

Management will be submitting six capital priorities to the Ministry of Education.

Project	Description					
East Kitchener 7-12 Proposed opening: 2022-2023	New 1400 pupil place school (400 Elementary and 1000 Secondary) <ul style="list-style-type: none">To alleviate enrolment pressure at St. Mary's HS, St. Daniel, Saint John Paul II, St. Anne Kitchener, and Canadian Martyrs.					
	School	OTG	2019-20	Difference	Portables	2023-24
	St. Mary's HS	1,530	1,988	458	29	2,537
	St. Daniel	317	471	154	8	586
	St. John Paul II	611	775	164	8	803
	St. Anne K	521	548	27	3	687
	Canadian Martyrs	314	366	52	2	428
	Huron-Brigadoon Proposed opening: 2021-2022	New 564 pupil place school <ul style="list-style-type: none">As requested of the Ministry of Education, management will be re-submitting a request for additional funding to build the Huron-Brigadoon school.In 2011, the Ministry provided funding to build a 400 pupil place school. However, the acquisition of land was delayed.In spring of 2019, the board submitted a request for additional funding to build a larger school and to cover construction costs in today's market. The Ministry has not responded to this request and have advised the board to re-apply.The project will include a childcare centre. Funding for this was provided in 2015.Land is owned and ready to go.				

St. John Proposed opening: 2021-2022	Addition – 8 classrooms + childcare <ul style="list-style-type: none">St. John is WCDSB's fastest growing school and has 6 portables.This project will include a request for an 88-space childcare centre.While the board waits for funding, a boundary review may be initiated to move students away from St. John.												
Southeast Galt Proposed opening: 2023-2024	New 350 pupil place school. <ul style="list-style-type: none">This is part of a joint partnership with WRDSB and the City of Cambridge.The extent of the partnership will be determined over the course of this school year.WCDSB is applying for funding at this time in the hopes that the timing for all parties align and economies of scale can be achieved. WRDSB has confirmed it will be submitting an application for their portion of the site as well.												
St. Agnes Proposed opening: 2020-2021	Addition – 8 classrooms + gymnasium + library <ul style="list-style-type: none">St. Agnes' enrolment has been increasing and it now has 6 portables.The gymnasium and library are undersized for their current and projected population.This project would include a partial demolition of the existing school and an addition. <table><tr><th>School</th><th>OTG</th><th>2019-20</th><th>Difference</th><th>Portables</th><th>2023-24</th></tr><tr><td>St. Agnes</td><td>288</td><td>426</td><td>138</td><td>6</td><td>492</td></tr></table>	School	OTG	2019-20	Difference	Portables	2023-24	St. Agnes	288	426	138	6	492
School	OTG	2019-20	Difference	Portables	2023-24								
St. Agnes	288	426	138	6	492								
Rosenberg Proposed opening: 2023-2024	New 400 pupil place school + community centre <ul style="list-style-type: none">There is significant growth planned for the southwest area of Kitchener.The City of Kitchener is interested in partnering with WCDSB to construct a community centre along with the school.												

Business cases for each of the projects above including prescribed templates and supplementary material are being finalized and will be ready for submission by the September 30th deadline.

Recommendation:

That the Board of Trustees approves the projects listed in this report for submission to the Ministry of Education in satisfaction of their request for capital priorities.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Lindsay Ford
Manager of Planning

Virina Elgawly
Property and Planning Officer

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Date: September 23, 2019
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report July - September 2019

Type of Report: ☒ Incidental Information
Type of Information: ☒ Information only of the activities of the Board Chair

Policy Statement and/or Education Act/other Legislation citation:

Policy I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Background/Comments:

The following are highlights of the chair's activity since the board's last meeting in June 2019

- Meetings were held with the five Waterloo Region MPPs as requested by the Board of Trustees at the June board meeting to explain and discuss with each MPP the recent budget reduction impacts and the challenges of the 2019-2020 budget, the following are the dates the meetings were held:
 - Meeting with MPP Mike Harris at his office with Trustee Van Alphen, Director Notten (July 10)
 - Meeting with MPP Belinda Karahalios at her office with Trustee Van Alphen (July 18)
 - Meeting with MPP Amy Fee at her office with Trustee Van Alphen (July 18)
 - Meeting with MPP Catherine Fife & MPP Laura Mae-Lindo at her office with Trustee Van Alphen, Director Notten (August 12)
- Attended Links fore Learning Golf Tournament in support of Waterloo Region Catholic Schools Foundation, brought greetings and thanks on behalf of the board of trustees for the foundations support of our students.
- Attended conference call with OCTA vice-president Michelle Griepsma with Director Notten to discuss items that OCSTA are working on and an opportunity to raise local issues with OCSTA (August 28)
- Attended OCSTA conference call with Director Notten on bargaining update (September 9)
- Attended OCSTA Regional meeting hosted by Wellington Catholic District School Board (September 16)
- Attended Diocesan hosted by Hamilton-Wentworth Catholic District School Board (September 18)

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Bill Conway, Chair of the Board

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



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OCSTA Newswire – September 12, 2019

Sep 12, 2019 | OCSTA Newswire

CATHOLIC
EDUCATION WEEK



SPEAK UP FOR
CATHOLIC
EDUCATION

Together
in Faith

Regional Meetings Begin September 16

OCSTA's annual Regional Meetings begin on September 16th with the West Regional Meeting in Guelph (see details below). If you have questions about registration, please contact Connie Araujo-De Melo at [OCSTA.cdemelo\[at\]ocsta.on.ca](mailto:OCSTA.cdemelo[at]ocsta.on.ca).

See agenda details for each regional meeting by clicking [here](#) (please scroll to find the agenda for your region).

OCSTA Fall Regional Meetings

<p><u>WEST</u> Monday, September 16 9:30 a.m. – 3:00 p.m. Hosted by: Wellington CDSB Location: Loyola Ignatius Jesuit Centre 5420 ON-6 Guelph, ON N1H 6J2</p>	<p><u>EAST</u> Wednesday, September 18 9:30 a.m. – 3:00 p.m. Hosted by: Renfrew County CDSB Location: Days Inn – Renfrew 760 Gibbons Road, Renfrew, ON K7V 0B7</p>
<p><u>NORTH EAST</u> Saturday, September 21 8:30 a.m. – 2:00 p.m. Hosted by: Sudbury CDSB Location: St. David School 549 Froid Road Sudbury, ON P3C 5A2</p> <p><i>A reception for delegates and guests will be held on the evening of Friday, September 20 at the Radisson Hotel Sudbury</i></p>	<p><u>CENTRAL</u> Tuesday, September 24 9:30 a.m. – 3:00 p.m. Hosted by: York CDSB Location: Room 100 320 Bloomington Road West Aurora, ON L4G 0M1</p>
<p><u>NORTH WEST</u> Friday, October 4 11:00 a.m. – 3:00 p.m. Thunder Bay CDSB 459 Victoria Avenue West, Thunder Bay, ON P7C 0A4</p>	



Toronto Archdiocese Hosts Election Debate

Educate, Reflect, Act!

Thursday, October 3, 2019 – 7:30 p.m.

Federal Election Debate From A Catholic Perspective

New Viewing Locations Announced!

Thanks to an overwhelming response, in just three days, more than 1,000 free tickets were ordered for the Thursday, October 3, 2019 Federal Election Debate from a Catholic Perspective.

While tickets for the John Bassett Theatre are sold out, four archdiocesan parishes (located in Brampton, North York, Barrie and Oshawa) equipped with the appropriate technology are opening their halls for viewing parties to bring interested Catholics together to participate in this important evening.

Individuals can also livestream the event from their own home should they wish to do so. To order free tickets for a viewing party near you or to learn more about the livestream, the debate and related resources, please visit www.archtoronto.org/election.

Catholic Education Week Fall Resource



A reminder to all trustees that the Catholic Education Week fall resource that was sent to schools in August, is an rich compilation of prayers, music and reflections that can be used and shared throughout the fall.

To download your own copy of the fall Catholic Education Week resource please click [here](#).

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September 13, 2019

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Education Development Charges: Regulations Regarding Land Acquisition Consultations**

Further to the Memorandum dated August 26, 2019 regarding the draft regulations under the Education Act that relate to the calculation of education development charges (“EDCs”), the Ministry of Education has just announced consultations on EDCs. OCSTA will be represented by Pat Daly, Past President of OCSTA and Dan Duszczyszyn, Senior Policy Advisor, Finance at a meeting on September 20, 2019 at the Ministry of Education.

In an effort to support OCSTA’s representatives, please send your feedback to Steve Andrews as soon as possible. These regulations will have a significant impact on many of our boards and your input is a critical part of the process. For your reference, we have attached draft guidelines in respect of site acquisitions that will form part of the consultation.

Any questions may be directed to Steve Andrews at sandrews@ocsta.on.ca.

Attachment

Site Acquisition Guidelines

**Capital Programs Branch
Ministry of Education
November 1, 2019**

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OVERVIEW

Under the *Education Act*, school boards are responsible for providing pupil accommodation for all students in Ontario. School boards must be able to plan for the future and have access to land to allow for the construction of new schools. The Ministry of Education provides capital funding to support the construction of all new schools and additions through the Capital Priorities Grant program. However, there are three ways school boards can fund the acquisition of land which include:

1. **Land Priorities Grant** – This government program provides funding to support the purchase of land and site preparation costs where the site is not eligible to be funded through Education Development Charges (EDCs).
2. **Localized Education Development Agreements (LEDAs)** – A LEDA is a Minister approved alternative to the traditional EDC revenue supported purchase of land for pupil accommodation. This agreement provides more flexibility to EDC eligible school boards where a developer may provide sites and;
3. **Education Development Charges (EDCs)** - Eligible school boards can impose EDCs on residential and non-residential development. The revenue collected can be used to support site acquisitions, lower cost alternatives to site acquisition (Alternative Projects) and site preparation costs.

These guidelines outline the methodology and processes school boards are required to follow when securing sites for the construction of future schools.

Please Note: These guidelines are provided solely for purposes of facilitating the administration of the EDC Program. These guidelines are not intended as a legal interpretation of, or opinion on, the *Education Act*, regulations, or any other relevant legislation.

This guidelines package may be updated regularly. Please ensure you have obtained the most recent copy.

This document provides legislative, regulatory, or other references for your convenience. Regulatory references listed refer to the consolidated and amended version of Ontario Regulation 20/98. A copy is available for download from the Ontario Government e-laws website at: <http://www.e-laws.gov.on.ca>.

On any matter involving the legal interpretation of the legislation governing EDCs, the reader is encouraged to consult their legal advisor.

Content Overview

Land Priorities Grant Program

The Ministry's Land Priorities Grant program allows school boards to request funding to support the purchase of land and site preparation costs where the site is not eligible to be supported with Education Development Charges.

Localized Education Development Charges

A Localized Education Development Agreement (LEDA) is a Minister approved alternative to the traditional EDC revenue supported purchase of land for pupil accommodation. This agreement provides more flexibility to EDC eligible school boards where a developer may provide sites. This section provides guidance on LEDAs.

Education Development Charges – Introduction

Education Development Charges and Alternative Projects are defined in this section along with the rate restrictions that were implemented in 2019.

Education Development Charges – Background Study and Administrative Considerations

Outlined in this section are those elements of the background study which require Minister's approval, as well as information on stakeholder participation in the development of EDC submissions.

Education Development Charges – Eligibility

To be eligible to collect EDC revenue school boards are required to meet either the capacity or financial obligation trigger. Details are provided in this section.

Education Development Charges – Process and Methodology

This section provides information on the calculation of the EDC rate.

Education Development Charges – Policy Statements Required by School Boards

This section provides information on school board policy statements, alternative accommodations and operating savings.

Education Development Charges – Role of Municipality

This section outlines the role of the municipality with respect to the collection EDCs on behalf of school boards.

Education Development Charges – Reporting

The *Education Act* requires municipalities which collect EDCs to prepare monthly reports. This section outlines the requirements.

LAND PRIORITIES GRANT PROGRAM

Through the ministry's Land Priorities Grant program, funding is available for all school boards to support the acquisition of land and site preparation costs where the site is not eligible to be funded by Education Development Charges revenues.

School boards may request Land Priorities funding from the ministry at any time during the year.

To submit a request for Land Priorities funding, school boards are required to complete the ministry's Site Acquisition Support Form (See Appendix A – Request for Land Priorities Funding (RLPF) Form). Please contact your Capital Analyst at the Ministry of Education for a copy of this form.

In order for the ministry to complete its review of the funding request, school boards are also asked to include additional documentation where available as follows:

- Justification for the need to purchase a site such as an approved capital project through the ministry's Capital Priorities program or through an EDC background study;
- Location and full legal description of property;
- Agreement of Purchase and Sale;
- A completed Request for Land Priorities Funding Form (RLPF); and
 - Allows school boards to identify costs associated with the purchase along with any potential unique site costs.
- Appraisal by an independent third-party certified appraiser.
 - If the school board has decided to offer a higher purchase price than the appraised value, a rationale is required.

If available submit the following studies which may identify extraordinary costs:

- Applicable Municipal Zoning By-Laws:
 - Identify issues which could potentially impact the site development and construction costs and provide zoning by-law maps for the target site.
 - Documentation must provide clear evidence that the zoning by-law allows for the construction of a school and/or child care services or that a zoning change will be permitted.
- Applicable Municipal Planning By-Law:
 - Identify issues which could potentially impact site development and building design.
 - Identify all offsite requirements such as roadway modifications, sidewalks, street lighting, street access and availability of municipal services and utilities.
- Municipal Service Assessment:

- Identify availability of municipal services and adequacy for servicing the planned school, while considering servicing for any future additions.
- Environmental Study (Phase 1 & 2):
 - Identify the historical land use of the target site and neighbouring properties.
 - A Phase 3 study may be required given the results of the Phase 1 & 2 report.
- Hazardous Materials Assessment:
 - Identify hazardous materials and remediation strategy.
- Geotechnical Study:
 - Identify soil types, bearing capacity, chemical composition and ground water levels.
- Topographic Survey:
 - Identify the amount of cut and fill required on the site.

The studies listed above are not exhaustive and school boards may be asked to provide additional studies in some situations (For example, provide a building condition assessment report when purchasing an existing building).

LOCALIZED EDUCATION DEVELOPMENT AGREEMENTS

1. Introduction

A Localized Education Development Agreement (LEDA) is a Minister approved alternative to the traditional EDC revenue supported purchase of land for pupil accommodation. This agreement provides more flexibility to EDC eligible school boards where a developer may provide sites and;

A LEDA is an agreement between a school board and an owner, such as a developer, in which the owner provides a means for pupil accommodation or other benefit to be used to provide pupil accommodation. In exchange, the geographical area that the LEDA will service will be exempt from the collection of EDCs.

School boards are expected to consult with co-terminus boards when developing a LEDA to determine if a joint project is feasible.

Under the *Education Act* school boards are required to seek Minister approval before finalizing a LEDA.

2. Examples of Localized Education Development Agreements

Examples of LEDAs include but are not limited to:

- Providing access to land (either through a long-term lease or gift);
- Owner constructs and provides facilities (e.g. podium builds).
 - This could result in many different types of agreements including:
 - Owner provides podium space only in a condo building. Ministry provides funding through the Capital Priorities Grant program to build out the space. Any cost over and above the benchmark would be provided by owner.
 - Owner provides podium space and funds the build out space.

3. Minister Approval

In order to obtain the Minister's approval of a LEDA, the following information is required:

- **Description of the LEDA:**
 - Description of the project, specifically what the owner/developer will provide;
 - List of any external partners (including municipalities);

- Ownership agreement;
 - Who will be responsible for construction;
 - How pupil accommodation will be supported;
 - Parents/community reactions;
 - Risks and liability concerns;
 - Advantages/disadvantages;
 - Exit Conditions;
 - Timing of the project; and
 - Impact on EDC charge.
- **Define region to which the LEDA will apply:**
 - Provide catchment area specifics for the proposed school and geographic area that will be exempt.
- **Cost/Benefit Analysis:**
 - Cost of LEDA to a school board including capital and operating cost;
 - Contingencies to address liabilities and risks;
 - Any accounting implications such as amortization period;
 - Savings realized due to avoiding site acquisition.
- **Enrolment Projections (if a new school is to be constructed):**
 - 15-year enrolment projections for surrounding schools along with the impact a new school will have on enrolment projections.

School boards are required to submit a Localized Education Development Agreement form when requesting Minister approval (See Appendix X – Request to Enter into a Localized Development Agreement).

The ministry recognizes that these types of agreements can be very complex, as such, school boards are encouraged to inform the ministry as negotiations proceed.

The ministry has developed a summary to help guide school boards in their conversations with developers, Trustees and the public (See Appendix X – Localized Education Development Charges).

EDUCATION DEVELOPMENT CHARGES

1. Introduction

Education Development Charges (EDCs) are a revenue source for eligible school boards that need to purchase land for new schools, in order to accommodate students coming from new housing development. EDCs can also support costs related to site preparation and starting in 2019, lower-cost alternatives to land purchase.

EDC rates are set out in school board by-laws and may last up to five years. Before passing by-laws, school boards are required to submit background studies to the Ministry of Education which outline, among other things, anticipated enrollment growth from development, the number of school sites required, planned Alternative Projects, LEDAs and any capacity exemption requests.

School boards are provided with the general authority to impose EDCs for new school sites in Division E of Part IX of the *Education Act*. Ontario Regulation 20/98 (Education Development Charges – General), as amended, provides requirements for determining a school board's eligibility to impose EDCs on new development, and the calculation of the charges.

2. Background

In response to concerns raised by stakeholders, including developers and school boards, the Ministry of Education announced its intention to review the Education Development Charge framework in October 2018.

Through the Housing Supply Action Plan, the Ministry of Education worked with the Ministry of Municipal Affairs and Housing (MMAH) to consult with representatives from the education and municipal sectors, as well as the housing development industry, on opportunities to improve the EDC framework.

In June 2019, the government amended the *Education Act* through Bill 108 – *More Homes, More Choice Act 2019*. This legislation provided school boards with more flexibility to apply EDC revenue to support lower-cost alternatives to site acquisition and provided EDC eligible school boards the option to enter into a Localized Education Development Agreement (LEDA).

In November 2019, Ontario Regulation 20/98 (Education Development Charges – General) was amended to operationalize legislative changes made earlier in 2019.

3. Imposition of an Education Development Charge

Before passing an EDC by-law, a school board is required to:

- Demonstrate that the school board's projected 5-year average elementary or secondary enrolment within its jurisdiction exceeds the school board's elementary or secondary capacity; or the school board's current EDC financial obligations exceeds the revenues reported in the EDC Reserve Fund;
- Prepare an EDC background study (which includes details on the calculation of the EDC rate, Alternative Projects and LEDAs);
- Hold at least one public meeting identifying the means to which land owners can submit Alternative Projects or LEDAs for consideration;
- Receive written approval from the Minister of Education of the estimated enrolment projections, number of new school sites required, Alternative Projects, LEDAs and the exclusion of any available capacity.

Ontario Regulation 20/98 Section 10

4. EDC Rate Increase Restrictions

In 2019, the government amended Ontario Regulation 20/98 (Education Development Charges – General) to impose annual EDC rate restrictions to the following:

- A maximum yearly increase of the greater of 5% or \$300 per residential unit; and;
- A maximum yearly increase of the greater of 5% or \$0.10 per square foot where applicable for non-residential units, where applicable.

The above does not restrict the ability of school boards to pass by-laws for the full five-year term as set out in the *Education Act*.

Ontario Regulation 20/98 Section 7(9) (9.1) (10) (11) (12)

5. Alternative Projects

Starting in 2019, the *Education Act* was amended to provide school boards the flexibility to allocate EDC revenue to other means of pupil accommodation beyond the traditional purchase and preparation of land. Thus, school boards may allocate revenue raised by charges imposed by EDC's towards a lower cost alternative to site acquisition (Alternative Project).

An Alternative Project means a project, lease or other measure, approved by the Minister, that would address the school boards pupil accommodation needs and would reduce the cost of acquiring land.

Education Act Section 257.53.1

In order for an Alternative Project to be considered for Minister approval, it must have an associated cost that is less than the cost to acquire the associated site. When determining the cost of Alternative Projects, school boards should consider any on-going operating and renewal costs, associated with the Alternative Project. School boards should consider non-financial implications such as student achievement, safety and programming opportunities.

Alternative Projects are not to replace costs that are supported by ministry funding (e.g. Capital Priorities, School Renewal Grant or School Condition Improvement Grant) and thus, do not include:

- Construction of new pupil places (e.g. additions to existing schools); and
- Repair of existing schools.

6. Examples of Alternative Projects

The following provides examples of Alternative Projects a school board could consider as a solution to pupil accommodation needs:

- Alternative parking arrangements such as underground parking garages or off-site parking;
- Additional construction costs attributed to vertical construction;
- Purpose built space within a larger development;
- Alternative play area enhancements; and
- Pedestrian access improvements.

7. Minister Approval

All Alternative Projects require Minister's approval. This will be provided at the same time the Minister provides approval of other elements of the background study.

8. Development

School boards are to consider the acquisition of land as the board's primary means to address pupil accommodation needs; however, for sites expected to be acquired during the term of the proposed by-law, boards should also identify potential Alternative Projects.

School Boards are also encouraged to hold on-going conversations with developers regarding any potential Alternative Projects. This could be part of a school board's annual meeting held with community partners. As a best practice, school boards are encouraged to inform the ministry of any proposed Alternative Projects early in their development.

School boards may receive numerous suggestions for Alternative Projects from the public. They are not required to consider all submissions but are encouraged to develop internal policies that outlines what criteria/parameters will be used to evaluate submitted Alternative Projects. These policies should be included in the background study.

In addition, school boards are also encouraged to develop internal policies regarding the implementation of Alternative Projects as school boards have the authority to determine the best solution to pupil accommodation.

9. Reporting of Alternative Projects in Background Study

As part of the background study, school boards are required to undertake the following for any alternative project that the school board is proposing to implement:

- **Provide a Description of Alternative Project:**
 - Description of the project;
 - Advantages/disadvantages of Alternative Projects;
 - List of any external partners;
 - Ownership of Alternative Project;
 - Who will be responsible for construction;
 - Anticipated Parent/community reactions;
 - Risks and liability concerns;
 - Timelines;
 - Impact on EDC charge.
- **Demonstrate that the Alternative Project has a lower cost to site acquisition:**
 - Cost of alternative project including capital, renewal and operating costs;
 - Contingencies to address liabilities and risks;
 - Any accounting implications such as amortization period;
 - Savings realized due to avoiding site acquisition.

School boards are encouraged to include appropriate contingencies in their costing of alternative projects.

10. Changes to Alternative Projects

School boards are encouraged to identify a variety of potential Alternative Projects in the background study to allow for future changes as circumstances require.

A school board may make a change to a previously approved Alternative Project. For example, a school board may have planned implement underground parking lot and then decided to purchase a larger site, this would constitute a change.

Minister's approval is required to change a previously approved Alternative Project. School boards are required to notify the Minister at least 60 days prior to implementing the change. If denied, the Minister will respond within this timeframe.

Education Act Section 257.53.1(3)

School Board are required to complete and submit to the ministry a "Request to Change an Alternative Project" form along with providing any necessary supporting documentation. (See Appendix C – Request to Change an Alternative Project). The completed form should be submitted to the Capital Program Branch at the Ministry of Education.

School boards have the option to amend their EDC rates up to once per year to reflect any changes to Alternative Projects.

A school board is not permitted to implement an Alternative Project which was not included in the board's background study and, thus, does not have Minister's approval.

Background Study and Administrative Considerations

11. Education Development Charge Background Study

EDC by-laws are in force for a maximum of five years; however, to better reflect the timing of the need for pupil accommodation resulting from new residential development (as well as minimizing the fluctuation of EDCs over time), the calculation of the charge is based on projected enrolment arising out of new development over a fifteen-year period.

In order to pass an EDC by-law, a school board must first complete a background study. This study provides information on the methodology used by the school board in determining the calculation of the charge, as well as the assumptions and logic employed in determining development projections, enrolment projections, site requirements, evaluation of Alternative Projects, Localized Education Development Agreements and estimated education land cost.

In addition, all background studies are to include a complete set of Ministry forms related to the calculation of the EDC. These forms provide Ministry of Education staff and the public with specific calculation-related information required for the analysis of EDC background studies, along with information on Alternative Projects and LEDAs.

Please see the section of this document dealing with Ministry forms for additional information. The forms are available for download at:

<https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>.

These guidelines are not designed to constrain school boards in the preparation of a background study. School boards may include additional information as necessary or relevant to their specific circumstances. However, these guidelines provide an outline of the minimum amount detail that is to be included based on the provisions of Ontario Regulation 20/98, as amended.

12. Minister Approval of Background Study Submission

School boards are to submit a copy of the EDC background study and Ministry forms to the Ministry of Education, Capital Program Branch at the following address:

Capital Program Branch
315 Front Street West, 15th Floor
Toronto, Ontario
M7A 0B8

The Minister of Education's approval of the estimated enrolment projections, estimated number of new sites, Alternative Projects, LEDAs and capacity exclusions are required prior to by-law passage.

Ontario Regulation 20/98 Section 10

As a best practice, school boards are encouraged to inform the ministry of any unique circumstances expected to be included in their background study such as Alternative Projects, LEDAs and capacity exclusions.

In order to complete the necessary work to issue this approval, the Ministry requires the final version of the background study at least 60 days prior to the anticipated by-law passage date. Failure to supply the Ministry with the background study at least 60 days in advance may result in the school board not receiving the necessary approval in time, and, consequently, a possible delay in by-law passage. As a best practice, school boards are encouraged to provide an alternative date for the adoption of the by-law.

Ontario Regulation 20/98 Section 10

Ministry staff would be pleased to review draft background studies in order to assist school boards with identifying potential issues or concerns that could delay ministerial approval. In many cases, ministry staff identify issues that require clarification before approval can be issued. It is recommended that school boards provide the ministry with

the names and contact information of staff directly involved in the preparation of the background study.

13. Stakeholder Participation

School boards are also encouraged to include stakeholders in their discussions regarding the imposition of EDCs in their jurisdiction, specifically regarding any potential Alternative Projects or LEDAs.

Local developers (or developer associations) should be contacted prior to the commencement of the EDC process to ensure they are made aware of the school boards intent to pass an EDC by-law in the jurisdiction of the school board.

As a best practice, school boards are encouraged to engage local developers in a conversation regarding potential Alternative Projects or LEDAs well in advance of preparing the background study. As these types of transactions can be complex, early engagement will allow all parties to participate in the development Alternative Projects or LEDAs. During the development of these agreements, school boards should inform the ministry to ensure a more timely approval of the background study.

This practice will help ensure that all stakeholders are well informed when a background study is released, which may assist the school board in a smooth passage of its by-law. School boards are encouraged to meet with developers (or developer associations) to outline the basis for the EDC by-law, and to listen to the concerns of the development industry.

Other potential interested parties may include (but are not limited to):

- Ratepayer groups;
- Agricultural organizations;
- Business improvement commissions;
- Chambers of commerce;
- Retirement homes', and
- Hospitals.

School boards are advised to meet with as many community partners and stakeholders as possible regarding a potential EDC by-law. This could be done through a school board's annual process to engage community partners.

The Ministry recommends that school boards work closely with coterminous school boards when developing an EDC submission. Coterminous school boards imposing charges in the same area should agree upon the data and assumptions used in the

calculation of the respective charges. Also, if a school board intends on entering into a LEDA, coterminous schools are to be contacted to determine whether a joint project is feasible.

In addition, municipalities should be contacted and advised that the school board is considering an EDC. While municipalities do not have the authority to approve or veto EDC by-laws, they are responsible for collecting EDCs when issuing building permits. In some cases, this means that municipal staff will require additional information on how to calculate and collect the EDC on behalf of the school board (See Section 55). Providing municipalities with as much advance notice as possible of the potential EDC will help the municipality plan their collection and accounting procedures.

Municipalities can supply information on growth projections, official plans, plans of subdivisions, as well as information and policies relating to the imposition of municipal development charges. Consultation with municipalities may also alert a school board to each municipal council's plans for development. This will assist the school board in developing a by-law that is sensitive to municipalities' circumstances and priorities.

The *Education Act* requires school boards to provide the public with a copy of the EDC background study at least two weeks prior to the public meeting; however, school boards are strongly encouraged to make background studies public at least eight weeks before the first public meeting. This will allow all interested parties sufficient time to analyze complex background studies in order to fully participate in the public meeting process.

Eligibility

14. Eligibility

EDCs may be collected on new residential or non-residential development and are to be used to support the following costs required to provide accommodation for students resulting from new residential development in the area to which the by-law applies through the following:

- Site acquisition;
- Lower-cost alternatives to site acquisition (Alternative Projects); and
- Site Preparation costs

If a school board has chosen to implement a Localized Education Development Agreement, the area to which this agreement applies would be exempt from the collection of EDC revenue on new residential or non-residential development.

In order to be eligible to pass an EDC by-law, a school board must submit its background study to the Minister and to its coterminous boards and meet one of the two eligibility criteria outlined below.

Ontario Regulation 20/98 Section 10(2)

15. Capacity Trigger

A school board becomes eligible to pass an EDC by-law if the projected average elementary or secondary enrolment within its jurisdiction, over the five years following the date of by-law passage, exceeds their elementary or secondary capacity (as of the date the by-law is passed) as agreed upon by both the school board and the Ministry.

Ontario Regulation 20/98 Section 10(2)(i) or 10(2)(ii)

Capacity for mixed schools should be split between elementary and secondary panels as reflected in the School Facility Inventory System (SFIS). In addition, school boards are to include any capacity approved through the ministry's Capital Priorities Grant program but not yet reflected SFIS.

16. Financial Obligation Trigger

A school board becomes eligible to pass an EDC by-law when its projected financial obligations that exceed the projected balance of the EDC Reserve Fund. As a result, it is possible that a school board may have sufficient capacity to accommodate enrolment over the term of the next by-law contemplated (and therefore not meet the eligibility trigger in Section 15), yet still be obligated to pay for sites purchased for new growth.

School boards are required to demonstrate in the background study that an EDC Financial Obligation exists. The following is required to demonstrate that an EDC Financial Obligation exists:

- The school board must have had a previous EDC by-law in effect after September 1, 1999.
- If the school board borrowed any funds out of the EDC Reserve Fund, the original amount of the funds borrowed plus applicable interest must be reconciled back into the EDC Reserve fund before an EDC Financial Obligation determination can be made.
- The school board is to provide a copy of the most recent Appendix D1 (Education Development Charges Report) and Appendix D2 (Supplementary Information on Site Acquisitions and Related Debt Obligations) from the School Board Financial Statement with the background study.

- The school board must include a Transaction History of all EDC-related financial activity since Appendices D1 and D2 of the most recently filed School Board Financial Statement was submitted to the ministry.
- This Transaction History is to include all activity up to the date the background study was officially submitted to the ministry. If there has been no activity since the last Financial Statement was submitted to the ministry, a statement to this effect is to be included in the background study.

The Transaction History or statement of inactivity is to be signed by the school board's independent auditor, treasurer, or director to indicate that it is free of material misstatement.

The school board is also to include a repayment schedule to demonstrate how the EDC Financial Obligation will be eliminated.

The calculation to determine if a school board qualifies under the EDC Financial Obligation eligibility criterion is as follows:

1. Determine the amount reported as Outstanding Principal from Appendix D2 of the last School Board Financial Statement.
2. Adjust the Outstanding Principal to reflect the activity reported on the Transaction History to determine the Adjusted Outstanding Principal.
3. Determine the EDC Reserve Fund Balance from line 4.0 of Appendix D1 of the most recently filed School Board Financial Statement.
4. Adjust the EDC Reserve Fund Balance to reflect the transactions that have taken place in the EDC Reserve Fund since the most recently filed School Board Financial Statement to determine the Adjusted EDC Reserve Fund Balance.
5. From the Adjusted Outstanding Principal, subtract the Adjusted EDC Reserve Fund Balance. If the result of the above calculation is a positive number (the Adjusted Outstanding Principal is greater than the Adjusted EDC Reserve Fund Balance) then the school board qualifies under this eligibility criterion.
6. From the Adjusted Outstanding Principal, subtract the Adjusted EDC Reserve Fund Balance. If the result of the above calculation is a positive number (the Adjusted Outstanding Principal is greater than the Adjusted EDC Reserve Fund Balance) then the school board qualifies under this eligibility criterion.

Ontario Regulation 20/98 Section 10(2)(iii)

Development of Background Study

17. Process and Methodology

This section of the guidelines package outlines the minimum amount of information that is to be included in an EDC background study; however, school boards may design the background study in whatever manner best presents the information.

18. Area to Which By-Law Apply

The EDC Regulation has divided the jurisdictions of school boards into regions for purposes of Section 257.57 of the *Education Act*. A school board may have one EDC by-law covering an entire prescribed region in which it intends to build a school or a school board may identify sub-areas within a prescribed region and exempt one or more of these sub-areas from its EDC by-law. Similarly, a school board may have different EDC by-laws for different areas within a prescribed region. A school board, however, cannot have one by-law governing more than one prescribed region.

Ontario Regulation 20/98 Section 19

If a school board has entered into a LEDA, the corresponding geographic area should be removed from the by-law area.

Revenue collected under one EDC by-law that applies to land in a region or sub-area may not be used to meet growth-related land needs arising outside that region or sub-area. See Section 38 for more information.

All EDC background studies are to clearly outline the geographic regions in which an EDC by-law will be passed. If more than one by-law will be passed in the jurisdiction of a school board, area-specific calculations of the EDC are to be provided in the background study. Maps to scale are also to be included in the background study to clearly demarcate the area in which an EDC will be levied and to identify sites to be acquired through EDCs.

Although a separate by-law is required for different regions within the jurisdiction of the school board, one consolidated background study may be submitted to the ministry to meet the requirements of the EDC Regulation. School boards are to segregate the information pertaining to different regions into distinct chapters to ensure the study remains easily understandable.

Ontario Regulation 20/98 Section 16(2)(a) ?

19. Demographic Data Sources

Development and enrolment projections are determined using a variety of methods and sources of data. As part of the enrolment projection process, school boards are required

to provide year-by-year enrolment projections for both students from existing housing stock and those arising from new development.

The ministry recognizes that school boards require flexibility when designing enrolment-forecasting models to take into account variables unique to specific jurisdictions.

However, school boards are still encouraged to ensure that projections for growth are consistent with those of municipalities.

In the EDC background study, school boards are to outline the methodology employed in determining their growth forecasts, estimated housing starts, and enrolment projections. Detailed information is to be provided to identify/justify data sources and how the data was modelled to achieve the projections contained in the background study.

20. Review Areas

It is possible for a school board to examine its growth-related needs on a review area basis governed by board-imposed boundaries or treat the entire area upon which EDCs are to be imposed as one review area. A map, to scale, of the review area(s) and proposed school sites is to be included in the study.

Review areas are artificial constructs designed to break up the jurisdiction of a school board into smaller zones to make more accurate determinations of where school sites are needed. Typically, these review areas are established by school boards to reflect traditional catchment areas, natural dividers, or major thoroughfares. Generally, these incorporate the entire area served by a school board (within a specified EDC region). Where possible, review areas used in EDC background studies should be consistent with those found in the school board's long-term plan.

Once review areas are established, there is usually minimal need to make changes, with some exceptions (e.g. the extension of a major road or highway which bisects an existing review area, a change in attendance patterns, school openings or closures, etc.). As such, school boards are encouraged to ensure that review areas in subsequent EDC background studies are consistent with the previous study. If the school board opts to modify review areas from the previous background study, an explanation is required.

EDC background studies are to clearly outline the methodology employed by the school board in determining review areas and how the school board addressed attendance issues (e.g. pupils in holding schools, pupils from outside the jurisdiction, pupils residing in one review area but attending school in another, feeder school alignments, variations in program configuration, etc.).

21. Capacity Determination

For the purpose of EDCs, school boards are required to include all existing capacity for all calculations (trigger, net new pupil places, etc.). School boards are to include the following:

- Leased space in which the lease term is longer than the duration of the background study;
- Closed schools;
- Site declared surplus to the needs of the school board including those facilities that may have been transferred to a 3rd party; and

School boards have the option to exclude existing space from the overall capacity but require Minister approval to do so. This approval will be provided when the Minister approves elements of the background study. To exempt capacity, school boards, must provide a rationale to support the exemption as part of the background study.

If the Minister denies the exemption, the school board will need to update their background study accordingly. School boards should build into their process time to make any adjustments required, if Minister approval is not provided. If the exemption is not granted, school boards also need to revisit their eligibility calculation.

Add Reg

School boards are required to use the current capacity (as recorded in the Ministry's School Facilities Inventory System) of all capacity of the school board (also known as the "On-The-Ground" Capacity) on the day the by-law comes into force. Adjustments reflecting ministry policy are to be made in such circumstances as outlined below (in consultation with staff from the Capital Program Branch of the Ministry of Education):

- The "On-The-Ground" capacity of schools transferred between panels (e.g. an elementary school being converted into a secondary school) within 12 months of by-law passage may be attributed to the panel the school will be used for after the transfer is complete. In order to shift the "On-The-Ground" capacity between panels in these situations, the school board must have passed a resolution transferring the school from one panel to the other.
- The capacity of all schools/additions that have received ministry approval through the Capital Priorities Grant program but are not reflected in SFIS should be included in the calculation of On-The -Ground capacity.
- All purpose-built special education facilities, small adult education (e.g. storefront) facilities, or outdoor education facilities that cannot be used by the school board to provide elementary or secondary accommodation may be excluded from capacity for EDC purposes following consultation with staff from the Capital Program Branch of the Ministry of Education. These types of

facilities may be excluded because they cannot be used for elementary or secondary accommodation without extensive renovations, they are too small to be used effectively, or they are located in remote areas without typical classroom configurations.

School boards are encouraged to contact the Ministry of Education, Capital Program Branch, prior to commencement of an EDC background study to request an extract of the data contained in the School Facilities Inventory System in order to ensure consistency in the determination of capacity for EDC purposes. School boards are also encouraged to inform the Ministry of Education, Capital Program Branch, if the school board plans to exclude any capacity from the EDC calculation.

School boards are required, in the background study, to document all capacity adjustments made that are not consistent with the current information loaded in the Ministry's School Facilities Inventory System. Where applicable, school boards are to ensure that the School Facilities Inventory System has been updated to reflect the current configuration of schools in the school board's real estate portfolio.

A school board is to also include in its background study information regarding the number of temporary facilities (portables etc.) it has within the area in which it is proposing to impose EDCs. This too is to be consistent with the information contained in the Ministry's School Facilities Inventory System.

For additional information on the School Facilities Inventory System, see <http://sfis.edu.gov.on.ca>

22. Demographic Projections

In order to calculate the quantum of the EDC, the first mathematical step is to determine, for each of the next fifteen years in the area subject to the EDC by-law, the Number of New Dwelling Units projected to be constructed.

If the school board intends to levy a non-residential EDC, it must also provide estimates of either the Non-Residential Board-Determined Gross Floor Area or the Non-Residential Declared Value of development that will occur during the fifteen-year planning horizon. The area municipalities should be consulted for input on this forecast (See Section 13).

These determinations are to be consistent with the explanation of the use of demographic data sources (See Section 19).

Ontario Regulation 20/98 Section 1

23. Number of New Dwelling Units

Using demographic models (See Section 19) school boards are to determine, for each year of the fifteen years following the day the by-law comes into force, the projected number of New Dwelling Units that will be constructed in the area subject to the EDC by-law. School boards are to determine the number of Projected New Dwelling Units based on the type of development and criteria that is relevant to the school board (e.g. low, medium, and high density; condominiums/apartments, townhouses, detached houses; etc.).

The determination of the varying types of dwelling units is necessary to determine the number of new pupils that will arise from new development (See Section 28) and to calculate the Differentiated Residential EDC based on dwelling type for school boards pursuing Differentiated Residential EDCs (See Section 38).

The Education Act and the EDC Regulation, in certain situations, specify development that is exempt from Education Development Charges.

Ontario Regulation 20/98 Section 7

Education Act Section 257.54(3) and (5)

24. New Dwelling Units Exemptions

The *Education Act* and the EDC Regulation, in certain situations, specify residential development that is exempt from Education Development Charges. These situations include:

- Housing intensification (subject to the limits outlined in the EDC Regulation);
- Enlargement of an existing residential dwelling;
- Replacement dwellings that were destroyed or rendered uninhabitable by fire or demolition (within two years of the date the former dwelling was destroyed, became uninhabitable, or was demolished); and
- Dwellings built on Toronto Railway Lands subject to the terms of Section 6 of the EDC Regulation and the relevant agreement specified therein.

School boards are to ensure that the determination of the number of new units has factored out the number of units that will be excluded from the EDC by-law because of these mandatory exemptions, as applicable.

The number of new units calculated after subtracting mandatory exemptions is referred to as the Number of Net New Dwelling Units. This figure is used in subsequent calculations required by the EDC Regulation.

Ontario Regulation 20/98 Section 3, 4, 6, and 7(1)

25. Localized Education Development Agreements

If a school board enters into a LEDA, the new dwelling units associated with this geographic area should be excluded from the number of new dwelling unit's calculation.

Education Act Section 257.53.2(1)(b)

26. Non-Residential Development

School boards opting for a non-residential component to the EDC (See Section 43) are required to provide estimates of the amount of non-residential development that will occur in the area subject to the EDC by-law during the fifteen-year planning horizon. Using demographic models (See Section 19) school boards are to forecast the amount of non-residential development using either the Estimated Board-Determined Gross Floor Area that will be constructed over the fifteen-year planning horizon or the Estimated Declared Value of that development.

Ontario Regulation 20/98 Section 7(10)

The definition of Estimated Board-Determined Gross Floor Area may be determined by the school board, in which case the definition is included in the EDC by-law. In situations where school boards do not provide a definition in the EDC by-law, the default interpretation is that provided in Section 1 of the EDC Regulation.

27. Non-Residential Exemptions

The Regulation specifies certain types of non-residential development that are exempt from EDC charges and include:

- Long-term care homes;
- Retirement homes;
- Private schools;
- Universities and colleges;
- Memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion;
- Hospices; and
- Child care

Ontario Regulation 20/98 – To Be Added

Also, the *Education Act* and the EDC Regulation, in certain situations, specify other non-residential development that is exempt from Education Development Charges and include:

- Enlargement of an existing industrial building (subject to the limits outlined in the *Education Act*);

Education Act Section 257.55

- Replacement of non-residential buildings that were destroyed or rendered unusable by fire or demolition (within five years of the date the former building was destroyed, became unusable, or was demolished subject to the limits outlined in the EDC Regulation),
- Buildings built on Toronto Railway Lands subject to the terms of Section 1 of the EDC Regulation and the relevant agreement specified therein.

School boards are to ensure that in the determination of the Estimated Board-Determined Gross Floor Area or the Estimated Declared Value of new non-residential development that, the above exemptions are taken into consideration, as applicable.

In calculating the Estimated Board-Determined Gross Floor Area using municipal forecasts, school boards are to ensure that their definition of Board-Determined Gross Floor Area is consistent wherever possible with that used by the area municipalities in the proposed by-law area.

Ontario Regulation 20/98, Section 5, 6, and 7.10(vi)

28. Growth-Related Pupils/Yield Factors

The second mathematical step in determining the amount of the EDC is to determine the number of Growth-Related Pupils that will be generated from the new development described in Section 23. This is accomplished with the use of pupil yield factors that are applicable to each type of development.

Pupil yields are mathematical representations of the number of school-aged children that will be generated by a particular dwelling unit type cumulatively over the fifteen-year planning horizon, and who will attend schools of the school board in question. Elementary and secondary yield factors should be based on historical data and trends as outlined in Section 19.

Consultation between coterminous boards is strongly recommended to ensure that data and assumptions for pupil yields are justifiable and reasonable. The background study should include an explanation of how the pupil yields were determined. In order to determine the number of Growth-Related Pupils:

1. Determine the Elementary and Secondary Yield Factor for each type of development represented in the determination of the total number of net new dwelling units.
2. For each of the fifteen years in the forecast period, and for each type of development represented, multiply the appropriate Elementary and Secondary Yield Factor by the number of Net New Dwelling Units.

3. Add together the total number of elementary pupils that will be generated over the fifteen-year period to determine the Elementary Growth-Related Pupils arising from new development.
4. Add together the total number of secondary pupils that will be generated over the fifteen-year period to determine the Secondary Growth-Related Pupils arising from new development.

For further information, see Section 48 regarding Ministry forms.

Ontario Regulation 20/98 Section 7(3)

29. Inclusion of Holding Students

Students residing in development areas identified in previous background studies and are not accommodated in permanent structures are to be identified as holding students. School boards may include these holding students in determining their Net Growth-Related Pupils.

30. Net Growth-Related Pupil Places/Available Pupil Places

School boards are required to offset the total Growth-Related Pupils described in Section 28 by any Available Pupil Places that are not required by existing pupils of the school board in year fifteen of the planning horizon. If the school board opts for a 'review area' approach in its EDC calculations, this determination is done independently for each review area of the school board.

School boards are to provide, for each existing facility, the capacity as recorded in the Ministry's School Facilities Inventory System (as adjusted in accordance with Section 21), as well as the Average Daily Enrolment for the current year (as documented in Appendix C of the last Financial Statement, Revised Estimate, or Estimate the school board filed with the Ministry) and enrolment projections for each year of the fifteen-year planning horizon when determining the availability of existing pupil places within review areas. For a definition of Average Daily Enrolment, please see the Average Daily Enrolment Regulation for the academic year in which the background study is being prepared.

Where a school board has available space in its jurisdiction to accommodate some or all Growth-Related Pupils but elects not to include the Available Pupil Places in its EDC calculation, the school board is to provide a rationale for not acknowledging these spaces in their background study. Minister approval is required for any spaces that are not included.

By subtracting Available Pupil Places from the Growth-Related Pupils, the school board has determined the Net Growth-Related Pupil Place Requirements.

For further information, see Section 48 regarding Ministry forms.

Ontario Regulation 20/98 Section 7(3)(i) and 7(3)(ii)

31. Site Acquisition Needs

Once the school board has determined its Net Growth-Related Pupil Place Requirements in accordance with Section 30, the next step is an analysis of where new schools will need to be built, what size each facility will be, when the land will be acquired for school construction, and if an Alternative Project or LEDA could be implemented.

Growth-related land needs could also include enhancements to existing school sites to accommodate additions to existing schools.

The background study is to provide detailed information on each of these components, in conjunction with the Ministry form related to site needs, Alternative Projects and LEDAs. (See Section 48 regarding Ministry forms).

Since the study encompasses 15-year planning horizon, site-specific locations may not be known at the time of background study. Nevertheless, a school board should provide the general location of all sites whose cost the school board intends to include in its EDC calculation.

Ontario Regulation 20/98 Section 7

32. Alternative Projects

School boards are now required to consider Alternative Projects where site acquisition is expected to occur within 5 years of the date of the by-law. If an Alternative Project is not the suggested solution to pupil accommodation, a rationale needs to be provided (as per Section 15).

33. Maximum Site Size

The regulation provides a table of maximum site sizes depending on the number of pupil places that will be constructed. This table is reproduced below. However, the EDC Regulation also recognizes specific situations in which a site size may exceed the sizes specified in the table.

When the area of any of the proposed sites exceeds the site designations in this table, justification as to the need for the excess land is required.

Maximum Site Sizes

Elementary Schools		Secondary Schools	
Number of Pupils	Maximum Area (acres)	Number of Pupils	Maximum Area (acres)
1 to 400	4		
401 to 500	5	1 to 1000	12
501 to 600	6	1001 to 1100	13
601 to 700	7	1101 to 1200	14
701 or more	8	1201 to 1300	15
		1301 to 1400	16
		1401 to 1500	17
		1501 or more	18

Situations where a site size may be greater than the maximum size outlined above include:

- Additional land required to meet a legal requirement relating to the site (municipal requirements, Ministry of the Environment's "Reasonable Use Policy" requirements, bus loops, parking requirements, etc.).
- Additional land required to meet a legal agreement entered into prior to February 1, 1998 or land acquired prior to February 1, 1998.

Ontario Regulation 20/98 Section 2(5)

34. Growth-Related Net Education Land Costs

To determine Growth-Related Net Education Land Costs:

1. Determine the number of Elementary and/or Secondary School sites or Alternative Projects required to accommodate the estimated Net Growth-Related Pupils determined in Section 30 over the fifteen-year planning horizon being considered in the background study.

Note: This may include school sites or Alternative Projects considered under a previous by-law but not yet acquired.

Ontario Regulation 20/98 Section 7(4)

2. Determine the total costs to acquire and service the land or implement an Alternative Project, adjusted by the percentage of each site that can be financed through the EDC (determined by the percentage of Net Growth-Related Pupil Places that will be accommodated in the new school (or addition) to be built on the site compared to “existing” students of the board).

3. Add to the total land and Alternative Project cost, the Total Outstanding Education Development Charge Financial Obligations (principal and interest) incurred by the school board under a previous by-law, if any, to determine the Net Education Land Cost.

Note: LEDAs should not be included in the calculation of the Total Outstanding Education Development Charge Financial Obligation.

Note: A negative balance in an existing Education Development Charges Reserve Fund, established for the area to which the proposed by-law will apply, is considered to be part of the Total Outstanding Education Development Charge Financial Obligations.

a. To arrive at the Growth-Related Net Education Land Cost, subtract from the total Net Education Land, all contributions to site costs, which the school board has received or to which it is entitled, that defray, or will defray, the Net Education Land Cost.

- Note: A school board is to report all contributions from the sale of any sites and not just the portion funded by EDCs. This applies to any site that was purchased after January 2019. Thus, the gain on any sale cannot be reported as Accumulated Surplus on the school board’s financial statements.

A positive balance in an existing Education Development Charges Reserve Fund, established for the area to which the proposed by-law will apply, is considered to be an amount that defrays the Net Education Land Cost.

5. At the calculation stage, the costs to prepare and distribute the EDC background study may also be included as an eligible cost that can be recovered through a school board’s EDC by-law. By adding the Growth-Related Net Education Land Costs and the EDC Background Study Costs the school board has determined the Total Growth-Related Net Education Land Costs.

Please Note: These instructions are in not intended to create a situation where a school board has “double-counted” education land costs and is in effect recovering monies in excess of those permitted by the *Education Act*. School boards are to ensure that a

common-sense approach to these calculations is undertaken to ensure that no ineligible amounts are factored into the determination of Total Growth-Related Net Education Land Costs. Special care is to be taken when incorporating Outstanding Education Development Charge Financial Obligations and reserve fund balances into the determination of Total Growth-Related Net Education Land Costs.

35. EDC Eligible Costs/Net Education Land Costs

In addition to the amount of money required to acquire sites or implement Alternative Projects, to accommodate new growth, there are certain other costs that a school board may include in the determination of Net Education Land Costs.

Education Act Section 257.53

Other costs may include:

- All interest and borrowing costs related to site acquisition
- Land escalation considerations used to establish future values of land
- Costs related to the preparation and distribution of EDC background studies
- Costs related to studies of land being considered for acquisition (environmental assessments, soil analysis, etc.)
- Costs to service land in preparation for construction (environmental remediation, municipal service lines, grading, etc.)

School boards are advised to use discretion when attributing items as education land costs and are only to include such costs when they are directly attributed to acquiring and servicing the land indicated in the EDC background study.

Please see the section of this document dealing with Ministry forms for further information.

36. Inflation and Interest Rates

Background studies are to include information regarding the assumed interest rates that are used in cash-flow assumptions. Interest rates are applicable to both interest earned by the school board on the balance of the EDC reserve fund and interest payable on financing used to pay for land purchases.

School boards are entitled to include in the determination of Net Education Land Costs the increased costs of acquiring land in the future. Generally termed “land escalation factors”, these accelerators factor in the effects of inflation on the cost of school sites to be purchased in the future.

Typically, school boards only apply escalation factors to site purchases in the first five years of the fifteen-year planning horizon. This ensures that short-term site cost increases will be considered and allows the school board to review the future cost of sites to be purchased beyond the first five years in a subsequent background study.

37. Revenue Sources

In some cases, school boards will need to purchase sites or construct Alternative Projects prior to collecting sufficient EDC revenue to pay for them. School boards are required to arrange their own financing in order to pay for sites, if required. School boards may arrange for short or long-term financing with financial institutions or may finance site acquisition by issuing debentures. These decisions are entirely up to the school board.

Education Act Section 241

Additionally, school boards may borrow from other reserves subject to the provisions of the *Education Act*.

38. Reserve Funds

The EDC legislation outlines the requirements regarding the establishment of an Education Development Charge Reserve Fund by a school board for the area to which an EDC by-law applies.

School boards establish EDC Reserve Funds with the initial passage of a by-law. Separate reserve funds are required for each area to which a by-law applies within a school board's jurisdiction. All EDC revenue forwarded from a municipality to a school board is to be placed in the appropriate EDC Reserve Fund. These reserve funds continue to exist as the school board passes subsequent by-laws in the same area.

Ontario Regulation 20/98 Section 16

Monies deposited into a reserve fund for one area of the school board's jurisdiction cannot be used to purchase sites in another area.

Ontario Regulation 20/98 Section 16

The *Education Act* and the EDC Regulation prescribes the only authorized expenditures from the EDC Reserve Fund:

- For growth-related net education land costs in the area in which the EDC by-law applies (See Section 35);
- For the production, distribution, and revision of the pamphlet required (See Section 44);
- To pay for bank charges related to maintaining the reserve fund;
- To reimburse building permit holders if a permit is revoked (including interest);

- For refunds.

*Ontario Regulation 20/98 Section 16
Education Act Section 225.69, 357.78, and 257.90*

In addition, school boards may borrow or invest monies from their EDC reserve fund to help cash flow other school board operations. However, interest is payable on all monies borrowed at the prescribed rate as defined in the EDC Regulation.

Education Act Section 241 and 257.99

39. Determination of Education Development Charge

The EDC Regulation prescribes that the study include the steps used in the calculation of the residential and, if employed, the non-residential charge as outlined below. A non-residential charge is optional, and at the discretion of the school board (See Section 40). The ministry has standard forms that school boards are to complete for all calculations required as part of the background study. Please see the section in this document dealing with ministry forms.

Ontario Regulation 20/98 Section 7(9) and 7(10)

The EDC regulation allows school boards to determine the type of EDC the school board will impose on new residential development. School boards are entitled to choose between a Uniform Residential EDC (where the quantum of the EDC is exactly the same regardless of the type of development) or a Differentiated Residential EDC (where there is a different EDC rate applied to different dwelling unit types). The following subsections outline the steps in calculating both types of EDCs as well as the determination of the non-residential EDC, if any.

Ontario Regulation 20/98 Section 7(9) and Section 7(9.1)

If a school board has chosen to implement a Localized Education Development Agreement the geographical area that the LEDA will service should be excluded from the EDC rate calculation.

40. Appointment of Education Land Costs Across Development

At the discretion of the school board, an EDC may be imposed on non-residential development as well as residential development. No more than 40% of the Growth-Related Net Education Land Costs may be attributed to non-residential development. Prior to proceeding with the determination of the residential EDC, school boards are to apportion the Growth-Related Net Education Land Costs across development:

1. Multiply the Growth-Related Net Education Land Costs by the percentage that will be attributed to non-residential development (no more than 40%) to determine Non-Residential Growth-Related Net Education Land Costs.
2. The balance remaining of the Growth-Related Net Education Land Costs after determining the non-residential component is termed the Residential Growth-Related Net Education Land Costs.

Ontario Regulation 20/98 Section 7(8)

41. Uniform Residential EDC

This section outlines the calculation steps in determining the Uniform Residential EDC. This type of residential charge results in a consistent EDC across the by-law area. Please review this section in conjunction with the ministry forms.

To determine the Uniform Residential EDC:

- Divide the Residential Growth-Related Net Education Land Costs (Section 34) by the Number of Net New Dwelling Units (Section 23) estimated to be built over the fifteen-year period to arrive at the Uniform Residential Education Development Charge per Dwelling Unit.

It is important to note that the annual EDC rate increase for residential units is restricted (See Section 4).

Ontario Regulation 20/98 Section 7(9)

42. Differentiated Residential EDC

A differentiated residential EDC rate results in different charges based on dwelling unit types defined by the school board and is apportioned on the basis of the distribution of pupils arising from different types of dwelling units.

School boards may define dwelling unit types based on the nature of development and criteria that is relevant to the school board (e.g. low, medium, and high density; condominiums/apartments, townhouses, detached houses; etc.). School boards are encouraged, where possible, to rely on the categories of development used by the municipalities impacted by the EDC by-law.

Please review this section in conjunction with the ministry forms.

To determine the Differentiated Residential EDC:

1. Determine the distribution of total Growth-Related Pupils (Section 28) arising from Net New Dwelling Units (this is a blending of total new elementary and

secondary needs) amongst the various dwelling unit types defined by the school board. This is known as the Distribution Factor.

2. Multiply each Distribution Factor by the Residential Growth-Related Net Education Land Costs (Section 34) to determine the Apportionment of Residential Net Education Land Costs By Development Type.

3. Divide each amount representing the Apportionment of Residential Net Education Land Cost By Development Type by the number of Net New Dwelling Units (Section 23) for the particular development type to arrive at the Differentiated Residential EDC Per Unit By Development Type.

Ontario Regulation 20/98 Section 7(9.1)

43. Non-Residential EDC

If charges are to be imposed on non-residential development, a school board shall calculate the amount of an EDC on non-residential development projected over the fifteen-year period, expressed as an amount per square foot of gross floor area or as a percentage of the declared value (See Section 41).

If the school board chooses to express the charge as an Amount Per Square Foot of Board-Determined Gross Floor Area, the following is the method used to calculate this amount:

- Divide the Non-Residential Growth-Related Education Land Cost (Section 34) by the Estimated Total Board-Determined Gross Floor Area (Section 26) of all non-residential development for which building permits will be issued during the 15-year period, other than non-residential development(s) that are exempt from EDCs under the Act or Regulation.

If the school board chooses to express the charge as a Percentage of the Declared Value, the following is the method used to calculate this amount:

1. Divide the Non-Residential Growth-Related Education Land Cost (Section 34) by the Estimated Declared Value (Section 24) of all building permits to be issued during the 15-year period, other than building permits in respect of non-residential development that is exempt from education development charges under the Act or Regulation.
2. Multiply the quotient obtained by 100.

It is important to note that the annual EDC rate increase for non-residential units is restricted (See Section 4).

Ontario Regulation 20/98 Section 7(10) and Section 8

Policy Statements Required by the School Board

44. Policy Statement Required by the School Board

The school board is required to present in the background study, copies of board-approved policy statements dealing with alternative accommodation and savings from operating budgets.

For all subsequent by-laws, school boards are required to review EDC policies in a public meeting of the school board (See Section 52). However, a policy review is not required for an initial by-law. For initial by-laws, school boards are required only to include copies of the policy statements in the background study.

Education Act, Section 257.60(3)

45. Alternative Accommodation

The school board must include in the study a statement of its policies regarding alternative arrangements to provide pupil accommodation, which could reduce the proposed EDC or eliminate the need for such a charge.

Ontario Regulation 20/98 Section 9(1)

If a previous background study was prepared, the school board is to indicate how Alternative Accommodation policies were implemented (or not implemented) in the subsequent background study. School boards are also required to provide an overview of the end result of the previous policy. Documentation of the school board's efforts to provide such arrangements is to be kept on file by the school board and is to be made available, if requested, by interested parties.

Ontario Regulation 20/98 Section 9(1)

46. Operating Savings

A statement from the school board indicating that it has also reviewed its operating budget for savings that could be applied to reduce the Growth-Related Net Education Land Costs is to be included in the study as one consideration in the school board's decision to impose EDCs. The amount of the savings, if any, is to be included in the calculation of the charge.

Ontario Regulation 20/98 Section 9(1)(8)

Ministry Submission

47. Ministry Submission

School boards are required to submit the following information for review 8 weeks prior to the adoption date of the EDC by-law:

- Background study; and
- Ministry forms.

This documentation allows ministry staff to analyze the EDC submission in a consistent manner for all school boards.

48. Ministry Forms

The ministry has prepared standardized forms that are to be included with all EDC submissions. These forms are to be completed in their entirety by school boards. The ministry will not accept any forms in any other format.

If school boards are able to provide the information earlier than 8 weeks, they are encouraged to do so.

The forms are available at <https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>. These forms are considered an integral component of this guidelines package. Readers are encouraged to download and print these forms and review them in conjunction with the sections above.

There are eight forms for completion:

Form A1 and Form A2	Eligibility to Impose an EDC: Capacity Trigger and Eligibility to Impose an EDC: EDC Financial Obligations
Form B	Net New Dwelling Units
Form C	Net New Dwelling Units – By-Law Summary
Form D	Non-Residential Development
Form E	Growth-Related Pupils
Form F	Growth-Related Pupil Place Requirements
Form G	Growth-Related Net Education Land Costs
Form H1 or Form H2	EDC Calculation - Uniform Residential and Non-Residential or EDC Calculation - Differentiated Residential and Uniform Non-Residential

EDC-related terms used in these forms are defined in this guideline document. EDC-related terms used in these forms are defined in this guideline document.

Education Development Charge By-Law

49. Education Development Charge By-Law

The passage of an Education Development Charge by-law by a school board authorizes the imposition and collection of EDCs. Each EDC by-law has a maximum term of 5 years. An EDC by-law can come into force on the fifth day after the date the school board passed the by-law. A school board may choose to specify an effective date beyond the fifth day after the by-law passage.

Education Act Section 257.56

EDC by-laws must be passed within one year of completion of the EDC background study. For clarification, the background study is considered complete once it has been received in a public session of the school board (and has been released to the public). If for some reason the school board has not received the background study in a public session, the one-year period is considered to begin the date of the last public meeting on EDCs prior to receiving Minister's approval (See Section 50).

Education Act Section 257.62

50. Minister's Approval Required

Before proceeding with the passage of an EDC by-law, the school board must be in receipt of a letter from the Minister of Education, or designate, acknowledging receipt of the background study and approving the enrolment projections, the number of sites, Alternative Projects, Localized Development Agreements and the exclusion of any capacity if applicable.

Ontario Regulation 20/98 Section 10

51. Alternative Projects or Localized Development Agreements

School boards are encouraged to engage developers in the conversation of possible Alternative Projects or Localized Education Development Agreements well in advance of preparing the background study. This will enable the school board and owners to develop and fully develop Alternative Projects or LEDAs.

52. Public Meeting(s)

Before passing an EDC by-law, the *Education Act* requires school boards to hold at least one public meeting so that input from the community can be provided and considered, and other interested parties with respect to the proposed charge, can be voiced.

However, as a best practice school boards are encouraged to hold at least two meetings. This will ensure the public have a final chance to present any Alternative Projects or LEDAs at the first meeting, and school boards will have sufficient time to review submitted proposals. School boards could also take out an ad in the local newspaper to inform owners they will receive Alternative Projects or LEDAs during a certain time period.

The public meetings are also an opportunity for the school board to address issues raised by the community. Land owners should also be invited to attend the public meeting or be given the option to submit an Alternative Project independently either in person or through email.

Education Act Section 257.63

53. Timing of Notice of Public Meeting(s)

The school board is required to provide at least 20 days notice prior to the meeting date and ensure that the EDC background study and proposed by-law are made available to the public at least 2 weeks prior to the first meeting.

However, as a best practice the ministry recommends that school boards release background studies to the public at least 60 days prior to the first public meeting to provide enough time for the public to review.

For clarification, the policy statement review required by the school board may be addressed by the school board during this public meeting.

Ontario Regulation 20/98 Section 11

As a best practice school boards are encouraged to provide an alternative date in which the by-law will be adopted.

54. Notices

The EDC Regulation requires school boards to prepare detailed notices regarding:

- Public meetings;
 - The notice of the public meeting should include:
 - Location of the meeting;
 - Time and date of the meeting and;
 - Opportunities for owners to submit Alternative Projects or LEDAs.
- Notice of the passage of the EDC by-law;
- Notice of proposed amendment to an EDC by-law; and
- Notice of passage of an amending by-law

Please refer to the Regulation for further information on what is to be included in each type of notice.

These notices are provided to various individuals depending on which section of the Regulation applies. The list of potential recipients of notices include:

- Every owner of land in the area in which the by-law will apply;
- Any person or organization that has provided the school board with a written request for information on the by-law and has provided a return address;
- The Minister of Education;
- The clerk of every municipality having jurisdiction in the area in which the by-law will apply; and
- The secretary of every school board having jurisdiction in the area in which the by-law will apply

For notices provided to every owner of land, this determination is made with reference to the last revised assessment roll, subject to any written notice of a change in ownership.

Notices provided to owners of land may be provided by email or by publishing notice in a newspaper having general circulation in the area to which the by-law will apply.

Ontario Regulation 20/98 Sections 11, 12, 14

Notices provided to other parties are to be done by either a posting to the school board's website or by publication in a newspaper. The requirements vary depending on the type of notice, and the group involved. Please refer to the text of the Regulation for further instructions.

55. Pamphlet

Once an EDC by-law has come into force, the school board is to prepare and distribute a pamphlet within 60 days outlining:

- The general purpose for which EDC by-laws are imposed; and
- The rules for determining if an EDC is payable in a particular case, and for determining the amount of the charge.

If the EDC by-law is appealed before the Ontario Municipal Board, the pamphlet is to be prepared and distributed within sixty days after the appeal decision or after the by-law is amended.

School boards are encouraged to provide copies of all published documents to municipalities administering the charge and to local developers.

Pamphlets are to be provided without charge.

Ontario Regulation 20/98 Section 21

56. Statement of Treasurer

The Treasurer of the school board is to provide an annual financial statement to the school board on a date specified by the school board, regarding the EDC Reserve Fund. A copy of the report is to be forwarded to the Minister of Education no later than 60 days from the date of the report. The statement is to include the opening and closing balances of the fund and the transactions that have taken place. In practice, this financial statement is provided to the Financial Analysis and Accountability Branch of the Ministry with the annual school board Financial Statement package.

Education Act Section 257.98

57. By-Law Expiration

School boards may specify any date for the expiration of an EDC by-law, with two exceptions:

- The maximum by-law term is five years; and
- A by-law of one school board automatically expires on the same date as an existing by-law of a coterminous school board if they are in force in any part of the same area.

Ontario Regulation 20/98 Section 17

58. Non-Statutory Exemptions

In addition to statutory exemptions, a school board may designate types of development that will be exempt from the EDC. For instance, a school board may decide to exclude senior citizens' complexes, subsidized housing, institutional, or recreational development. Non-statutory exemptions may also apply to non-residential development. These decisions are entirely at the discretion of the school board.

It should be noted that EDC revenues lost due to non-statutory exemptions cannot be recovered through revenues collected on non-exempt development. Including non-statutory exemptions in an EDC by-law may result in revenues shortfalls.

Role of Municipality

59. Role of Municipality

The role of the municipality is outlined in the EDC Regulation. It is the responsibility of municipalities to: collect EDCs on behalf of the school board, transfer EDC revenue to the school board, and to provide monthly reports to the school board regarding amounts collected and refunded.

Municipalities are not entitled to charge a school board for collection of an EDC. Remuneration to the municipality is considered to be provided in the form of interest the municipality earns on the monthly balance of the collected EDCs. In unorganized areas of Ontario, there is no municipal structure. In these cases, please refer to Section 257.92 of the *Education Act* for information on the collection process.

Education Act Section 257.80 and Section 257.81

60. Credits for Land-Use Conversion

School board by-laws may include provisions for credits for land use conversion. Typically, this situation would arise if an EDC is paid for one type of development (i.e. residential) and shortly thereafter (the period of time defined in the school board's EDC by-law), the land is rezoned, and a new building permit issued for redevelopment (i.e. non-residential). EDC by-laws may include provisions for providing credits in this situation, to take into account the EDC amount paid on the original development (generally by offsetting the EDC amount payable on the redevelopment).

Reporting

61. Monthly Reporting by Municipality

The *Education Act* requires municipalities collecting EDCs on behalf of a school board to prepare a monthly report regarding EDC-related activity.

Education Act Section 257.97

These reports are to include the following details:

- The total EDCs collected for residential development; and
- The number of building permits issued for each type of residential development;
- The location of lands to which the residential building permits were issued; and
- The number of building permits issued for residential development for which no EDC was collected.

And, if the school board has a non-residential EDC:

- The total EDCs collected for non-residential development;
- The total board-determined gross floor area of the non-residential; and development used to generate the non-residential EDCs collected OR the total declared value of the non-residential development used to generate the

non-residential EDCs collected (depending on the method the school board used to determine the non-residential EDC in the by-law).

Information regarding exemptions from industrial development (enlargement of 50 per cent or less), including:

- The total gross floor area of each existing building;
- The gross floor area of each enlargement; and
- If the EDC is based on declared value, the declared value of the development in question.

Information regarding exemptions from non-residential development (replacement buildings), including:

- The board-determined gross floor area of the part of the building being replaced;
- The board-determined gross floor area of the replacement component of the building;
- If the EDC is determined using the declared value, the declared value of the development in question; and
- The number of building permits issued for non-residential development for which no EDC was collected.

Each report begins the day after the previous report period ended (unless there was no previous report, in which case it begins the day the EDC by-law came into force) and ends on the twenty-fifth day of each month.

These reports are to be provided by the municipality to the school board by the fifth day of the following month.

Ontario Regulation 20/98 Section 20

Complaints and Appeals

62. Complaints Regarding EDCs

The process to handle complaints by either a school board or a landowner subjected to an EDC is handled by the municipality. A complaint is not an appeal of an EDC by-law – it is an objection to the application of the by-law in a particular case.

Education Act Section 257.85

63. Complaint Process

Any person subject to an EDC or a school board has the option of complaining to the council of a municipality if they believe that:

- The amount of the EDC was incorrectly determined in a particular case;
- A credit was incorrectly determined or applied in a particular case; or
- There was an error in the application of an EDC by-law.

A complaint may only be made within 90 days after the day the EDC (or any part of it) becomes payable.

A complaint must be in writing, and is to include the following information:

- Name of complainant;
- Address where notice can be given; and
- Reasons for the complaint

64. Complaint Hearing

The municipal council is to hold a hearing into the complaint and will give the parties an opportunity to make representations. The parties are considered to be the owner of land subject to the EDC and the school board. Municipal clerks are to provide written notice of a hearing at least 14 days in advance of the hearing date.

After hearing the evidence, municipal council's powers with respect to the complaint include dismissing the complaint or rectifying the incorrect determination. The decision of the council is to be mailed to the parties within 20 days after the day the decision is made.

Education Act Section 257. 91 and 257.90

65. Appeals

Education Development Charge by-laws are subject to appeal by any individual or organization in accordance with the provisions of the *Education Act*. This section provides information regarding the appeal process.

66. Appeal Period

An EDC by-law is subject to appeal during the forty days immediately following the date of passage. The board is required to provide written notice that the by-law is in effect (See Section 54) not more than twenty days after by-law passage. The notice must also state how to file an appeal.

Education Act Section 257.64

67. Notice of Appeal

Any person or organization may appeal an EDC by-law to the Local Planning Appeal Tribunal (LPAT). To appeal a by-law, a Notice of Appeal setting out the objection to the by-law must be filed with the secretary of the school board that passed the by-law. Notice of Appeal must be received by the school board on or before the last day of the appeal period. The school board should make arrangements to receive an appeal of the by-law on the last day of the appeal period if the board offices would normally be closed to the public on that day.

The reasons for supporting the objection are to be included in the Notice of Appeal.

Education Act Section 257.65

68. Appeal Process

In the event of an appeal, the secretary of the school board must forward a copy of the Notice of Appeal and the following documents to the LPAT within thirty days after the last day of the appeal period:

- A copy of the by-law certified by the secretary;
- A copy of the EDC Background Study;
- An affidavit or declaration certifying that notice of the passing of the by-law was provided in accordance with the *Education Act*, and
- The original or a true copy of all written submissions and material relevant to the by-law (and received before it was passed).

Education Act Section 257.66

The determination of who qualifies as an interested party is at the discretion of the LPAT. The LPAT will also decide the manner that notices regarding the hearing will be provided to interested parties.

Education Act Section 257.67(2)

The LPAT may also dismiss an appeal without a hearing if it is of the opinion that the reasons for the objection to the by-law set out in the Notice of Appeal are insufficient. However, the OMB must first notify the appellant and give the appellant the opportunity to make representations in support of the appeal.

Education Act Section 257.67(5)

69. Powers of the Local Planning Appeal Tribunal (LPAT)

Following a hearing on the appeal of an EDC by-law, the LPAT may decide to:

- Dismiss the appeal in whole or in part;
- Order the school board to repeal or amend the by-law in accordance with the order of the LPAT; or
- Repeal or amend the by-law itself

However, the LPAT is not permitted to:

- Increase the quantum of an EDC;
- Remove or reduce the scope of a discretionary exemption; or
- Change the expiration date of an EDC by-law

Education Act Section 257.67(3) and (4)

70. Refunds and Interest Rates

If an EDC by-law is repealed (whether by the school board under an order from the LPAT or by the LPAT directly) the EDC paid shall be refunded. If the by-law is amended and the amendment results in a lower EDC, the difference between the previous EDC and the new EDC shall be refunded.

Refunds are due within 30 days if the LPAT repeals or amends a by-law itself. If the LPAT directs the school board to repeal or amend a by-law, the refund is due within 30 days of the repeal or amendment by the school board.

Education Act Section 257.69 and 257.90

Refunds are to be issued from the appropriate EDC Reserve Fund. Refunds are paid directly by the school board based on information provided by the area municipality (who the refund is payable to, the date the original EDC was paid, etc.).

Interest is payable on refunds retroactively from the time the EDC was paid until the refund was issued. The EDC Regulation specifies the manner that interest is to be calculated. If a school board is obligated to pay interest, the interest rate applicable is dependent on the period the interest is being paid for.

For all periods prior to Ontario Regulation 95/02 coming into force (March 12, 2002) the interest rate payable is determined by Ontario Regulation 20/98 Section 18(1). For all periods on or after March 12, 2002, the interest rate applicable is determined by Ontario Regulation 20/98 Section 18(2) and Section 18(3).

Ontario Regulation 20/98 Section 18

School boards obligated to provide refunds under Section 18(1) are to calculate the interest rate payable as the lowest prime rate reported to the Bank of Canada by any of the banks listed in Schedule 1 to the Bank Act (Canada) at the beginning of the period for which interest is to be paid.

School boards obligated to provide refunds under Section 18(2) and Section 18(3) are to use the Bank of Canada Rate in effect on the date the by-law comes into force (or adjusted if the school board desires in accordance with Section 18(3)(b)).

For the Bank of Canada, see <http://www.bankofcanada.ca>

71. Appeals Against Amended EDC By-Laws

Appeals to by-law amendments are subject to the same restrictions and procedures as given above for appeals to original by-laws. However, in the case of an appeal to an amended EDC by-law, the scope of the appeal is limited to the amended provisions only.

Education Act Section 257.74(2)

72. Appeal of Municipal Decision

The decision of a municipal council regarding a complaint (See Section 62) may be appealed by any of the parties to the LPAT within 40 days after the decision of council is made. An appeal to the LPAT is filed by submitting a Notice of Appeal to the clerk of the municipality on or before the last day in the appeal period.

Education Act Section 257. 87

In the event of an appeal, municipal clerks are required to compile a record that includes:

- A copy of the EDC by-law certified by the clerk;
- An original or true copy of the complaint and all materials submitted by the parties;
- A certified copy of the decision of the municipal council; and
- An affidavit or declaration certifying that the notification of the council's decision was rendered in accordance with the *Education Act*.

In addition, a complainant may also appeal to the LPAT if the municipality fails to deal with the complaint within 60 days after the complaint is made. This is also done by filing a Notice of Appeal with the municipal clerk. Upon receipt of an appeal in this situation, the municipal clerk is to compile a record that includes:

- A copy of the EDC by-law certified by the clerk; and
- An original or true copy of the complaint and all materials submitted by the parties.

In all situations where a Notice of Appeal to the LPAT is filed with the clerk of a municipality, the clerk is to forward all documents to the secretary of the LPAT within 30 days after the Notice of Appeal is received. Furthermore, the municipal clerk is to provide all information and materials requested by the LPAT.

Education Act Section 257. 88

The LPAT will hold a hearing into the matter and has the authority to do anything that the municipality could have done under the complaint process. If a refund is owed to an individual that has paid an incorrectly calculated EDC, see Section 70 for information regarding the determination of refunds and interest owing.

Education Act Section 257. 89

If an EDC increases as a result of an LAPT determination, the amount is immediately payable by the person who paid the EDC.

Education Act Section 257. 91

Amendments to Existing By-Laws

73. Amendments to Existing By-Law

School boards may need to amend an EDC by-law for various reasons. In certain situations, a school board may decide it is necessary to adjust the quantum of the EDC to reflect changes in the estimated acquisition price of land or Alternative Project Cost, to reduce or increase the scope of discretionary exemptions (See Section 23), or to effect other changes deemed appropriate by the school board.

School boards are not required to seek approval of the Ministry of Education in order to amend an EDC by-law. School boards are required, as part of the notice process (See Section 54) to ensure that the Ministry has been provided with notices regarding a proposed amendment and notice of an amended by-law. This section outlines the requirements of a school board wishing to amend an existing by-law.

74. Limitation on Amendments

Within the one-year period of a by-law coming into force, a school board may not amend a by-law more than once to effect the following changes:

- Increase the quantum of the EDC that is payable; or

- Extend the term of a by-law.

Education Act Section 257.70

75. Process to Amend a By-Law

School boards wishing to amend an existing EDC by-law do so by passing an Amending By-Law. Amending By-Laws come into force on the fifth day after by-law passage.

School boards wishing to pass an Amending By-Law are required to provide notice to the public (See Section 54). In addition, school boards are required to ensure that the original background study and any information that would allow the public to understand the proposed amendment are made available to anyone interested.

School boards are encouraged to hold at least one public meeting prior to passing an amendment. The school board is further encouraged to give at least 20 days notice of the meeting. For further information on public meetings, see Section 53.

Education Act Section 257.70 and 257.71 & Education Act 257.72

76. Calculation of Amended EDC

The EDC Regulation specifies that adjustments to the original calculation are to be made by a school board amending the quantum of the EDC. This provision requires school boards to make “necessary modifications” to the application of Section 7 of the EDC Regulation when determining an amended EDC. Estimates of the EDC Reserve fund used in the calculation are to be made as of the day before the Amending By-Law comes into force.

Ontario Regulation 20/98 Section 13

MINISTER NOTIFICATION OF SITE ACQUISITION, LEASE OR EXPROPRIATION

77. Minister Notification of Site Acquisition, Lease or Expropriation

School boards are required to notify the Minister 60 days prior to the financial close of land purchases, expropriation or before entering a lease. This is required for all transactions that are expected to close after January 1, 2020.

The Minister will provide a response within 60 days after receiving the documentation, if the school board is not to proceed with the purchase, lease agreement or expropriation.

The school board is required to submit the following information to the ministry for review along with an appraisal and other information the school board deems relevant to acquiring or expropriating land:

- **Location of Site:**
 - Legal name and address
- **Site Size:**
 - # of acres; and
 - If the proposed # of acres are higher than reported in the background study, provide a rationale.
- **Cost to Purchase & Prepare Site:**
 - Cost to purchase and prepare the site or the school board approved upper limit;
 - Copy of an appraisal; and
 - Any potential issues with the site.
- **Rationale:**
 - Reason the site is required.
- **Funding of Construction:**
 - Status of ministry funding to support the construction of the school; and
 - Estimated opening date of school.

A school board is required to submit the following information before entering a lease or renewing an existing lease along with providing a copy of the lease or any other documentation the school board deems relevant:

- **Address of Leased Facility:**
 - Legal name and address

- **Name of Lessor;**
- **Type of Facility Leased:**
 - Store front etc.
 - Sqft. leased
- **Cost of Lease:**
 - Monthly lease payment;
 - Any step-ups in rent over the lease term and;
 - Leasehold improvements.
- **Terms of Lease:**
 - New lease or renewal of existing lease; and
 - Start date of lease; and
 - Term of the lease.
- **Rationale:**
 - Reason the lease is required.
- **Funding of Construction:**
 - Approval of funding for construction received from the Ministry; and
 - Estimated opening date of school.

School boards are required to complete the Minister Notification of Site Acquisition-Expropriation-Lease Form along with providing supporting documentation. Please contact your Ministry Capital Analyst for a copy. (See Appendix X – Minister Notification of Site Acquisition–Expropriation-Lease Form).
Add Reg.

Definitions

Alternative Projects (AP): A lower-cost alternative or alternative project allows for the application of EDC for project costs that would address the needs of the board for pupil accommodation. Alternative projects are expected to lower EDC rates. Examples of alternative projects include but are not limited to:

- Underground parking garages;
- Existing facilities access;
- Purpose built space within a larger development;
- Trading options for land;
- Artificial turf which results in a smaller site size.
- Lease of land for providing parking;
- Long-term lease of land in place of site acquisition; and
- Additional construction costs to allow for the construction of 3rd floors such as deeper foundations, additional elevator costs etc.

Capacity Trigger: This is one of the two eligibility triggers to qualify for an EDC. 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 On-The-Ground capacity than it is eligible to impose an EDC.

Demographic Projections: The demographic projections for an EDC consist of both forecasts of new housing development and projections of school enrolment. Projections of both new housing and enrolment must be provided on an annual basis for a 15-year period following by-law imposition. These projections ultimately determine eligibility, need and the final quantum of the charge.

Differentiated Residential EDC: This is the type of residential EDC which results in different charges based on dwelling unit types defined by the board. It is apportioned on the basis of the distribution of pupils arising from different types of dwelling units. Boards may define dwelling unit types based on the nature of development and criteria that is relevant to the board (e.g. low, medium, and high density; condominiums/apartments, townhouses, detached houses; etc.).

Financial Obligations: 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. 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.

Education Development Charges (EDC): EDCs are a revenue source for eligible school boards that need to purchase land for new schools, in order to accommodate students coming from new housing development. In order to pass an EDC by-law, a board must first complete a background study.

EDC 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.

EDC Reserve Fund: The reserve fund analysis summarizes the EDC collections (both actual and estimated) as well as the EDC costs that have been expended (both actual and estimated) and the estimated EDC reserve fund balance. The EDC reserve fund must also include certain estimates respecting revenues and expenditures to account for the most recent actual balance and the balance estimated to the new EDC by-law date.

Growth Related Net Education Land costs (GRNELC): Growth Related Net Education Land costs are costs incurred or proposed to be incurred where the level of new residential development is sufficient to warrant the acquisition of a site for the construction of a new school. Any outstanding education development charge financial obligations that have been incurred by the Board under previous by-laws are added to the total land costs to determine the growth-related net education land costs for which EDCs may be collected.

Localized Education Development Agreement (LEDA): A LEDA is an agreement between a school board and an owner such as a developer in which the owner provides a lease, real property or other benefit to be used to provide pupil accommodation. In exchange the geographical area that the LEDA will service will be exempt from the collection of EDCs. School boards must consult with co-terminus boards when developing a LEDA to determine if a joint project is possible.

On-The-Ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public meeting: The purpose of the public meetings are to review the existing EDC policies of the Board and to also advise any interested stakeholders and the public at

large of the board's intentions and address the new proposed EDC by-law. The public meeting also gives the community and stakeholders the opportunity to voice any issues or concerns they have with regard to the proposed by-law.

Residential and Non-residential Rates: The regulation provides that EDCs may be collected on new residential and non-residential development and are to be used only to acquire new school sites needed to accommodate students resulting from new residential development in the school board's jurisdiction. No more than 40% of the Growth- Related Net Education Land Costs may be attributed to non-residential development. 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.

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.

Total Net Education Land Costs: The total net education land costs include the site acquisition costs, the escalation of land over the term of the by-law (5 years), the site development/servicing costs, as well as associated financing costs and study costs.

Uniform Residential EDC: This is the type of residential charge which results in a consistent EDC across the by-law area. The rate of the EDC is exactly the same regardless of the type of development.



Number: II 002
Subject: Governing Style

Approval Date: May 26, 2008

Effective Date: May 26, 2008

Revised: May 25, 2009; January 28, 2013; May 27, 2013; December 12, 2016, October 29, 2018

Policy Statement:

The board will govern with an emphasis on a) outward vision rather than an internal preoccupation, b) encouragement of diversity of viewpoints from within the system and the community, c) strategic leadership more than administrative detail, d) clear distinction of board and chief executive roles, e) collective rather than individual decisions, f) considering past, present and future, and g) proactivity rather than reactivity.

On any issue, the Board must ensure that all divergent views are considered in making decisions, yet must resolve into a single organizational position.

More specifically, the Board will:

1. Operate with a clearly stated governance model that demonstrates its legal and moral obligation to represent the interests of the Catholic ratepayers of Waterloo Region and details the responsibilities that fulfill this obligation.
2. Allow no officer, individual or committee of the board to hinder or be an excuse for not fulfilling this commitment.
3. Direct, control and inspire the organization with thoughtful establishment of the broadest organizational policies reflecting the Board's values.
4. Cultivate a sense of group responsibility. The board will be responsible for excellence in governing. The board will be an initiator of policy and the board will use the expertise of individual members to enhance the knowledge and ability the board as a body, rather than to substitute their individual judgments for the board's values.
 - a. In accordance with this discipline, the board will only allow itself to address a new topic within the context of a Board meeting after it has answered these questions:
 - i. What is the nature of the issue?
 - ii. What is the value that drives the concern?
 - iii. Is this a shared issue?
 - iv. Whose issue is this? Is it the board's or is it the CEO's?
 - v. Has the board dealt with this subject in policy? If so, what has been said? Does the board wish to change what it has already said?
 - vi. If the matter is several levels below board level, what is the broadest way to address the issue so that it is still under existing board policy? Is that policy sufficient to deal with the concern?
 - b. It is out of order for board members to talk about content until these questions of appropriateness are settled.
5. Enforce upon itself whatever discipline is needed to govern with excellence, in compliance with Policy II 007.
6. Ensure that continual board development will include orientation of new members in the board's governance process and on-going discussion of process improvement
7. Monitor and discuss the board's process and performance within a scheduled review process.



Number: III 006
Subject: CEO Compensation & Benefits

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: November 24, 2014

Policy Statement:

The Board shall negotiate a contract with the CEO that will stipulate compensation and benefits based on fair market value for services within the context of fiscal responsibility and relevant legislation.

The Board will review benefits and adjustments to the range annually in April. In the event of a multi-year agreement, in April of the year the contract ends.



Date: September 23, 2019
To: Board of Trustees
From: Governance Committee
Subject: Self-evaluation/Work of the Board

Type of Report:

- ☒ Decision-Making
- ☐ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Board Policy II 002 Governing Style

Policy Statement and/or Education Act/other Legislation citation:

Policy II 002 – Governing Style – states “Monitor and discuss the Board’s process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance process and Board-Staff Relationship categories.”

Alignment to the MYSP:

Not applicable

Background/Comments:

- The Board of Trustees completed a self-evaluation in May of 2019. After reviewing these results, Trustees felt more work needed to be done in connecting these evaluations with the work of the Board.
- At the meeting of May 27, 2019 Trustees referred Board Policy II 002 Governing Style to the Governance Committee for review.
- Governance met on June 10, 2019 and discussed the above noted policy. After discussion the committee is suggesting that a working committee be formed to look at our self-evaluation process and how it connects to the work of the Board.

Recommendation:

That the Board of Trustees form a working committee to explore the work of the Board and the Board’s corresponding self-evaluation.

Prepared/Reviewed By: Melanie Van Alphen, Governance Committee Chair

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”



Notice of Motion September 23, 2019
Prepared by Trustee Melanie Van Alphen
Period Poverty in Ontario Schools

Whereas: Board Policy II 002 Governing Style, section 4a states:

- In accordance with this discipline, the board will only allow itself to address a new topic within the context of a Board meeting after it has answered these questions:
 - What is the nature of the issue?
 - ii. What is the value that drives the concern?
 - iii. Is this a shared issue? iv. Whose issue is this? Is it the board's or is it the CEO's? v. Has the board dealt with this subject in policy? If so, what has been said? Does the board wish to change what it has already said?
 - vi. If the matter is several levels below board level, what is the broadest way to address the issue so that it is still under existing board policy? Is that policy sufficient to deal with the concern?

Whereas: By-law 3.17, Placing Matters on the Agenda states:

- No matter will be placed on the Agenda of a Meeting of the Board unless:
 - 3.17.1 with the majority affirmative votes of the Trustees present and eligible to vote on the matter;
 - 3.17.2 it is a matter that is part of the Board job description as outlined in Board policy and contained under the agenda headings outlined in Section 3.13 of the By-law;
 - 3.17.3 it is a Notice of Motion as prescribed in Section 4.1 of the By-law;
 - 3.17.4 it is a matter requested by a Trustee to be placed on the agenda after the Trustee has followed the Trustee Inquiry process outlined in Section 3.18 of the By-law.
 - 3.17.5 it is a matter that, in the opinion of the CEO or Chair, requires action by the Board as a matter of urgency; and

Whereas: Period Poverty occurs when there is a lack of access to menstrual products when needed. This is a growing concern within Ontario and in schools. Providing free products in school washrooms will support student health and well-being; and

Whereas: Lack of access for students may lead to embarrassment when having to ask and may lead to missed days of school; and

Whereas: The WRDSB and the TDSB have recently approved motions to provide free menstrual products in every school starting in September 2019; and

Whereas: The B.C. government has announced that all schools in the province must provide free tampons and pads to students in school washrooms by year's end; and

Whereas: MPP and Education Critic for the NDP, Marit Stiles has tabled a motion in the legislature to tackle the issues and stigma around menstruation in Ontario schools;

Therefore, may it be resolved that:

The Board of Trustees place this matter of Period Poverty in Ontario schools on the agenda for the November 11, 2019 Committee of the Whole Board meeting as a discussion item.

Furthermore, The Board of Trustees request staff to prepare a report updating Trustees on how students experiencing Period Poverty are supported in our schools and what the plan is moving forward.