

LONG-TERM FACILITIES PLAN



2026

Hamilton-Wentworth District School Board (HWDSB) is committed to providing equitable, affordable, and sustainable learning facilities to support student achievement and well being. To advance this commitment and provide clear, long-term direction, the Board annually updates its Long-Term Facilities Plan (LTFP). The LTFP serves as a comprehensive framework to guide the effective management, renewal and improvement of HWDSB facilities, while also ensuring efficient accommodation of students over time.

The LTFP aligns and supports the Board's broader strategic and policy frameworks, including the [Multi-Year Strategic Plan](#), [Board Improvement Plan](#), [Human Rights Policy](#), [Multi-Year Accessibility Plan](#), [Indigenous Education Circle Strategic Action Plan](#), and relevant HWDSB policies. Together, these documents ensure that planning decisions are student centered, equitable, inclusive and fiscally responsible.

The LTFP is designed as an online, living document, incorporating embedded links to reports and other Board resources. The plan is organized into three core sections- Planning and Accommodation, Capital Projects, and Facilities Operations- reflecting the three divisions within the Facility Services department.

The primary objectives of the Long-Term Facilities Plan are to:

1. Provide a strategic framework for decision making related to existing and future HWDSB facilities;
2. Offer comprehensive background information on the Board's capital and maintenance planning; and
3. Establish a long-term accommodation strategy schedule to guide future actions.

Together, these integrated and forward-looking components position HWDSB to respond effectively to changing enrolment, evolving educational needs, and community growth while continuing to support student success now and into the future.



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To support the Hamilton-Wentworth District School Board's commitment to providing equitable, affordable, and sustainable learning facilities, a set of Guiding Principles has been established to inform the LTFP. These principles serve as the foundational framework used by Facility Services to guide decision making, including long-term capital planning, capital project submissions, boundary reviews, pupil accommodation reviews, and the delivery of capital projects. All recommendations and strategies within the LTFP are grounded in these Guiding Principles.

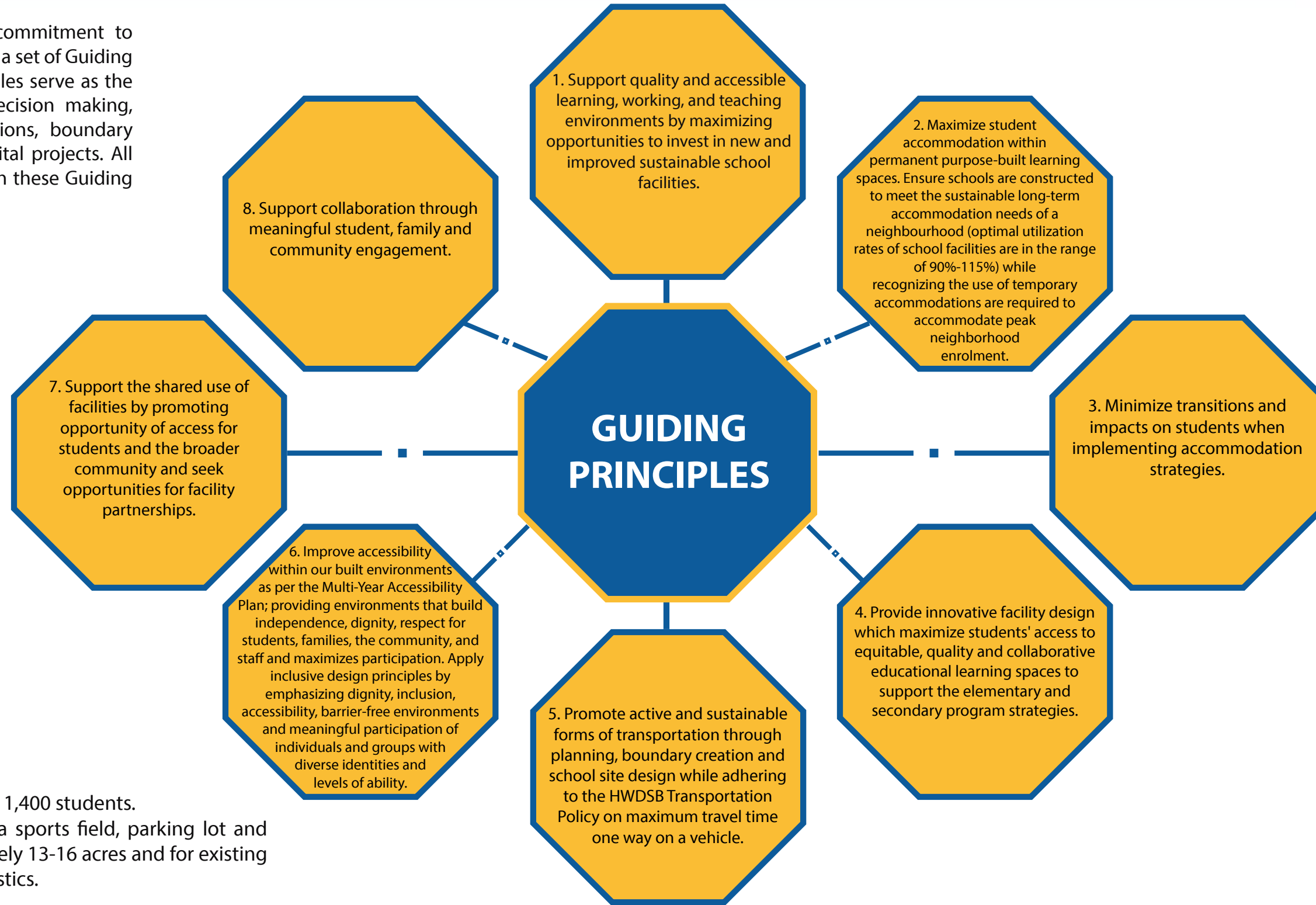
Specific Principles related to Elementary and Secondary Panels:

Elementary

1. School Capacity – optimal school capacity would be 450 to 650 students, which creates two to three classes for each grade.
2. School Grade/Organization – Kindergarten to Grade 8 facilities.
3. School Site Size – optimal elementary school site includes play fields, parking lot and building. For new site acquisition, optimal size approximately 6-8 acres and for existing schools, site size is based on local neighbourhood characteristics.
4. In dual track schools, enrolment between French Immersion and English track should ensure that the balance supports ideal program delivery. i.e. There should be a balance of French and English program enrolments to foster a successful learning experience for every student based upon HWDSB's elementary program strategy.






Secondary

1. School Capacity – optimal school capacity would be 1,000 to 1,400 students.
2. School Site Size – optimal secondary school site includes a sports field, parking lot and building. For new site acquisition, optimal size is approximately 13-16 acres and for existing schools, site size is based on local neighbourhood characteristics.





**NOTE: The Guiding Principles are intended to be guides to inform our work. Local parameters may influence the thresholds above.*


Planning and Accommodation

-  **1.1 Community Profile:** This section analyzes how population growth, new residential development, migration and birth rates impact enrolment trends.
-  **1.2 Enrolment & Capacity Trends:** This section summarizes enrolment projection methodology, including student yields and apportionment rates along with historical and projected elementary and secondary enrolment.
-  **1.3 HWDSB Property:** This section includes a summary of HWDSB properties that are currently for sale, vacant, or declared surplus. In addition, the section outlines HWDSB's Educational Development Charge (EDC) by-law and facility partnerships.
-  **1.4 Planning Areas:** This section provides historic/projected enrolment, maps, facility information and a breakdown of historic and proposed accommodation strategies by elementary and secondary planning area. Planning areas allow for comprehensive and in-depth analysis of each area of the city.
-  **1.5 Accommodation Strategy Schedule:** Summarizes planned immediate, short-term and medium-term accommodation strategies for the Board.

Capital Projects

-  **2.1 Capital Projects Plan:** This section reviews the Annual Capital Plan, elementary/secondary school renewal, school design guidelines and capital funding received since 2012.
-  **2.2 Facility Assessment:** This section provides information regarding how facility assessments are completed, and a description of the classifications used in facility assessment. This section also provides the facility assessment status of all HWDSB schools.

Facility Operations

-  **3.1 Facility Operations:** This section outlines the HWDSB's Plan to Reduce VFA Requirements, Preventative Maintenance Plan and the Energy Conservation and Demand Plan.



Additional Information

[Elementary Thematic Maps](#)
[Secondary Thematic Maps](#)

LONG-TERM FACILITIES PLAN



Section 1.1: Community Profile

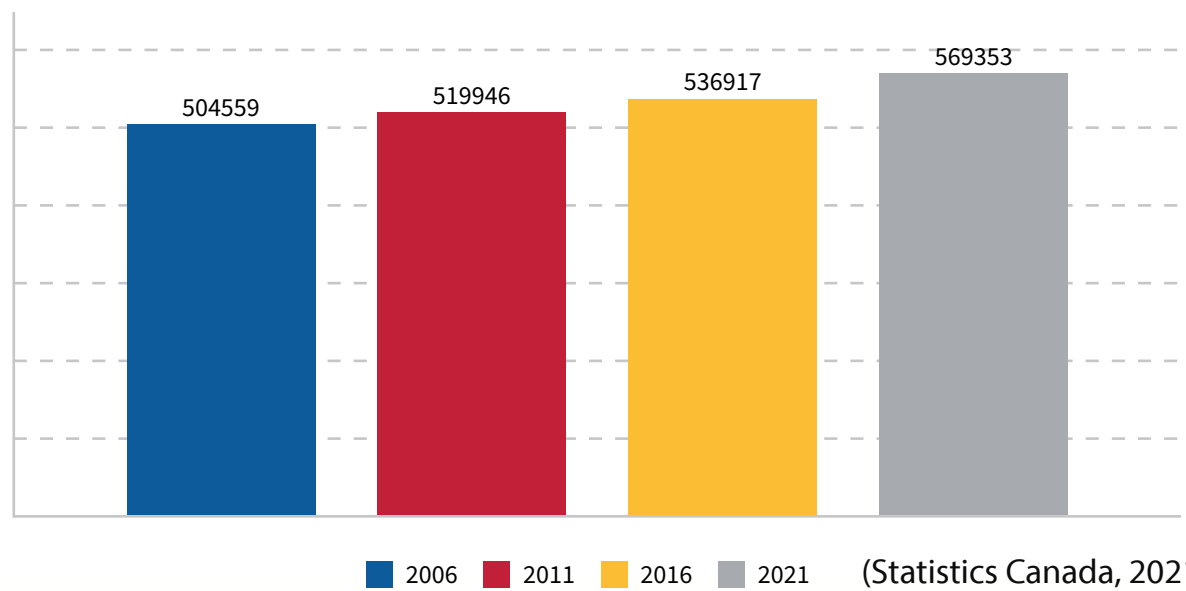
Population Growth and Demographics

Hamilton has experienced sustained population growth over the past decade. According to the 2021 Census, Hamilton’s population increased from 536,917 in 2016 to 569,353 in 2021, representing growth of approximately 6%. This rate exceeded both Ontario’s provincial growth rate of 5.8% over the same period and Hamilton’s rate of growth between 2011 and 2016 (Statistics Canada, 2022). More recent population estimates confirm that population growth has continued since 2021. Statistics Canada’s Annual Demographic Estimates indicate that the Hamilton Census Metropolitan Area grew by approximately 1.6% between July 1, 2022 and July 1, 2023, with growth driven primarily by international migration and immigration rather than natural increase (Statistics Canada, 2024).

Population growth in Hamilton has been accompanied by ongoing shifts in age structure. In 2021, residents aged 65 and older accounted for approximately 19% of Hamilton’s population, reflecting broader provincial and national aging trends (Statistics Canada, 2021; Government of Canada, 2024). At the same time, Hamilton has experienced growth in younger adult age cohorts that directly influence school enrolment. Census data show a substantial increase in the 25–39 age cohort since 2011, reflecting the city’s growing attractiveness to working-age adults and young families (Statistics Canada, 2021). Growth in childbearing-age cohorts has supported stable growth in younger age groups. Between 2011 and 2021, the number of children aged 0–4 increased by approximately 6%, while the 5–9 age cohort grew by approximately 9.6% (Statistics Canada, 2021). While overall fertility rates remain below replacement levels, continued immigration and in-migration of young adults have helped sustain the local population of school-aged children.

As a result of these combined trends, HWDSB has experienced slow but stable kindergarten and primary enrolment growth since 2011, particularly in areas with new residential development. Looking ahead, elementary enrolment is expected to remain generally stable in established neighbourhoods, while growth is anticipated in areas experiencing ongoing housing development, consistent with broader municipal and provincial population growth forecasts (Statistics Canada, 2024; City of Hamilton, 2024).

Population Growth 2006 to 2021



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Population Projections & Growth Management

In 2024, the Government of Ontario released the Provincial Planning Statement (PPS), 2024, a province-wide land use planning framework that replaced the Provincial Policy Statement (2020) and A Place to Grow: Growth Plan for the Greater Golden Horseshoe (2019). The PPS establishes a consolidated policy framework to guide land use planning across Ontario and is implemented by municipalities through official plans, zoning by-laws, and development approvals. The PPS requires planning authorities to base population and employment growth forecasts on the Ontario Population Projections published by the Ministry of Finance.

The Ministry of Finance released updated projections in 2025, using revised 2023 Statistics Canada population estimates and reflecting updated assumptions related to fertility, mortality, and migration. Under these revised projections, as shown in the graph below, Hamilton’s population is forecasted to increase from approximately 615,000 in 2023 to 853,130 by 2051, representing growth of approximately 47%. While this represents a downward adjustment from earlier projections, Hamilton is still expected to experience sustained and above-average population growth relative to historic trends.

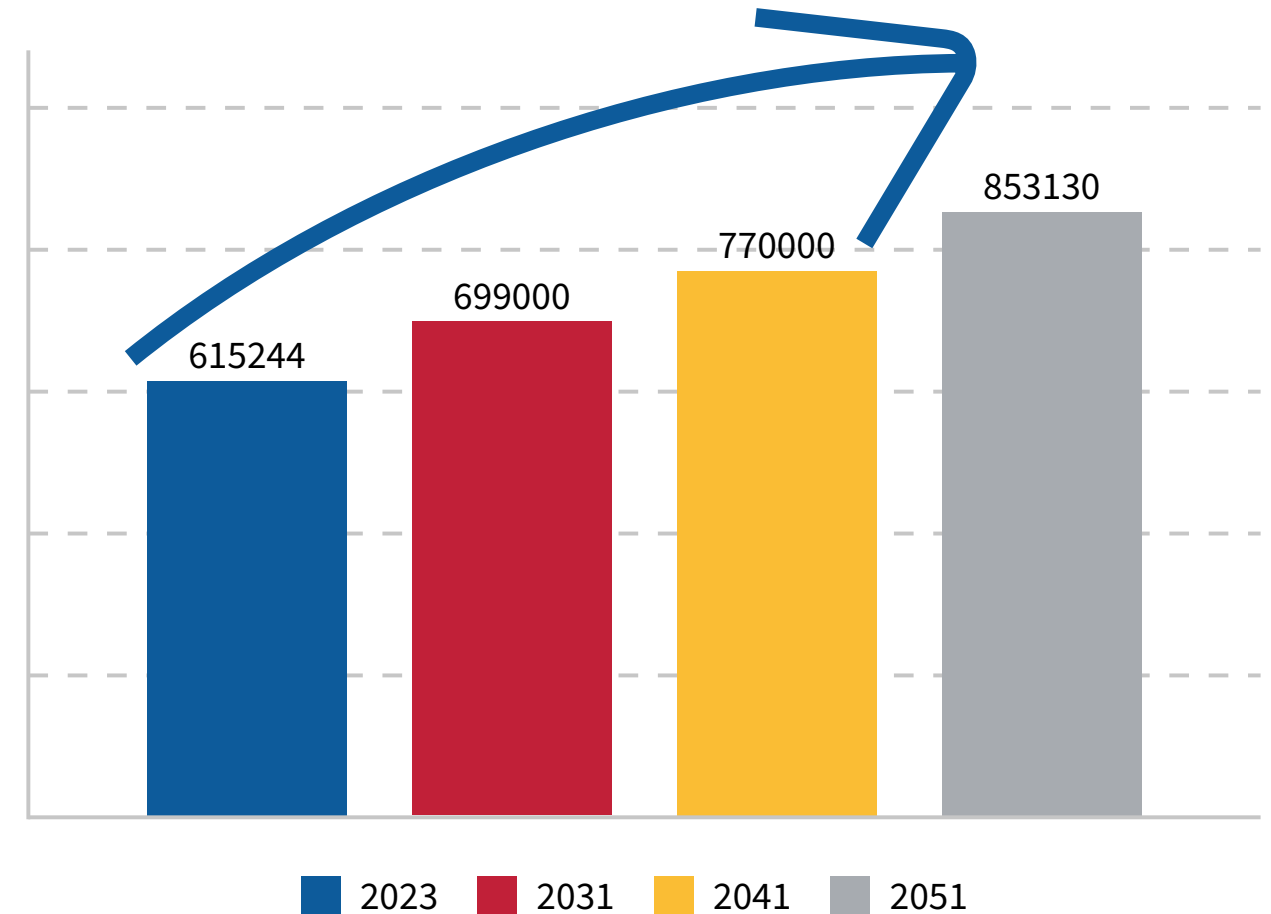


All municipalities are required to maintain an Official Plan to guide long-term growth and land use. In November 2021, the City of Hamilton submitted an Official Plan based on a no urban boundary expansion growth strategy. Provincial modifications introduced in November 2022, including urban expansion areas, were largely rescinded on December 6, 2023, restoring the City’s intensification-focused growth strategy approved by Council in June 2022. Under this approach, all residential and employment growth is to be accommodated within the existing urban boundary, with more than 80% of new development expected to occur within the built-up area between 2031 and 2051. As a result, future housing growth is anticipated to be predominantly medium- and high-density, with limited opportunities for low-density residential development.

While urban boundary expansion was not approved through the Municipal Comprehensive Review or Official Plan Review, PPS 2024 permits privately initiated requests for urban boundary expansions, subject to municipal evaluation, Council approval, and conformity with provincial policy. The City of Hamilton has developed a framework to assess such applications, including a School Accommodation Issues Assessment, to evaluate impacts on existing and planned school capacity. This process enables HWDSB to identify potential needs for new school sites or school expansions where additional student accommodation capacity may be required.

HWDSB will continue to monitor changes to provincial policy, Ministry of Finance population projections, and the City’s growth management strategy, and will assess their implications for current and projected enrolment across the system.

Population Projections 2023 to 2051



(Ministry of Finance, 2025)

Residential Development

Tracking residential development remains a key input into the preparation of enrolment projections. Incorporating the timing, location, and type of future housing development enables Planning and Accommodation staff to proactively identify areas where enrolment pressures may emerge. As development activity and market conditions continue to evolve, ongoing monitoring of residential construction trends is required to support informed long-term planning.

Preliminary CMHC data for 2025 indicates that Hamilton reported approximately 1,600–1,700 units completed across the City of Hamilton, with apartment units making up the largest share at 66%. Row units accounted for 15%, while single detached homes accounted for 18% and semi-detached 1%.

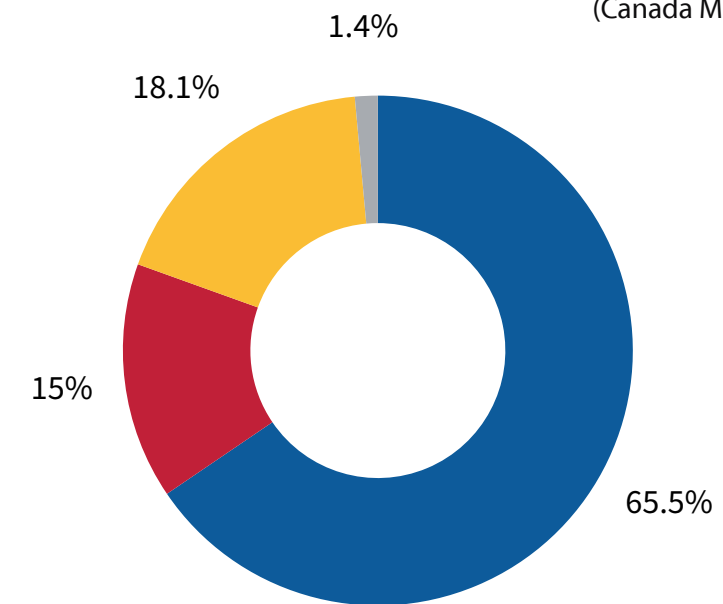
These early figures suggest that the underlying development trend toward higher density residential forms remains firmly in place, despite short-term fluctuations in construction activity. As 2025 data is subject to revision, 2024 remains the most recent year of finalized completion data for enrolment projection purposes.

Recent residential development in Hamilton has been geographically concentrated in a limited number of intensification areas, consistent with the City’s growth management strategy. The most significant levels of residential construction activity are occurring in Downtown Hamilton and surrounding inner city neighbourhoods, including Beasley, Corktown, Durand, and Landsdale, where high rise and mid rise apartment developments continue to be approved and constructed. Additional concentrations of development are evident along the future Hamilton Light Rail Transit (LRT) corridor, extending west toward Westdale and McMaster University and east through Crown Point and Stipley, where mixed use and higher density residential projects are being advanced in proximity to planned rapid transit.

Outside of the lower city, notable residential development activity is also occurring in West Harbour and the Central Waterfront (e.g., Pier 8), where large scale, planned residential communities are under construction or in advanced planning stages. In contrast, greenfield growth areas in Stoney Creek, Ancaster, and Glanbrook continue to accommodate new low rise residential development, though at more moderate levels compared to intensification-focused areas. Residential development is a key consideration when analyzing accommodation strategies for each Review Area. See [section 1.4](#) for more information.

2025 Housing Completions by Type

(Canada Mortgage Housing Corporation)



■ Apartment
 ■ Row
 ■ Single
 ■ Semi- Detached



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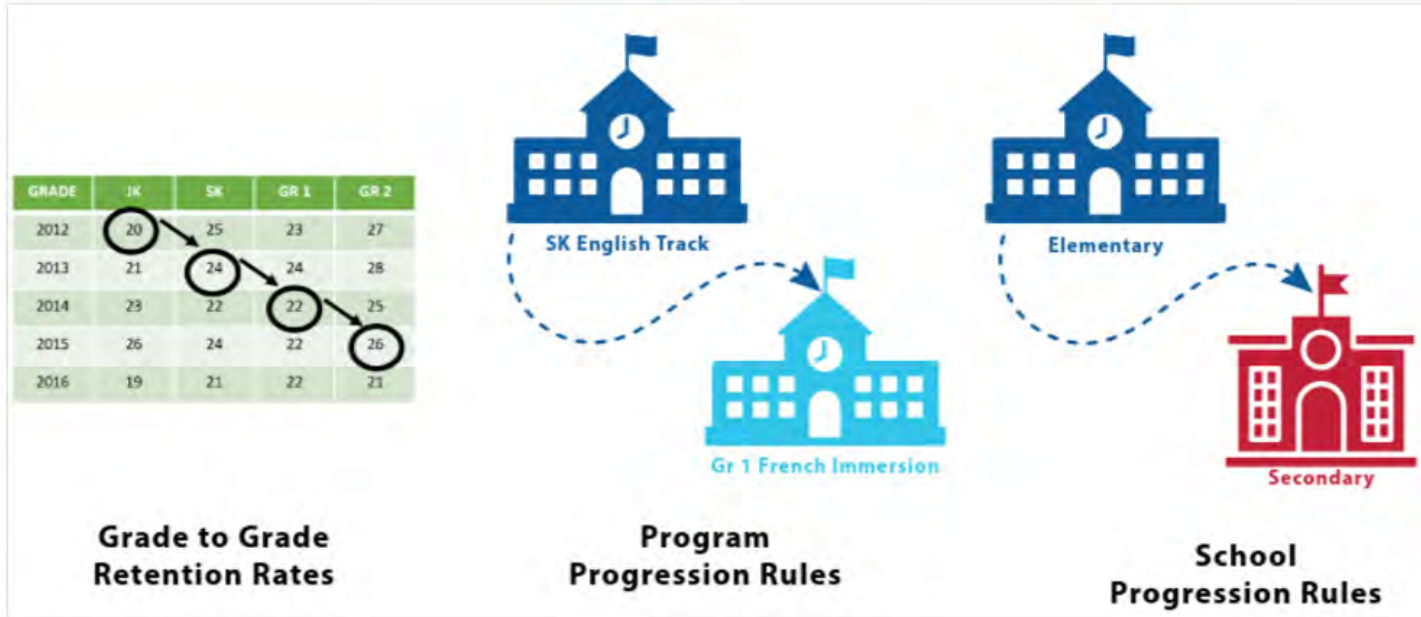
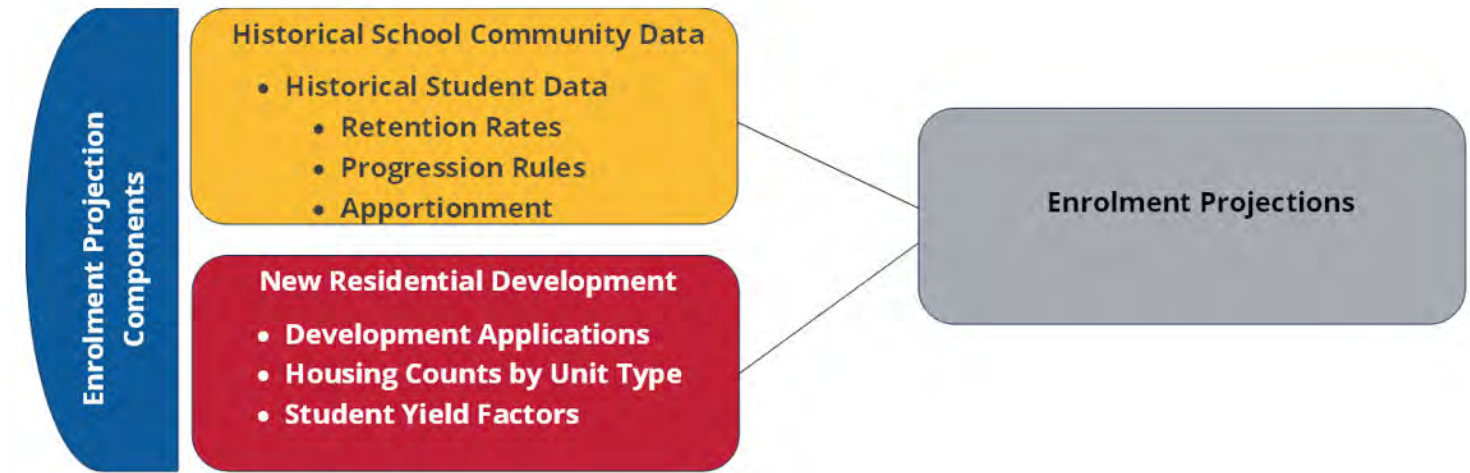


Section 1.2: Enrolment and Capacity Trends

Enrolment Projection Methodology

Enrolment projections prepared as part of the Long-Term Facilities Plan are based on an analysis of current and historical enrolment trends at the school and Planning Area level. Projections incorporate actual student enrolment data, program participation rates, and relevant socioeconomic and demographic indicators. The Hamilton-Wentworth District School Board (HWDSB) enrolment projection methodology consists of two primary components: historical school community data and anticipated student generation from new residential development.

Enrolment projections are reviewed and updated on an annual basis using the most current student counts available. Projected enrolments are validated through comparisons with historical enrolment patterns, municipal and regional population forecasts, census information, and birth data to ensure alignment with broader demographic trends. Projections may be prepared for a range of planning horizons, with one-year, five-year, and ten-year timeframes most used by Planning, Accommodation & Rentals to support facility and accommodation decision making.



Historical School Community Data

Historical enrolment data forms the foundation of the Board’s projection methodology. Staff analyze year over year enrolment by grade for each school to identify patterns in student progression or retention and community specific trends. This analyze supports the development of grade specific retention rates for each school, reflecting gains or losses in enrolment as students transition from one grade to the next.

In addition, historical data related to program participation and student mobility are used to establish progression rules between programs and between panels, including transitions from junior to middle school, elementary to secondary school, and transition to programs of choice. These rules help ensure that projections accurately reflect how students historically move through the system.

Another key component of historical analysis is the apportionment of students between HWDSB and its coterminous school board. Based on Ministry of Education Core Education Funding enrolment projections for the 2025–26 school year, HWDSB, on average, serves approximately 65% of elementary students and 57% of secondary students residing within the City of Hamilton. These apportionment factors are incorporated into enrolment projections to ensure consistency with observed enrolment distribution patterns

Apportionment enrolment data from 2025-26 Ministry of Education Core Education Funding Projections for the 2025-26 School Year.

Elementary Apportionment

HWDSB						
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Avg
35,280	36,144	36,998	37,529	37,848	37,723	36,920
65.0%	65.5%	65.9%	65.7%	65.9%	65.1%	65.5%

HWCDSB						
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Avg
19,025	19,056	19,182	19,628	19,597	20,211	19,450
35.0%	34.5%	34.1%	34.3%	34.1%	34.9%	34.5%

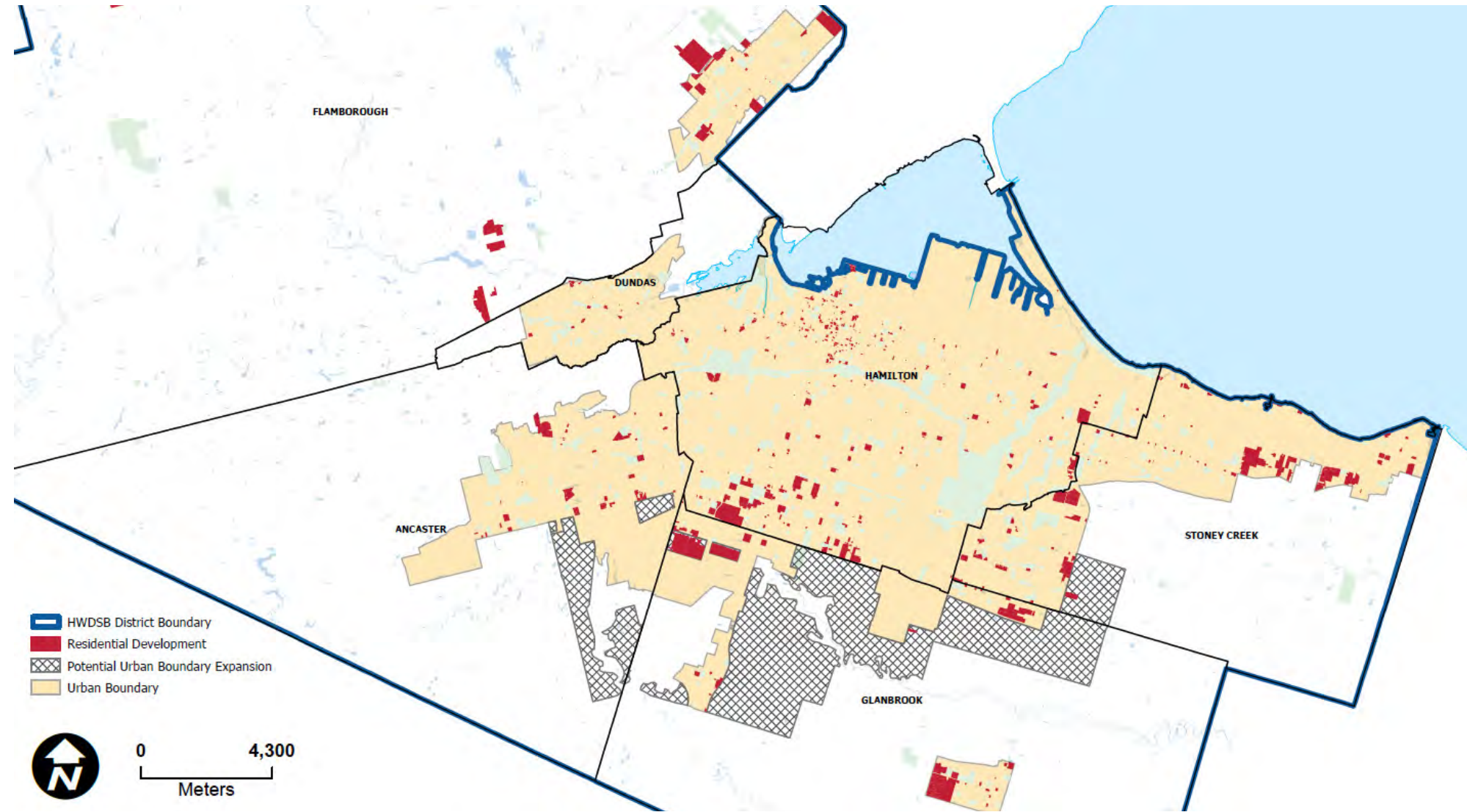
Secondary Apportionment

HWDSB						
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Avg
13,314	13,567	14,093	14,342	14,599	14,542	14,076
56.5%	57.1%	57.6%	57.5%	57.6%	56.4%	57.1%

HWCDSB						
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Avg
10,231	10,207	10,364	10,579	10,768	11,232	10,564
43.5%	42.9%	42.4%	42.5%	42.4%	43.6%	42.9%

New Residential Development


Projected student generation from new residential development is also a critical input to enrolment forecasting, particularly in areas experiencing significant new home construction. Planning staff receive regular circulation notices from the City of Hamilton for proposed and approved residential development applications. These applications are tracked and assessed based on anticipated timing, housing type, and geographic location. The map below illustrates current residential development Board-Wide, as well as potential urban boundary expansion areas.



10 Elementary Students

= 36 
(0.29 Students per unit)

= 45 
(0.23 Students per unit)

= 1,429 
(0.007 Students per unit)

10 Secondary Students

= 98 
(0.10 Students per unit)

= 162 
(0.06 Students per unit)

= 1,786 
(0.006 Students per unit)

Student yield factor analysis estimates the number of students expected to be generated by new residential development. A student yield represents the average number of students, by grade, by panel, generated per dwelling unit within a defined geographic area. Yield factors are differentiated by unit type (e.g., single-detached dwellings, townhouses, apartments) and are informed by Municipal Property Assessment Corporation (MPAC) housing data and the Board's student enrolment records.

These yield factors are applied to unit counts for each proposed development application to estimate future student generation associated with the application. The resulting student projections are then allocated to schools based on established attendance boundaries and incorporated into overall enrolment projections. The above illustration uses a Board-wide average student yield to determine the approximate number of residential units required to generate ten elementary students and ten secondary students. This illustration is by the three most common housing types; single-family homes, townhouses, and apartments.

On the Ground Capacity

On-the-Ground (OTG) Capacity is the measure used by the Ministry of Education to identify the number of students the permanent structure of a facility can accommodate. OTG reflects the capacity of the instructional spaces within a school building, based on room types and standardized room loading factors established by the Ministry. It does not include the use of temporary spaces such as portables or portapaks.

Each instructional space within a school is assigned a capacity based on its function (e.g., standard classroom, resource room, , specialty space), with loading standards varying by room type and by panel. Elementary and secondary schools are subject to different room loading requirements. For example, a standard elementary classroom is loaded at 23 students, while a standard secondary classroom is loaded at 21 students. The total OTG capacity of a school is calculated by summing the assigned capacities of all permanent instructional spaces within the facility.

OTG capacity is a key metric used in facility planning and accommodation review processes. By comparing a school’s OTG capacity to its enrolment, a utilization rate is calculated. School utilization is expressed as a percentage and represents the extent to which a facility’s instructional spaces are occupied relative to their OTG. This measure provides an indication of how efficiently a school building is being used and supports decision making related to accommodation pressures, surplus space, and long-term capital planning.

Portables

Student enrolment across the system fluctuates annually in response to demographic change, residential development, and housing turnover. To manage short-term enrolment pressures while longer-term permanent accommodation options are planned, the Board utilizes two forms of temporary accommodation: portables and portapaks.

A portable is a stand-alone, transportable classroom unit that operates independently from the permanent school structure. A portapak consists of multiple portables connected by an enclosed corridor system and may or may not be physically attached to the main school facility. While temporary in nature, these accommodations play an important role in maintaining program delivery and student safety during periods of enrolment pressure.

The HWDSB process for portable allocations is designed to reduce long-term reliance on temporary accommodation while ensuring equitable, transparent, and fiscally responsible decision-making across the system. Under this process, when enrolment pressures ease and built capacity is deemed sufficient, temporary units are either relocated to schools with demonstrated need, secured for potential future use, or demolished based on condition and cost-effectiveness.

Key outcomes of this process and approach to temporary accommodation include:

- Reduced operating and lifecycle costs associated with temporary accommodation
- Decommissioning and demolition of older portables no longer suitable for use
- More consistent and equitable allocation of portables across schools
- Requirement that schools maximize the use of existing built space prior to the placement or retention of temporary classrooms

In support of improved asset management and financial sustainability, HWDSB has transitioned from purchasing portables to leasing new units, providing greater flexibility in responding to changing enrolment patterns. As of the current planning period, the Board leases 67 portables and owns 96 portables and 7 portapaks. The estimated annual operating cost of a single portable is approximately \$35,000, which includes utilities (heating, cooling, and electricity), custodial services, ongoing maintenance, and associated capital costs. When portables reach the end of their useful life and cannot be sold, demolition is recommended. The estimated cost to demolish a portable is approximately \$20,000, and this approach reduces future maintenance and safety risks.

The table to the right illustrates the total number of portables and portapaks in use between the 2020-2021 and 2025-2026 school years. Over this period, the total number of temporary accommodation units has increased. The Board anticipates that reliance on temporary accommodation will decline as new elementary schools and school additions are completed and opened in Waterdown, Upper Stoney Creek, Binbrook, Mount Hope and Janet Lee. These projects represent key components of the Board’s long-term capital strategy and will provide permanent instructional space in high-growth communities.

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Portables	123	117	132	145	160	163
Portapaks	8	6	6	6	6	7
Total	131	123	138	151	166	170

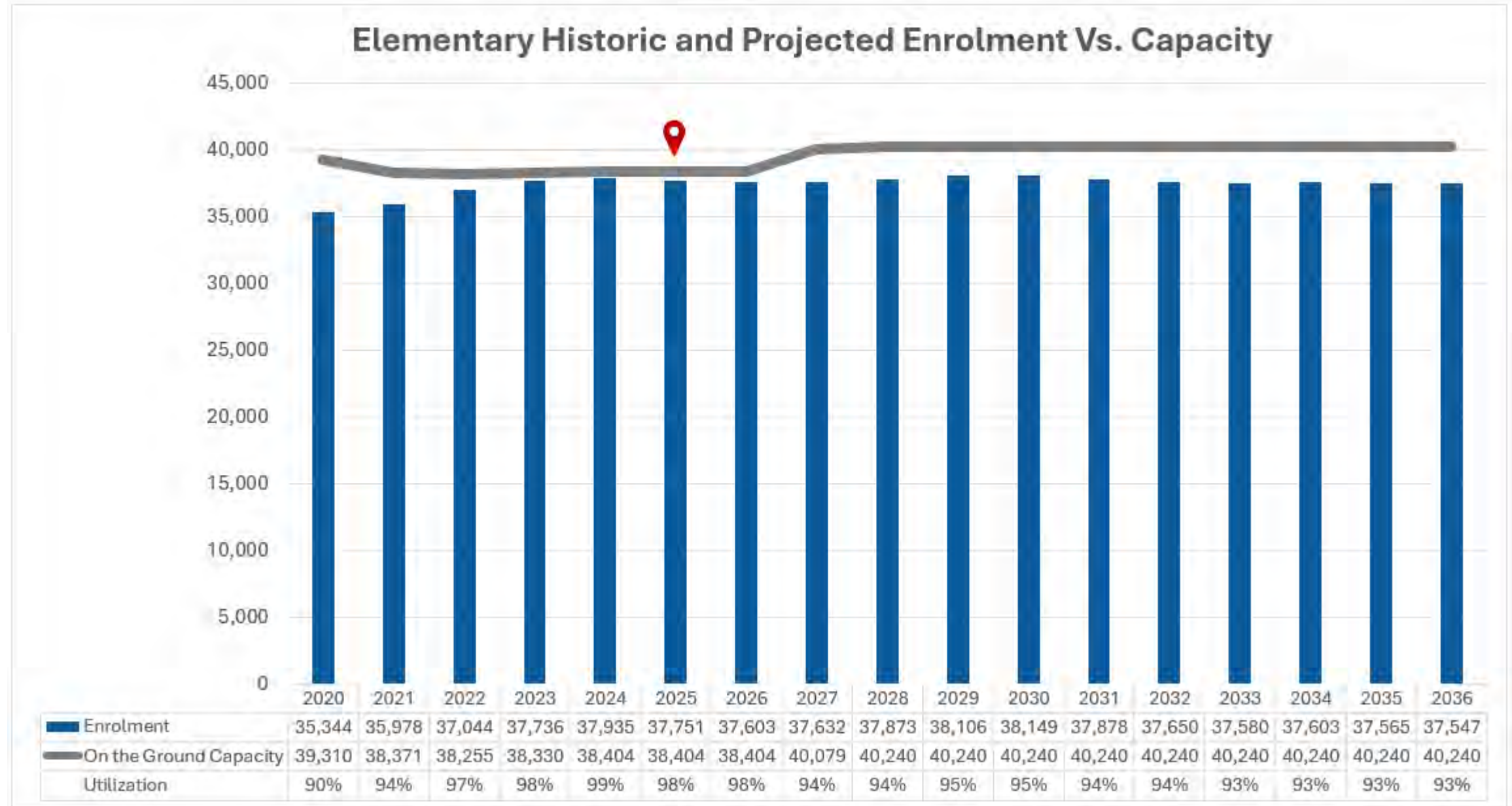
Elementary Historic and Projected Enrolment and Capacity

The following figure illustrates historical and projected elementary enrolment and on-the-ground capacity from 2020 to 2036. The relationship between enrolment and capacity is expressed through an annual utilization rate, which provide an indication of system-wide accommodation pressures and available capacity over time.

As shown in the graph, elementary enrolment was just over 35,000 students in 2020. This enrolment is lower than previous years' enrolment and is generally attributed to the impacts of the COVID-19 pandemic, which affected enrolment patterns across Ontario school boards. By 2022, elementary enrolment rebounded and aligned more closely with previously projected totals, reaching approximately 37,000 students.

From 2024 to 2025, elementary enrolment experienced another modest decline. This decrease is projected to continue through 2026, after which enrolment is expected to stabilize and remain relatively flat over the subsequent ten-year forecast. While total system enrolment is projected to remain stable, it is anticipated that enrolment will continue to vary at the individual school level in response to neighbourhood specific demographic trends, housing development patterns, and program offerings.

An increase in elementary OTG capacity will occur because of planned capital investments, including the opening of new schools in Binbrook, Upper Stoney Creek, and Waterdown, as well as approved additions at Mount Hope Elementary School and Janet Lee Elementary School. With the completion of these projects, total elementary capacity is projected to increase to 40,240 pupil places by 2028. This would result in a system-wide elementary utilization rate of approximately 94%, which is expected to remain relatively stable over the following ten years.



Secondary Historic and Projected Enrolment and Capacity

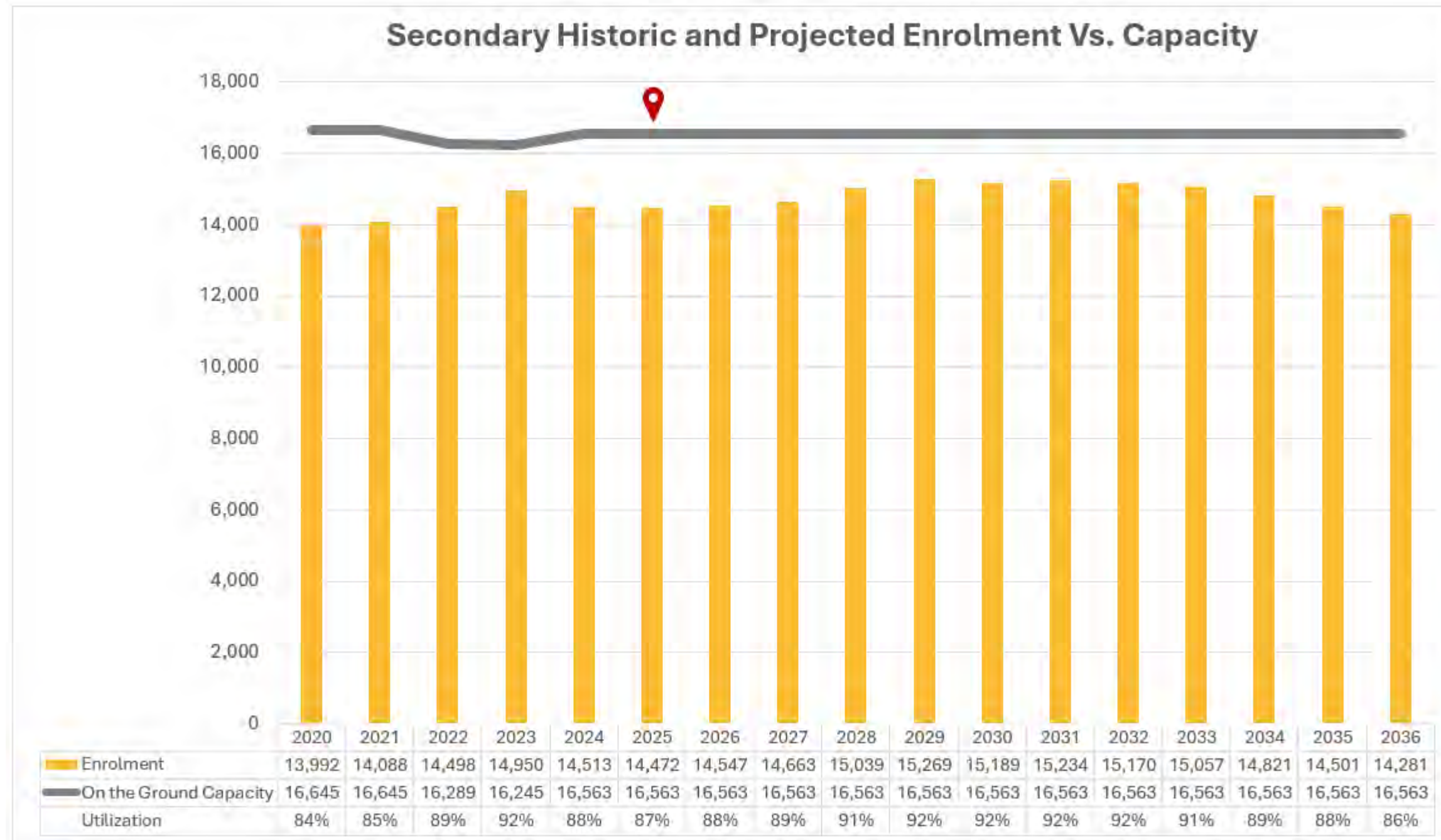
The following data illustrates historic and projected secondary enrolment, on-the-ground capacity, and utilization from 2020 to 2036.

Between 2020 and 2023, secondary enrolment increased steadily, rising from 13,992 students in 2020 to a peak of approximately 14,950 students in 2023. This period of growth reflects advancing cohort size and demographic trends moving through the secondary system following earlier growth at the elementary level. Utilization rates increased correspondingly during this period, rising from 84% in 2020 to 92% in 2023.

From 2024 to 2025, secondary enrolment experienced a modest decline and stabilization, decreasing to approximately 14,472 students in 2025 before projected to increase again. Enrolment is projected to continue increasing through the late 2020s, reaching a projected high of approximately 15,269 students by 2029. During this time, utilization rates remain elevated, ranging between 88-92%. Secondary enrolment is projected to remain relatively stable between 2030 and 2032, fluctuating just above 15,100 students, before gradually declining through the remainder of the projection period. By 2036, secondary enrolment is projected to decline to approximately 14,281 students. Correspondingly, utilization rates are projected to decline from a high of 92% in the early 2030s to approximately 86% by 2036.

Secondary OTG capacity remains stable throughout the projection period, with minor adjustments in the early 2020s and a consistent capacity of approximately 16,563 pupil places from 2024 onward. As a result, changes in utilization over time are driven primarily by enrolment fluctuations rather than capacity changes.

Overall, the data indicate a period of sustained high utilization across the secondary panel, particularly from the mid-2020s through the early 2030s, followed by gradual decline toward the end of the planning horizon. While system-wide utilization remains within acceptable ranges, individual secondary schools may experience differing accommodation pressures based on local demographic change, development activity, and program demand, which will continue to be monitored through ongoing enrolment reviews and planning processes.



LONG-TERM FACILITIES PLAN



Section 1.3: Property

In supporting the Guiding Principals, the Hamilton- Wentworth District School Board ensures that its facilities and real property are efficiently managed. This includes site acquisition, leasing of facilities or property and disposition of surplus property.

Site Acquisition

The Board is committed to securing school sites to meet student and administrative accommodation needs within the City of Hamilton. The following are various ways the Board may acquire a school site and provide student and staff accommodation; all of which are governed through Ontario Regulation 374/23:

- Municipal Planning Process
- Lease of a Property or Facility
- Expropriation

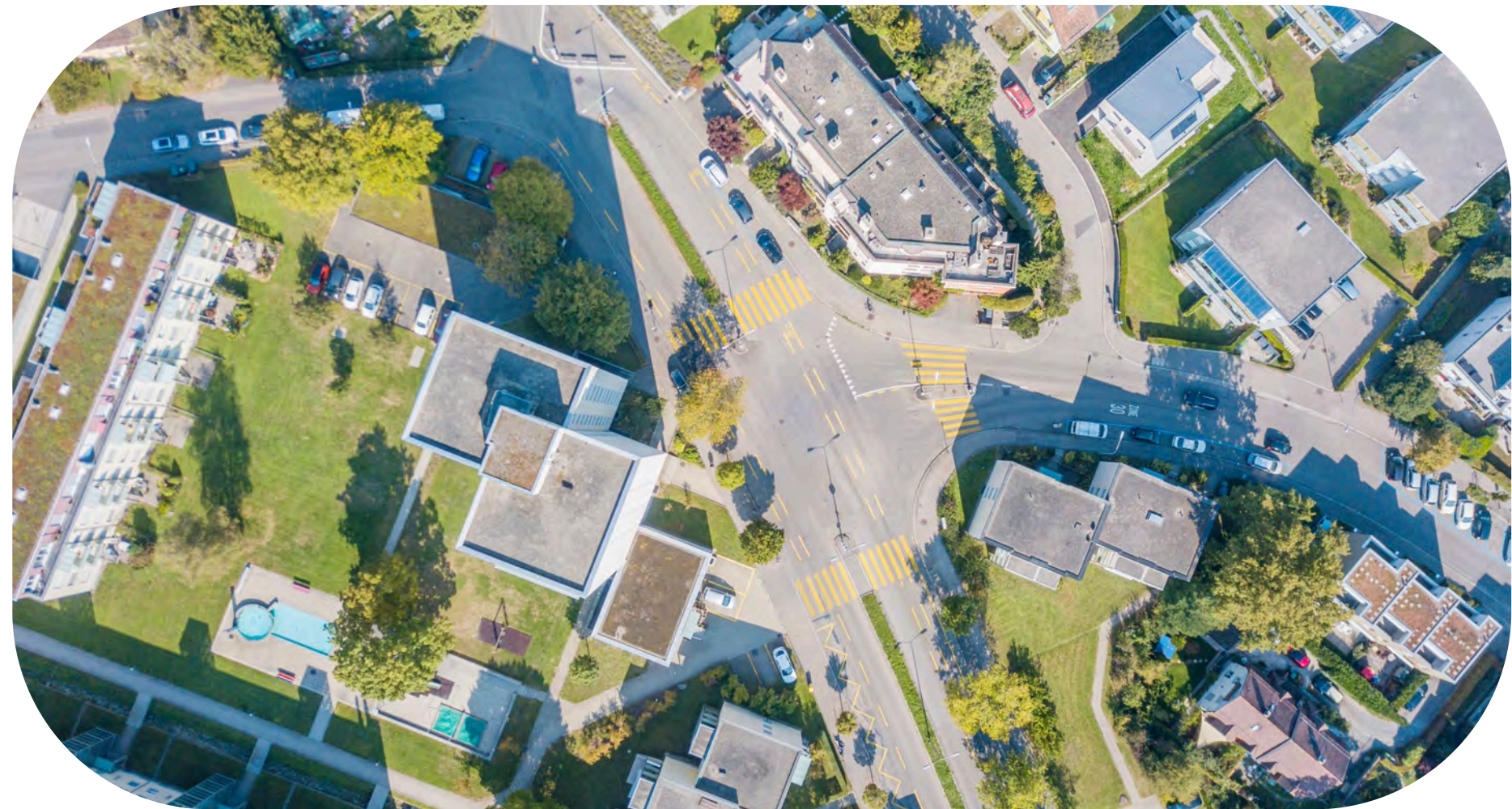
The following subsections provide a general overview of key acquisition methods that are at the disposal of the Board.

Municipal Planning Process

The standard process the Board undertakes to identify, secure and acquire new school sites in new residential development areas of the city is through the municipal secondary planning process. A secondary plan is considered the second layer of the city-wide Official Plan and is developed in consultation with landowners and public agencies such as school boards. The Board is an active participant in these processes and identify how many elementary and/or secondary sites are required to meet future accommodation needs, as well as preferred location and configuration of the sites.

After approval of the secondary plan, landowners will file applications for approval of subdivisions which implement the vision of the plan. At that time, the Board can impose conditions on the application requiring that the applicant enter into an agreement with the Board to sell the site(s) through an agreement of purchase and sale or option for future purchase. In addition, the Board will specify the key characteristics of the site, including size, shape, grading, servicing, etc., that meet the Board's requirements. Once the subdivision is approved and registered, the Board will either purchase the designated school block or agree to purchase the block at a future date.

For more information on the City of Hamilton's current active secondary plans please visit: [City of Hamilton Secondary Plans](#).



Lease of Property or Facility

The Board can enter into lease agreements for student or administrative accommodation needs with private entities or other public agencies. These leases have a defined term, with extensions dependent on the Board's accommodation needs.

Expropriation

In certain circumstances, the Board may not be able to obtain an agreement of purchase and sale to acquire a site. The Board has the power to expropriate land and may opt to pursue this method if:

1. The timing of development of a subdivision is not in alignment with the Board's accommodation needs.
2. A landowner is unwilling to sell the lands through a standard process, and the Board is required to advance the acquisition of lands.
3. The Board and a landowner can not come to terms on the purchase price and timing requires that the Board advance access to the site; and / or,
4. Other instances when the need for a new site is identified based on circumstances such as changing provincial policy resulting in increased enrolment pressures and accommodation needs, and a new school block must be created to accommodate students.

Purchase of site through Ontario Regulation 374/23

Through Ontario Regulation 374/23: Acquisition and Disposition of Real Property, all school Boards must provide the Ministry of Education information and reports regarding their school properties. The Board provides plans for any acquisition, sale, lease or other disposition of school sites, parts of school sites or properties of the Board.

Through this process, the Ministry can either match coterminous school board needs with regards to disposition and acquisition of sites, or the Board may complete an Expression of Interest form to identify an interest in acquiring a property that is being disposed of by their coterminous boards.

Any acquisition of land requires Ministry approval prior to closing of an agreement of purchase and sale.

For more information on the O. Reg 374/23 please see: [Ontario Regulation 374/23](#)

Funding Site Acquisition

Educational Development Charges (EDCs) are the primary source of funding for site acquisition needs for a school board experiencing growth within its jurisdiction. The effective implementation date for the Board's current EDC by-law is July 1, 2024. The by-law has a term of five years and applies to building permit applications that have been submitted to the City of Hamilton after July 1, 2024, in relation to a building or structure for below ground or above ground construction. The By-law will expire on July 1, 2029.

Lease Agreements

The Board may utilize agreements as a key tool in managing its facilities and properties. These agreements, include but are not limited to land leases, facility licences, joint use agreements, and are created collaboratively with community partners such as child care providers and the City.



45+ agreements with City of Hamilton currently in place



78 Child Care licence agreements within HWDSB facilities

Facility Partnerships

The purpose of a facility partnership is to encourage school boards to work with their community partners to share facilities to the benefit of students and the community. Facility partnerships also optimize the use of public assets owned by school boards and provide potential opportunities to reduce facility costs and improve educational opportunities for students. Partnerships must be appropriate for the school setting and not compromise our student achievement strategy.

Facility partnerships operate on a cost-recovery basis. The fees charged to partners should cover the operational and capital costs, including administrative costs and property taxes (if applicable), to the Board for the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners will be at the expense of the partner.

The information used to identify facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools will be established through the [Use of Board Facilities Policy](#). For more information, and for an interactive map illustrating current opportunities for facility partnerships, please visit HWDSB's [Facility Partnership Webpage](#).

Site Disposition

Ontario Regulation 374/23: Acquisition and Disposition of Real Property replaces the former Ontario Regulation 444/98. The updated regulation made a variety of changes to the acquisition and disposition of school board properties.

School boards may declare property or facilities surplus to their needs, or the Ministry of Education may identify property or facilities for mandatory disposition. The Minister of Education may direct a school board to sell at fair market value to a specific party or through the open market. Public entities, such as municipalities, co-terminus school boards, colleges, universities and others may also signal their interest in future surplus directly to the Ministry.

Vacant and Holding Properties

The Hamilton-Wentworth District School Board owns vacant sites within the City of Hamilton, which may be used as future school locations or be sold at a later date.

In addition to vacant sites, the Board has identified certain sites as holding properties in the Board's Property Strategy. These properties are held in the Board's inventory with no intention to declare them surplus or move forward through Ontario Regulation 374/23. Properties are held for potential accommodation strategies for future residential growth, aging schools nearing the end of their life-cycle or programming strategies.

For more information and an interactive map illustrating the Board's vacant land, holding properties and properties for sale, please visit the [Board Property Website](#).

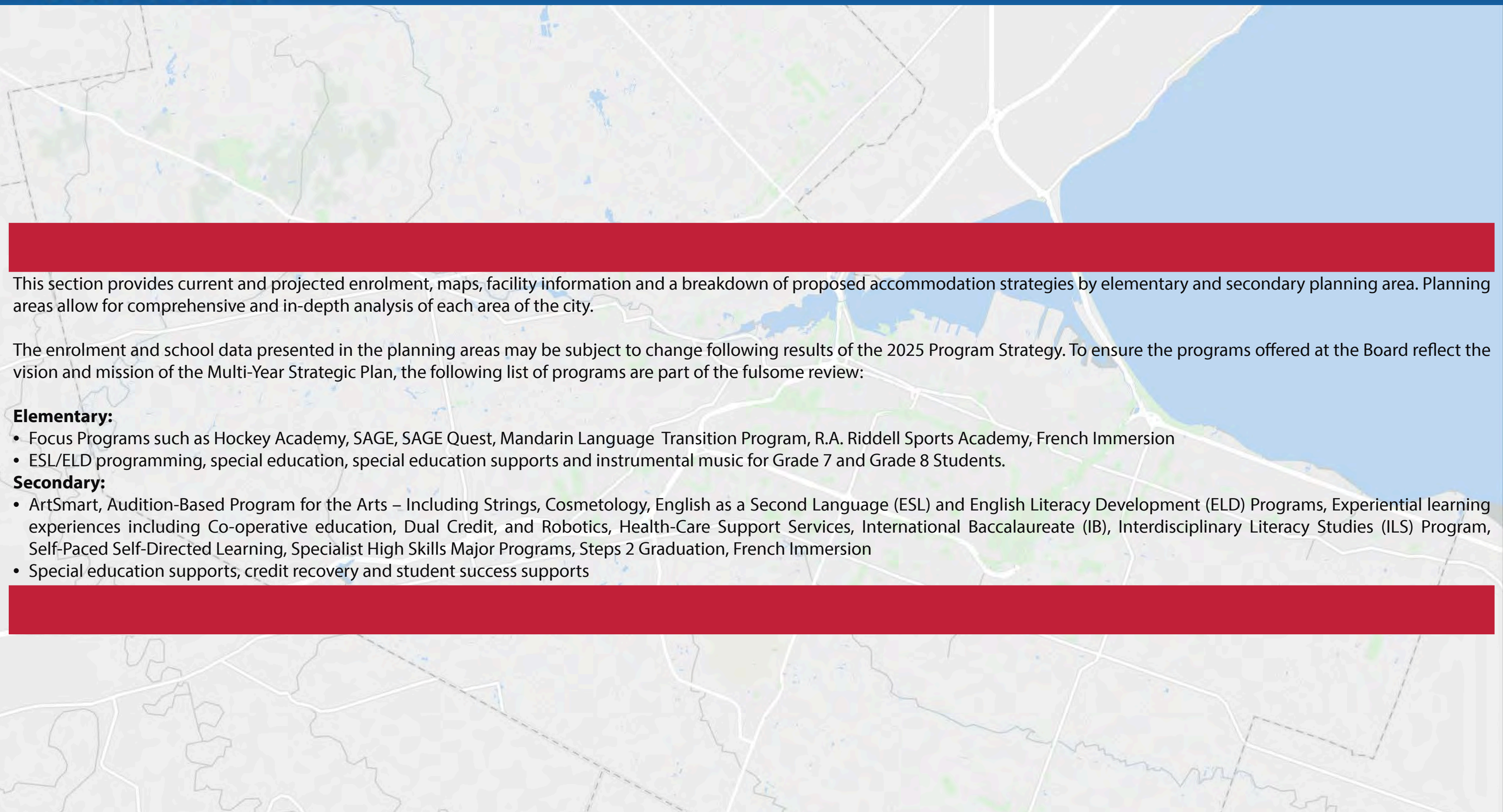
Use of Proceeds of Disposition

Proceeds of Disposition (POD) are generated when a school board sells surplus property. As per the Ministry of Education Proceeds of Disposition Policy, PODs can only be used for the repair or replacement of components within a school. Boards must spend a minimum 80% of their PODs on building substructure (e.g. foundations, walls), superstructure (e.g. roofs, window) and service (e.g. plumbing, HVAC, fire). The remaining 20% can be used to address the three above-mentioned categories as well as interiors, equipment, furnishings, special construction and building site work. Boards can request to use PODs for capital priorities (e.g. new schools, replacement school) through a Minister's exemption.

LONG-TERM FACILITIES PLAN



Section 1.4: Planning Areas



This section provides current and projected enrolment, maps, facility information and a breakdown of proposed accommodation strategies by elementary and secondary planning area. Planning areas allow for comprehensive and in-depth analysis of each area of the city.

The enrolment and school data presented in the planning areas may be subject to change following results of the 2025 Program Strategy. To ensure the programs offered at the Board reflect the vision and mission of the Multi-Year Strategic Plan, the following list of programs are part of the fulsome review:

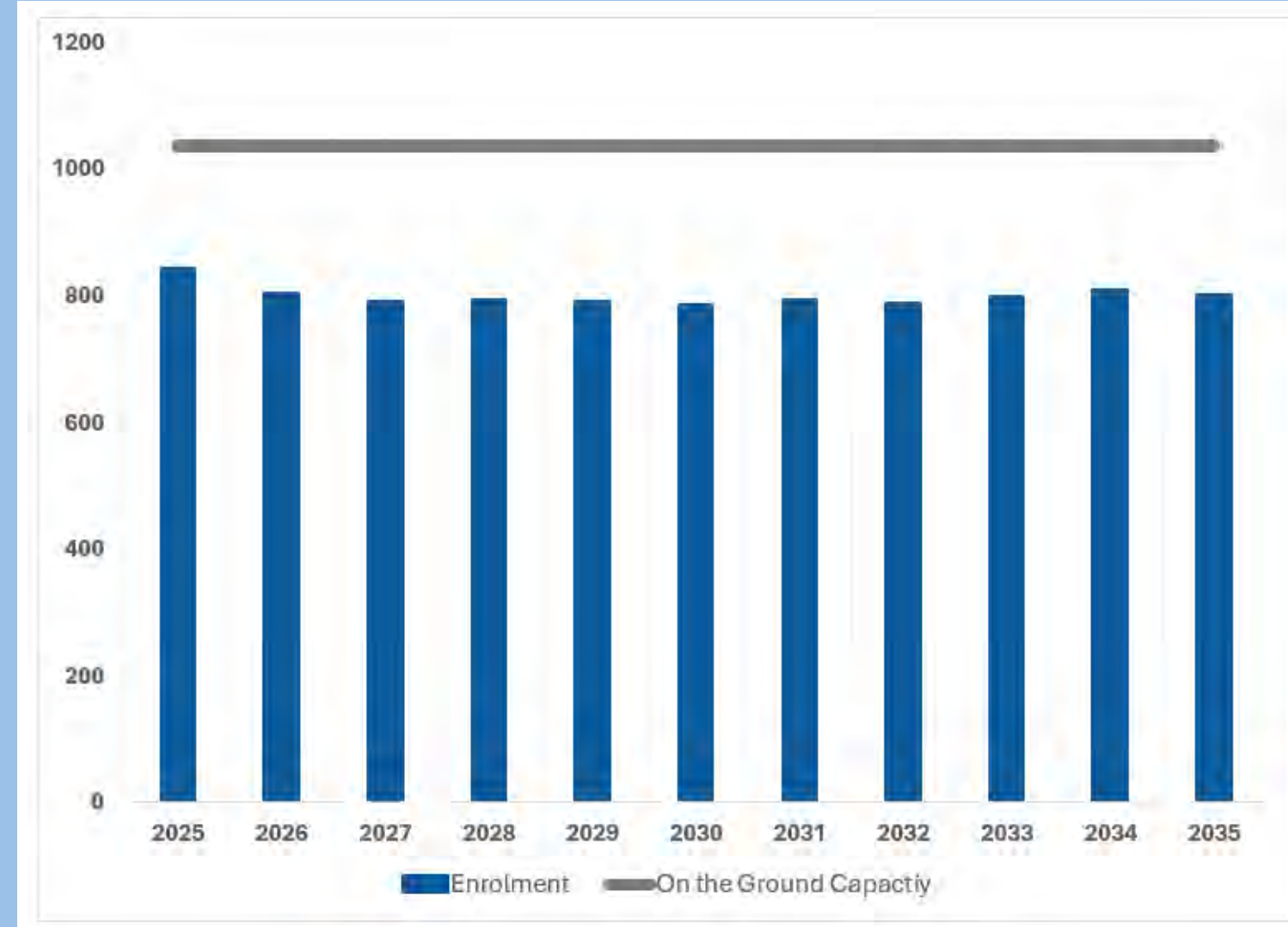
Elementary:

- Focus Programs such as Hockey Academy, SAGE, SAGE Quest, Mandarin Language Transition Program, R.A. Riddell Sports Academy, French Immersion
- ESL/ELD programming, special education, special education supports and instrumental music for Grade 7 and Grade 8 Students.

Secondary:

- ArtSmart, Audition-Based Program for the Arts – Including Strings, Cosmetology, English as a Second Language (ESL) and English Literacy Development (ELD) Programs, Experiential learning experiences including Co-operative education, Dual Credit, and Robotics, Health-Care Support Services, International Baccalaureate (IB), Interdisciplinary Literacy Studies (ILS) Program, Self-Paced Self-Directed Learning, Specialist High Skills Major Programs, Steps 2 Graduation, French Immersion
- Special education supports, credit recovery and student success supports

2026 LTFP Elementary Planning Areas
Planning Area 1: Westdale



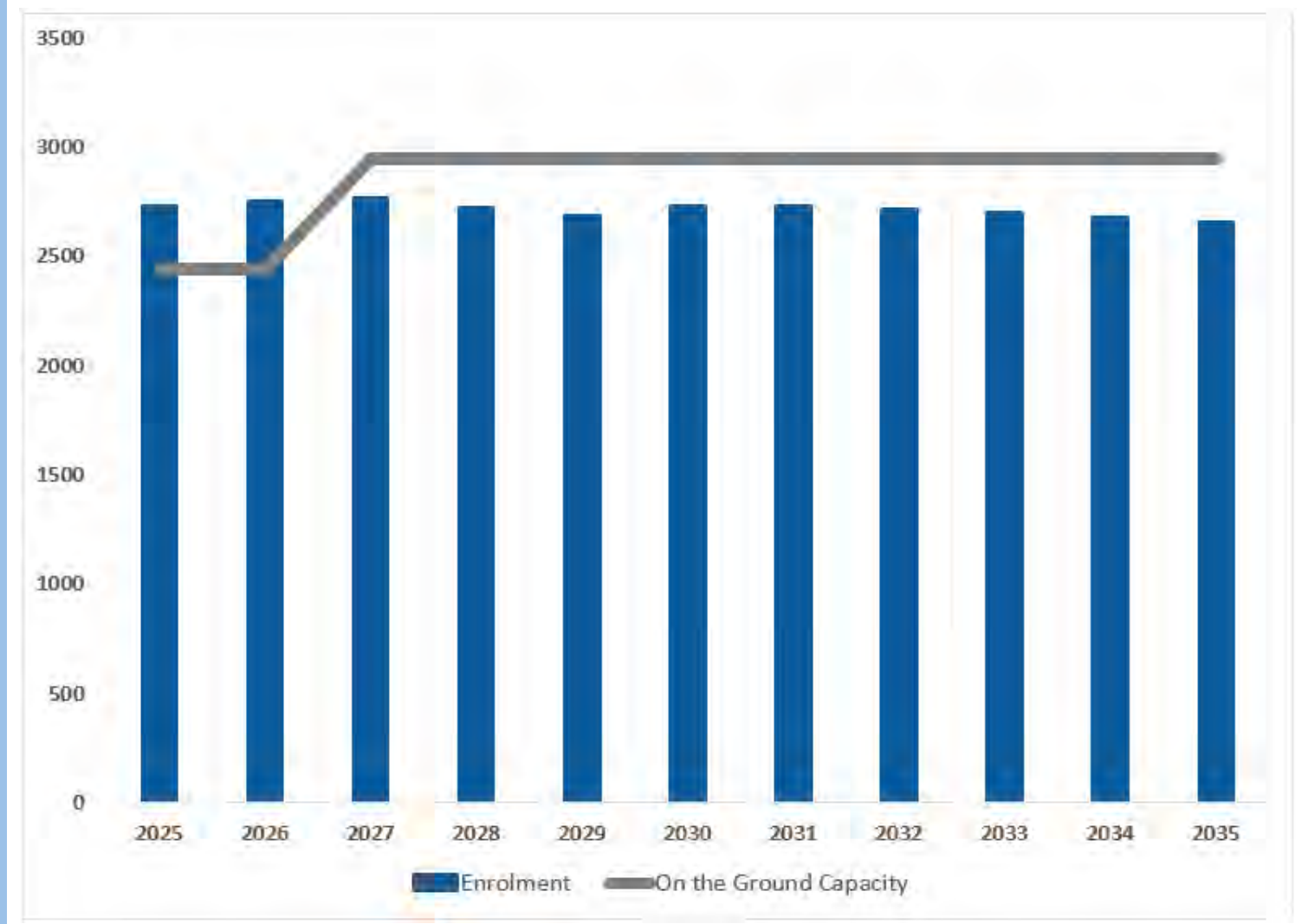
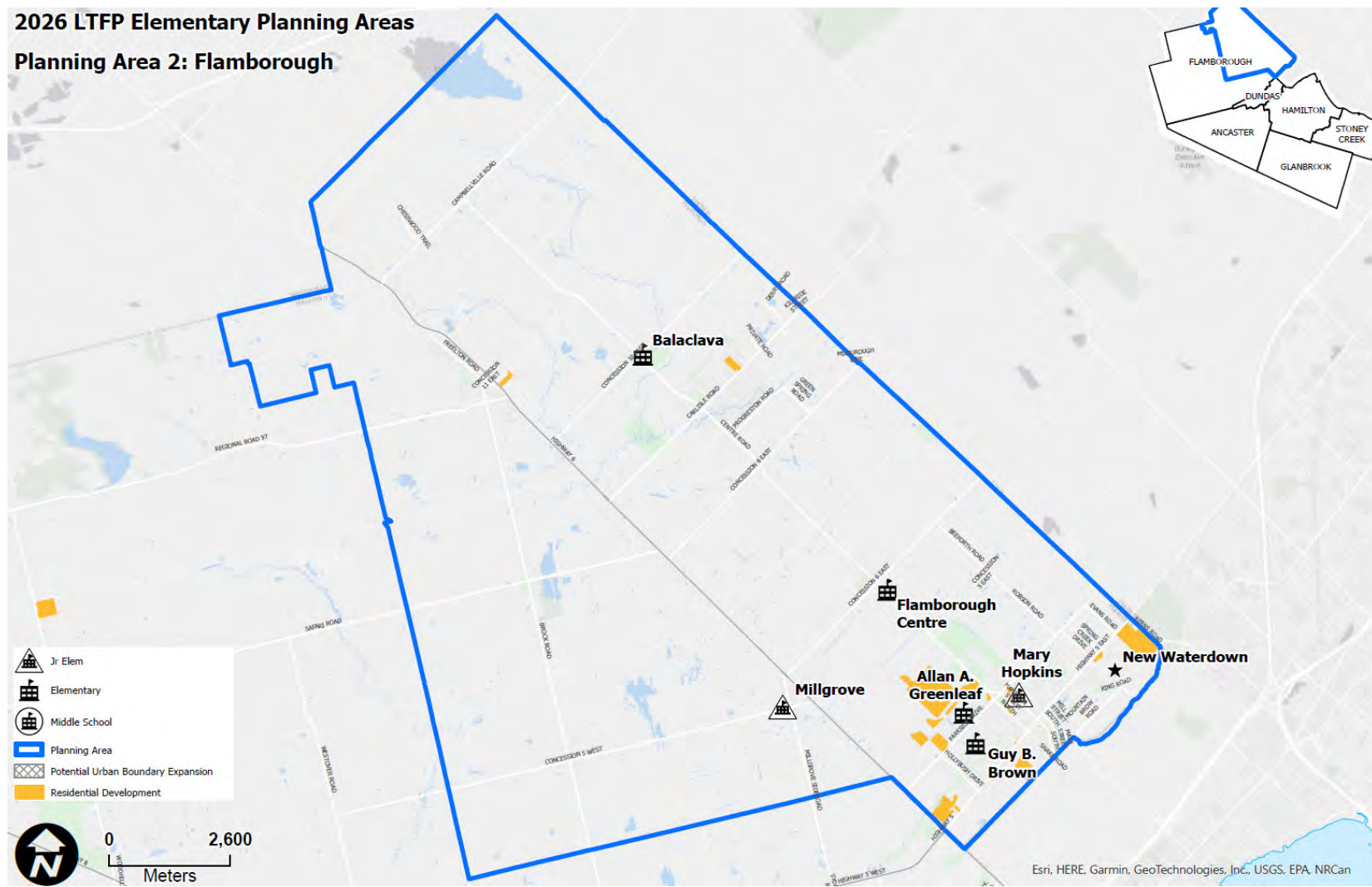
School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Cootes Paradise	666	K-5	1-5	-	563 (85%)	568 (85%)	574 (86%)
Dalewood	370	6-8	6-8	-	280 (76%)	216 (58%)	227 (61%)
Glenwood	99	SE	-	-	20 (20%)	20 (20%)	20 (20%)

Current Observations
The planning area enrolment is projected to slightly decline and remain fairly stable over the next 10 years. Currently, Cootes Paradise offers English, French Immersion and Mandarin programs and Dalewood offers both English and French Immersion.

Next Steps
Continue to monitor enrolment and accommodation.

*Glenwood is a special day school for exceptional students and due to its unique use is not included in the enrolment vs capacity chart.

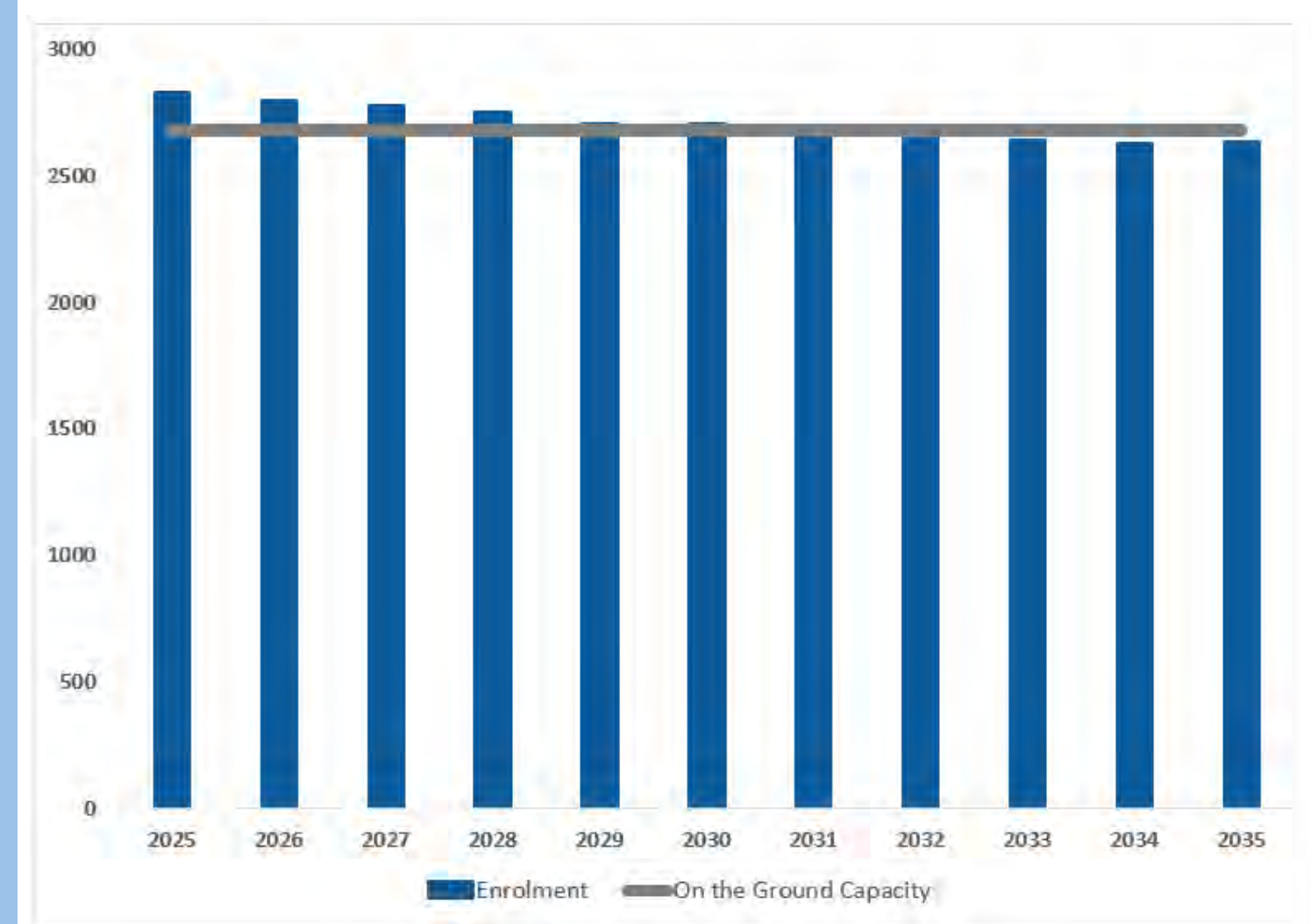
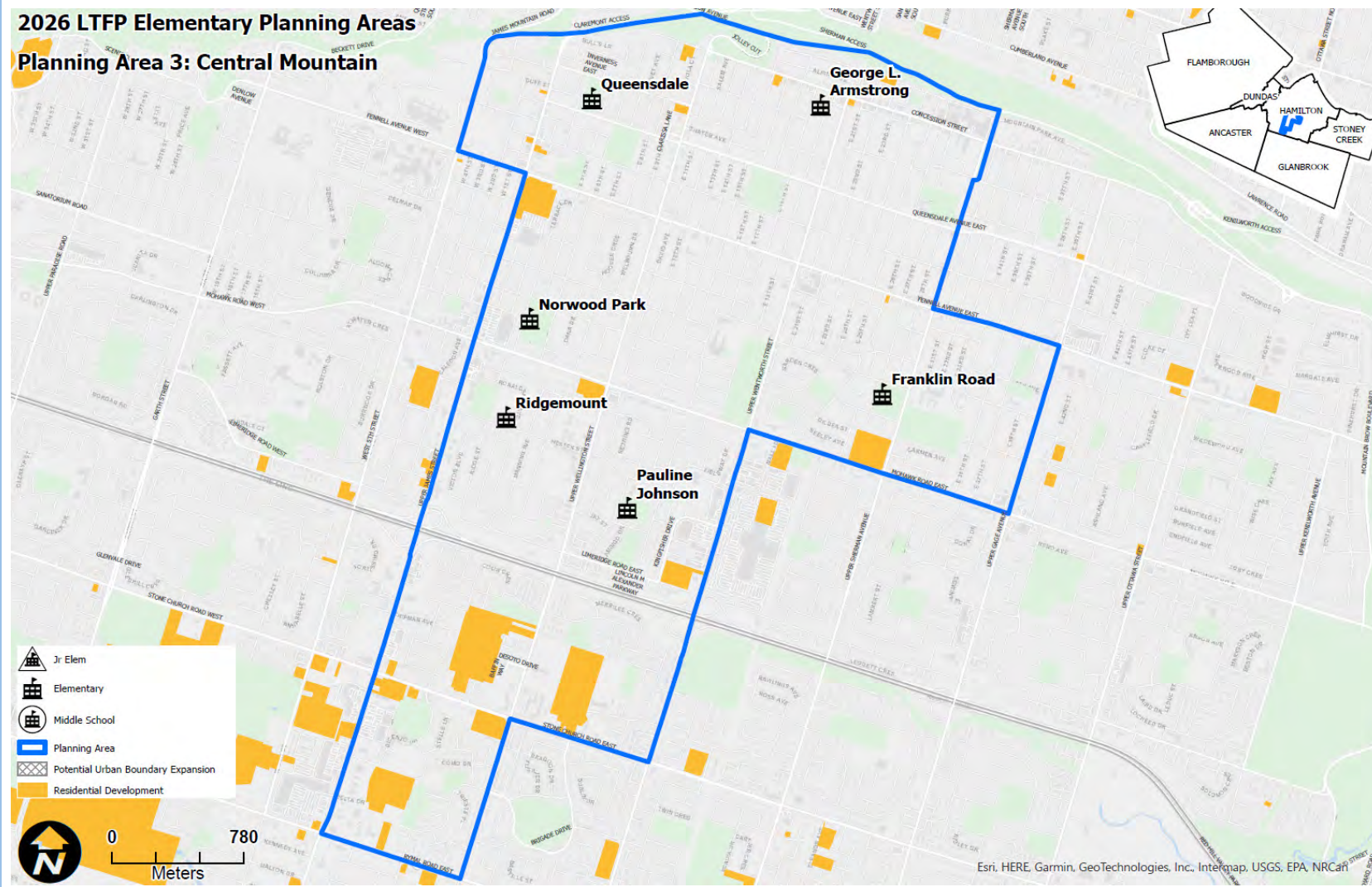
2026 LTFP Elementary Planning Areas
Planning Area 2: Flamborough



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Allan A. Greenleaf	548	K-8	-	8	776 (142%)	695 (127%)	607 (111%)
Balaclava	381	K-8	-	-	313 (82%)	274 (72%)	274 (72%)
Flamborough Centre	243	K-8	-	7	342 (141%)	151 (62%)	138 (57%)
Guy B. Brown	632	K-8	1-8	5	688 (109%)	566 (89%)	531 (84%)
Mary Hopkins	401	K-5	1-4	5	444 (111%)	359 (90%)	349 (87%)
Millgrove	236	K-5	-	-	163 (69%)	161 (68%)	162 (69%)
Waterdown Elementary	504	K-8	-	-	-	520 (103%)	592 (117%)

Current Observations
 Planning area enrolment is projected to increase and remain stable. The increase in enrolment is mainly due to the residential development growth within the Waterdown area. To distribute this growth and create a permanent boundary for the new Waterdown Elementary school, a boundary review was completed in the 2025-2026 school year.

Next Steps
 Monitor enrolment and accommodation once the new Waterdown Elementary school is opened. A potential boundary review between Flamborough Centre and Millgrove to be considered in the short term as per the approved Accommodation Strategy.



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Franklin Road	495	K-8	-	3	563 (114%)	542 (109%)	540 (109%)
George L. Armstrong	553	K-8	-	-	425 (77%)	417 (75%)	403 (73%)
Norwood Park	464	-	1-8	2	508 (109%)	490 (106%)	481 (104%)
Pauline Johnson	426	K-8	-	5	459 (108%)	395 (93%)	378 (89%)
Queensdale	317	K-8	-	5	391 (123%)	364 (115%)	347 (110%)
Ridgemount	424	K-8	-	1	482 (114%)	492 (116%)	478 (113%)

Current Observations

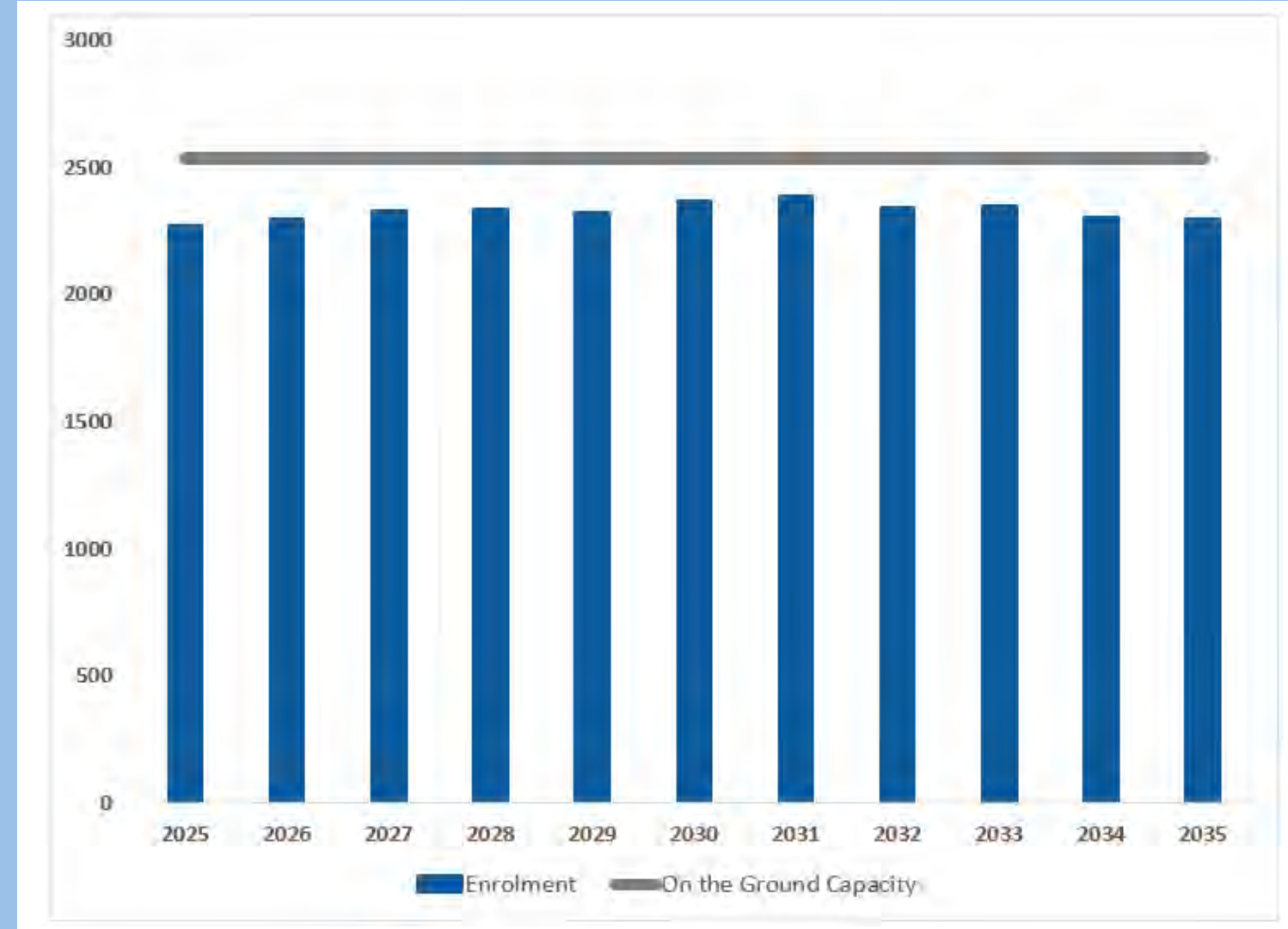
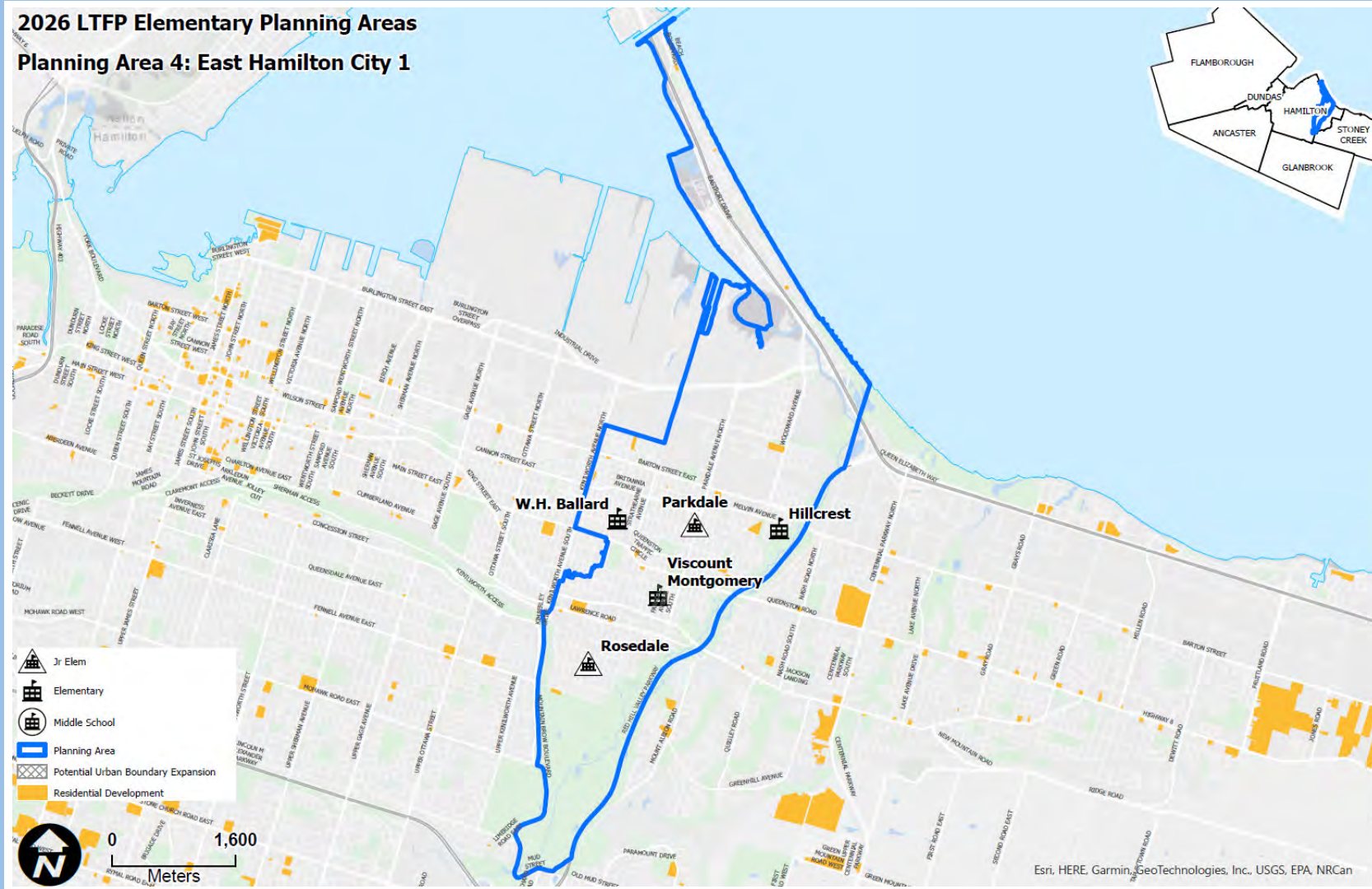
Planning area enrolment is projected to slowly decline over the next 10 years. The current overall utilization is 106%, which is projected to decrease to about 98% by 2035.

There is planned residential development mainly within Ridgemount Elementary attendance boundary, primarily located south of the Lincoln Alexander Parkway. This may increase enrolment at the school as the development plans are registered and built.

Next Steps

Continue to monitor enrolment and accommodation.

2026 LTFP Elementary Planning Areas
Planning Area 4: East Hamilton City 1



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Hillcrest	764	K-8	-	-	480 (63%)	447 (58%)	425 (56%)
Parkdale	291	K-5	1-5	3	318 (109%)	330 (113%)	320 (110%)
Rosedale	211	K-5	-	4	298 (141%)	297 (141%)	294 (139%)
Viscount Montgomery	456	K-8	-	5	474 (104%)	534 (117%)	514 (113%)
W. H. Ballard	810	K-8	6-8	-	697 (86%)	758 (94%)	741 (91%)

Current Observations

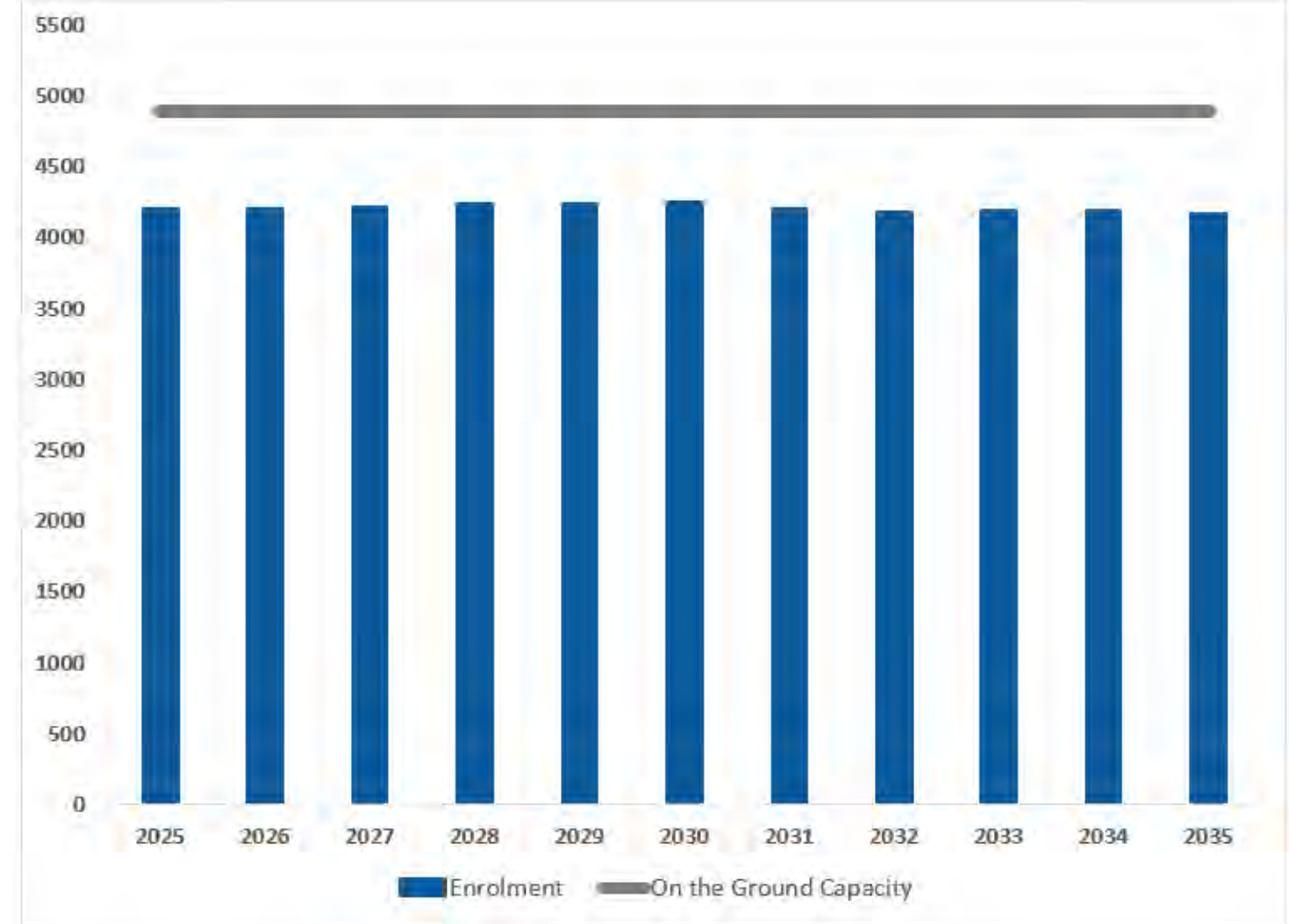
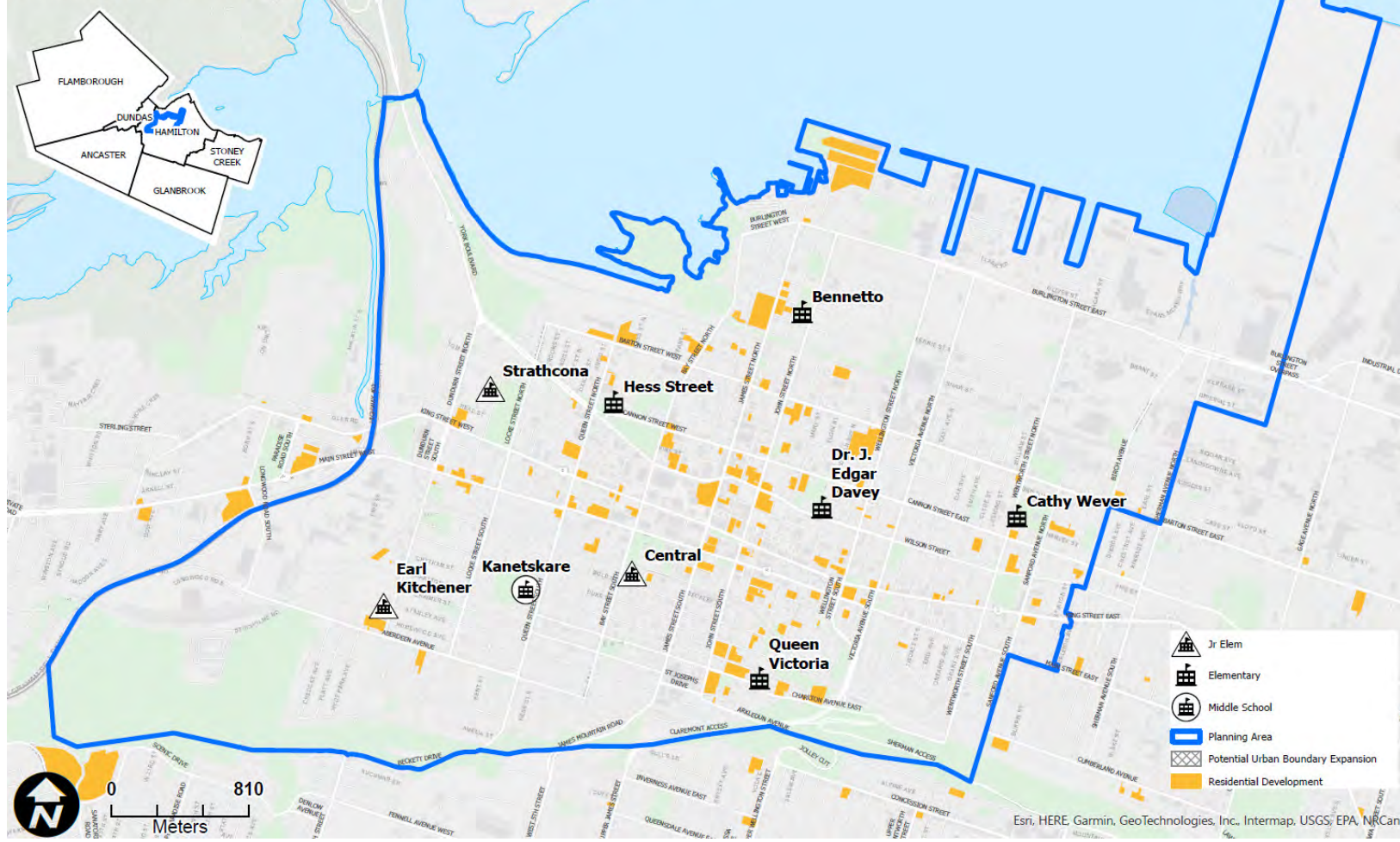
Planning area enrolment is projected to remain fairly stable over the next 10 years. While the overall utilization of the planning area is currently 90%, the enrolment throughout the schools is imbalanced with individual school utilizations ranging from 63% to 141%.

Parkdale and Rosedale will continue to rely on temporary accommodation for enrolment as schools with the smallest On-the-Ground Capacity within the review area. Residential development within the area is limited, and some growth can be attributed to neighbourhood regeneration and intensification.

Next Steps

Continue to monitor enrolment and accommodation.

2026 LTFP Elementary Planning Areas
Planning Area 5: West Hamilton City



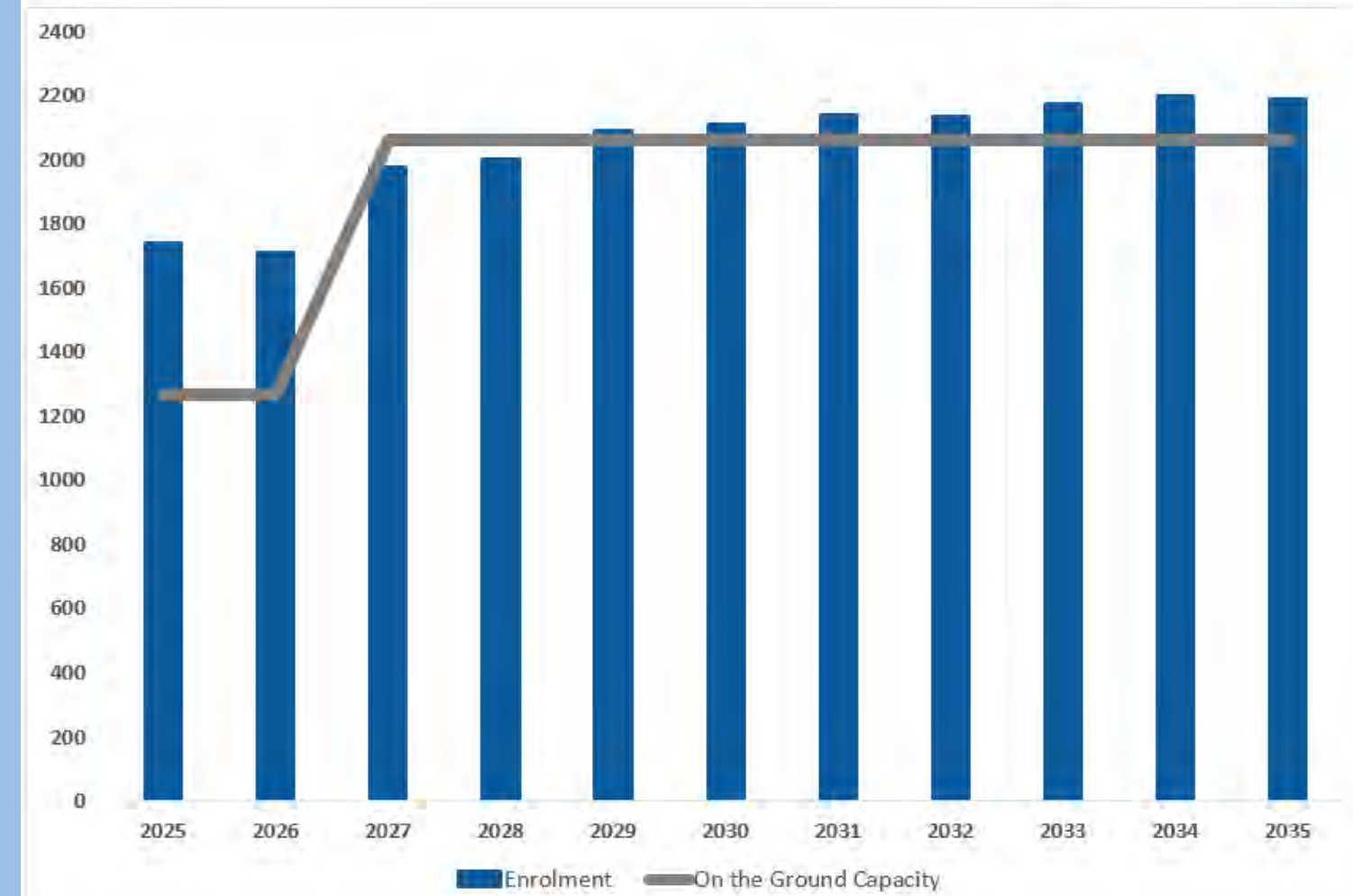
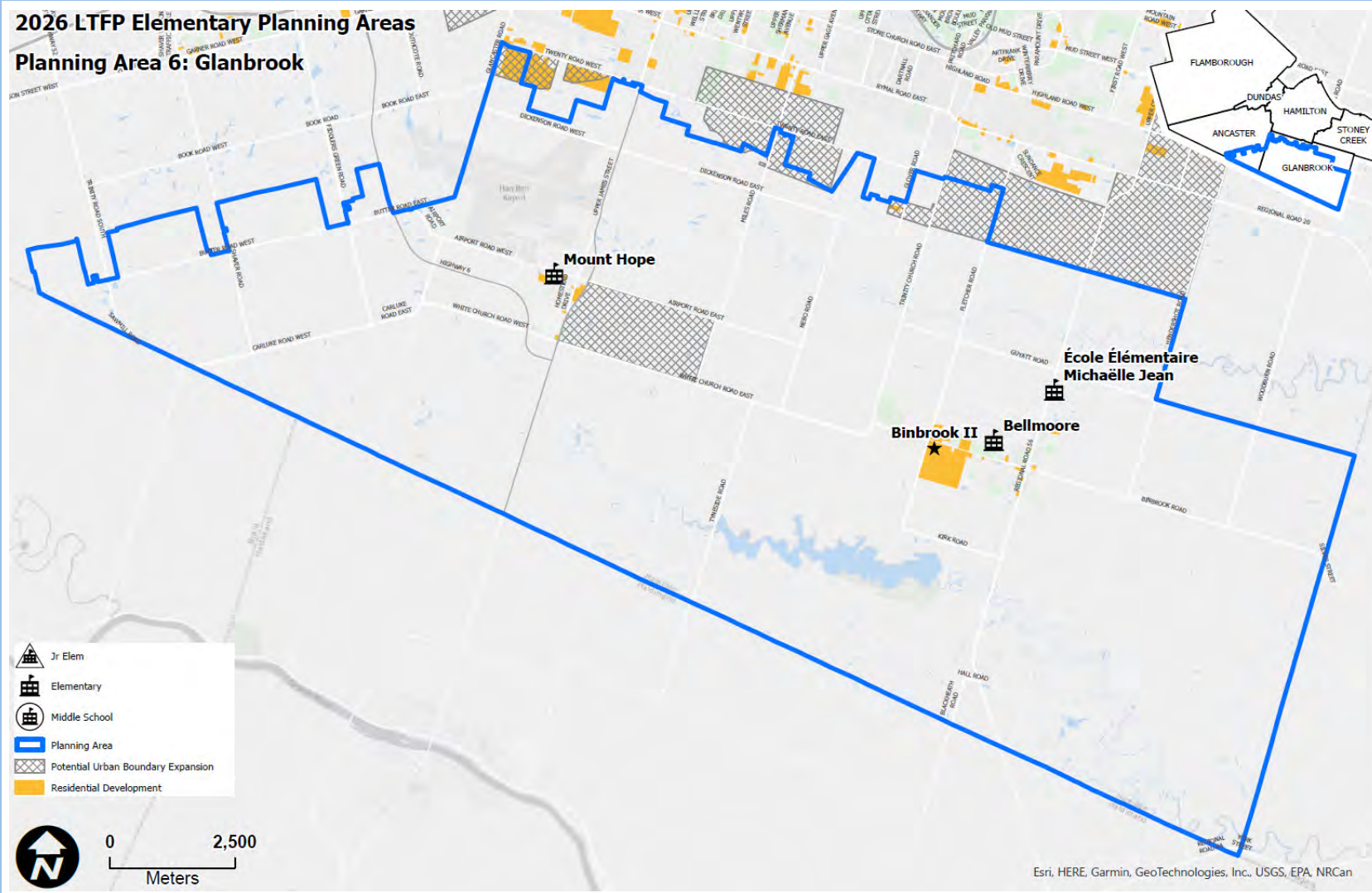
School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Bennetto	729	K-8	1-8	-	562 (77%)	582 (80%)	602 (83%)
Cathy Wever	786	K-8	-	-	566 (72%)	539 (69%)	544 (69%)
Central	283	K-5	-	5	366 (129%)	363 (128%)	360 (127%)
Dr. J. Edgar Davey	726	K-8	-	-	536 (74%)	534 (74%)	531 (73%)
Earl Kitchener	548	K-5	1-5	-	521 (95%)	480 (88%)	461 (84%)
Hess Street	450	K-8	-	-	320 (71%)	332 (74%)	315 (70%)
Kanetskare	345	6-8	6-8	3	456 (132%)	475 (138%)	421 (122%)
Queen Victoria	778	K-8	-	-	660 (85%)	746 (96%)	726 (93%)
Strathcona	245	K-5	-	-	213 (87%)	193 (79%)	198 (81%)

Current Observations

Planning area enrolment is projected to remain stable over the next ten years. While the overall utilization of the planning area is currently 86%, the enrolment throughout the schools is imbalanced with individual school utilizations ranging from 71% to 132%. Central and Kanetskare will continue to rely on temporary accommodation for enrolment at schools with smaller On-the-Ground Capacity within the review area.

Next Steps

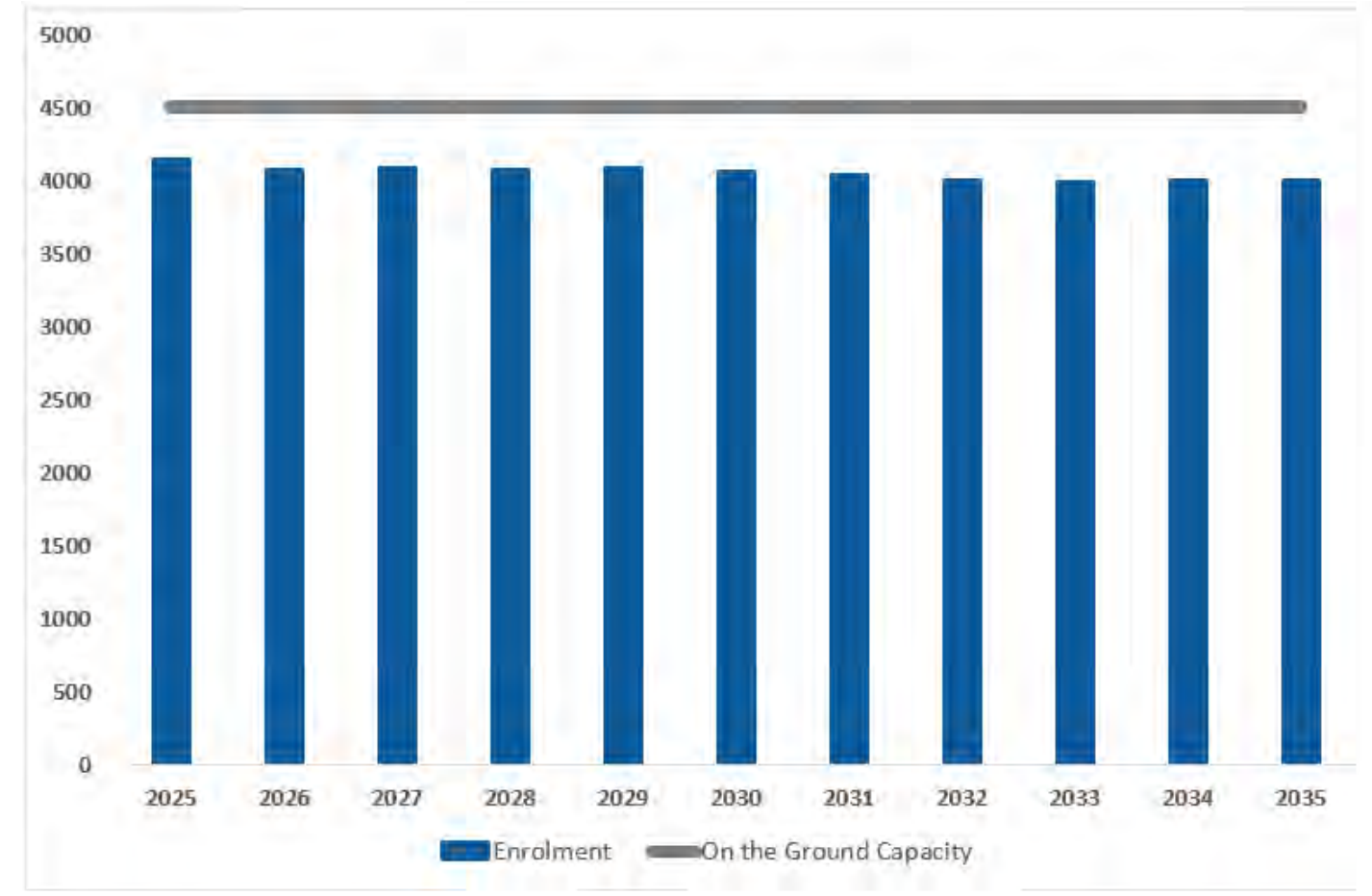
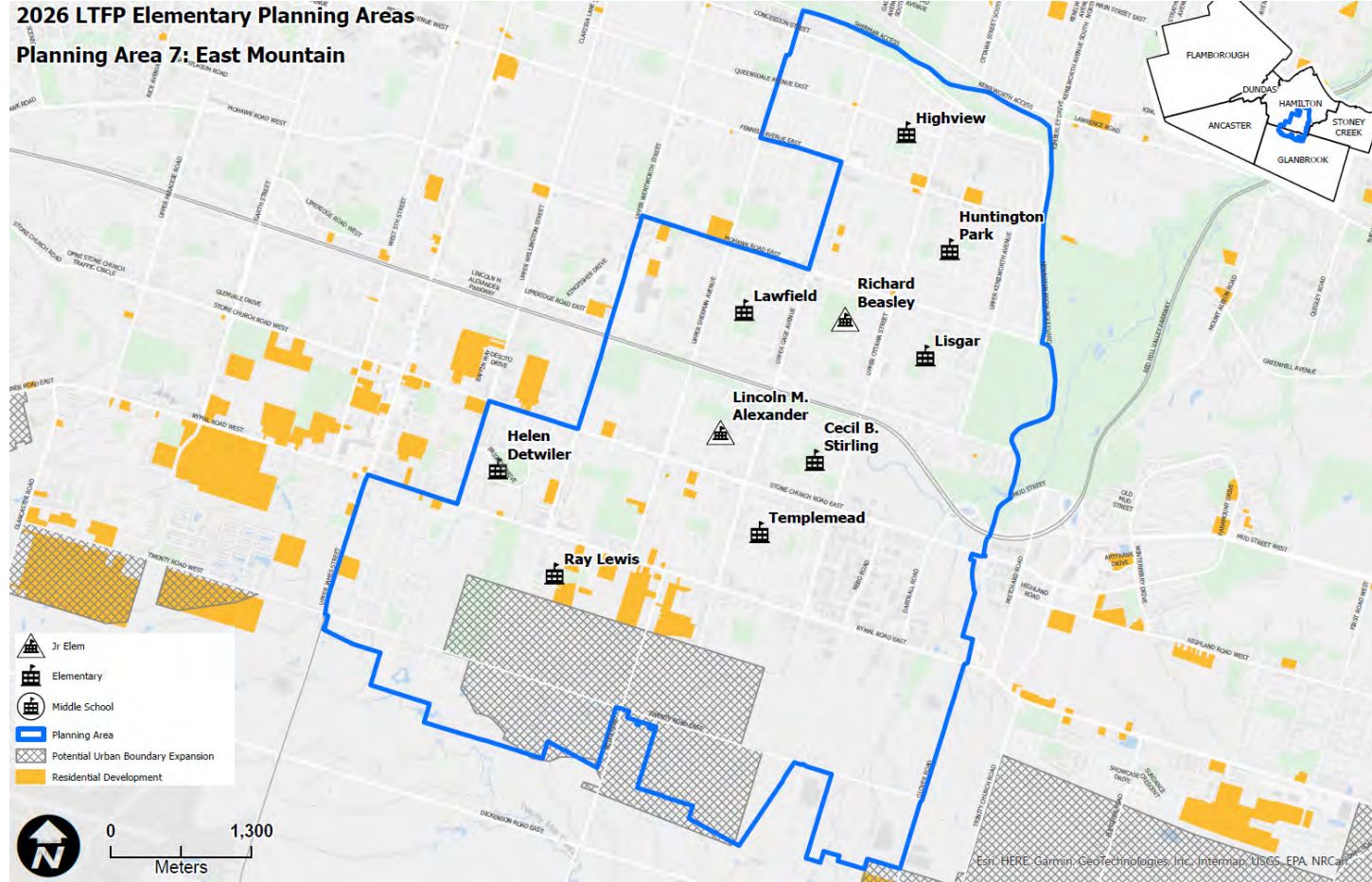
Continue to monitor enrolment and accommodation. Consider a Boundary Review between Hess, Kanetskare and Strathcona in the short term, as outlined in the [Accommodation Strategy](#).



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Bellmoore	640	K-8	-	13	915 (143%)	680 (106%)	600 (94%)
E. E. Michaëlle Jean	265	-	1-8	3	322 (122%)	304 (115%)	277 (105%)
Mount Hope	363	K-8	-	7	503 (139%)	523 (97%)	537 (99%)
Binbrook II	615	K-8	-	-	-	600 (98%)	776 (126%)

Current Observations
 Planning area enrolment is projected to increase and remain stable. The increase in enrolment is mainly due to the residential development growth within the Mount Hope and Binbrook areas. To distribute this growth and create a permanent boundary for the new Binbrook II Elementary school, a boundary review was completed in the 2025-2026 school year.

Next Steps
 Monitor enrolment and accommodation once the new Binbrook II Elementary school and Mount Hope permanent addition are completed. Continue to monitor potential Whitechurch urban boundary expansion circulations from the City and ensure school site needs are identified early in the secondary planning process.



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Cecil B. Stirling	377	K-8	-	-	283 (75%)	287 (76%)	274 (73%)
Helen Detwiler	444	K-8	-	6	385 (87%)	294 (66%)	274 (62%)
Highview	511	K-8	-	-	526 (103%)	517 (101%)	514 (101%)
Huntington Park	453	K-8	-	6	523 (115%)	513 (113%)	497 (110%)
Lawfield	602	K-8	1-8	5	718 (119%)	697 (116%)	653 (108%)
Lincoln M. Alexander	326	K-6	-	-	209 (64%)	191 (59%)	200 (61%)
Lisgar	369	K-8	-	-	333 (90%)	335 (91%)	327 (89%)
Ray Lewis	628	K-8	-	-	467 (74%)	575 (92%)	593 (94%)
Richard Beasley	280	K-5	-	-	169 (60%)	162 (58%)	165 (59%)
Templemead	513	K-8	-	2	537 (105%)	485 (95%)	509 (99%)

Current Observations

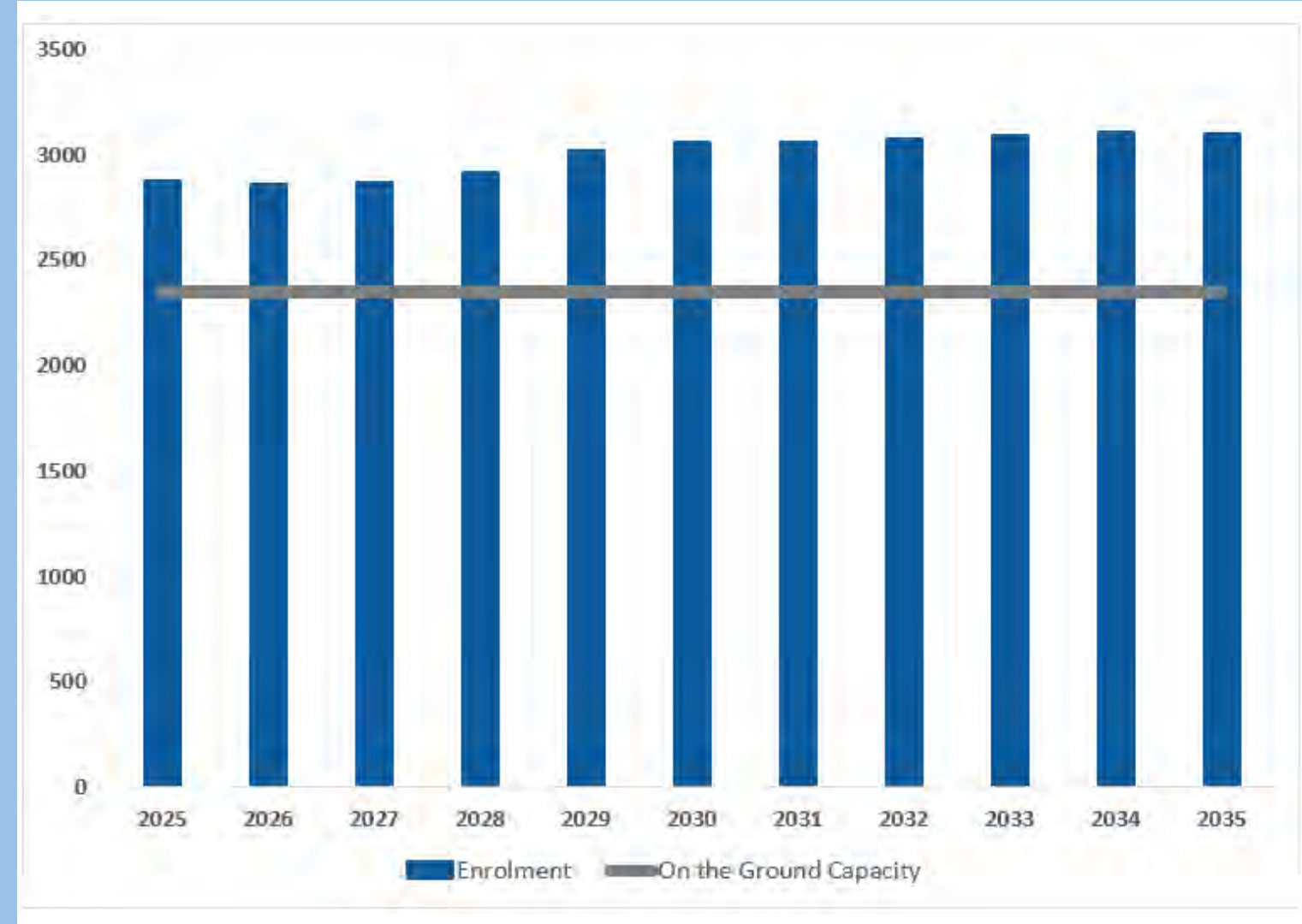
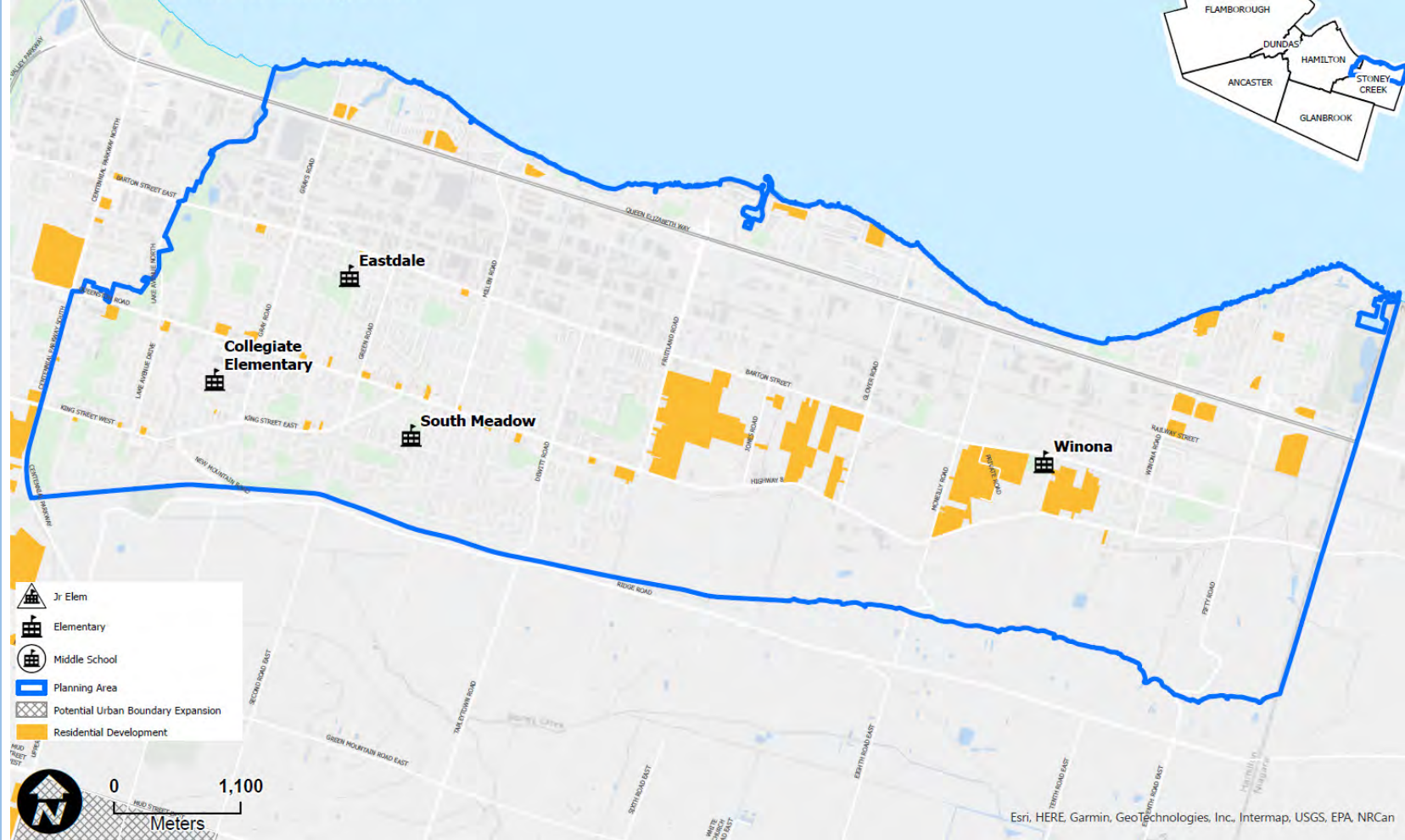
Planning area enrolment is projected to remain stable within the next 10 years. The current overall utilization of 92% is projected to remain at approximately 89% by 2035.

There is limited projected residential growth within the review area overall, however, there is some within Ray Lewis' attendance boundary, including the potential Twenty Road East urban boundary expansion currently moving through the Ontario Land Tribunal process.

Next Steps

Continue to monitor enrolment and accommodation, including the potential urban boundary expansion circulations from the City. Ensure school site needs are identified early in the secondary planning process for the expansion, and that potential growth is distributed throughout area schools.

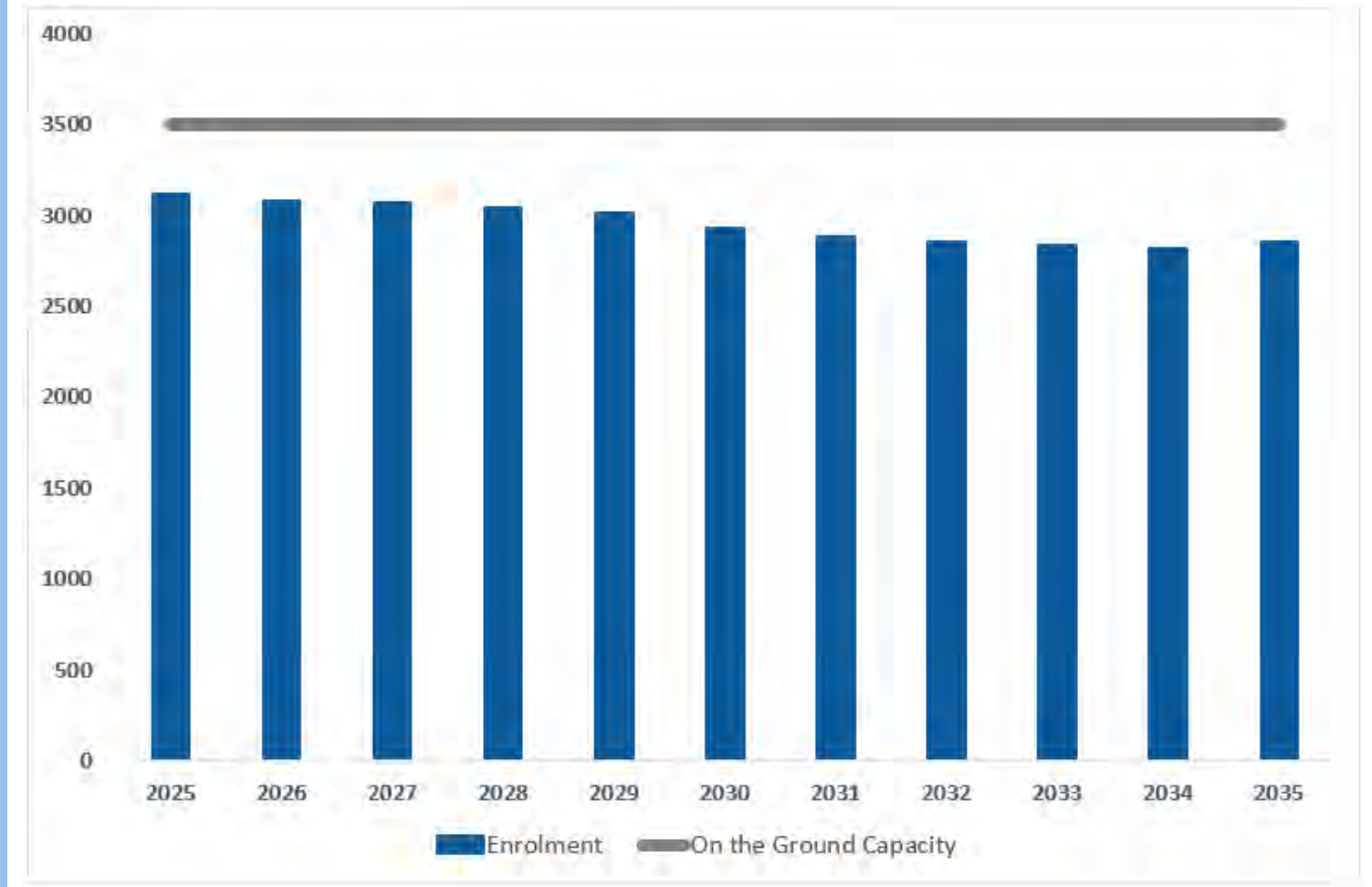
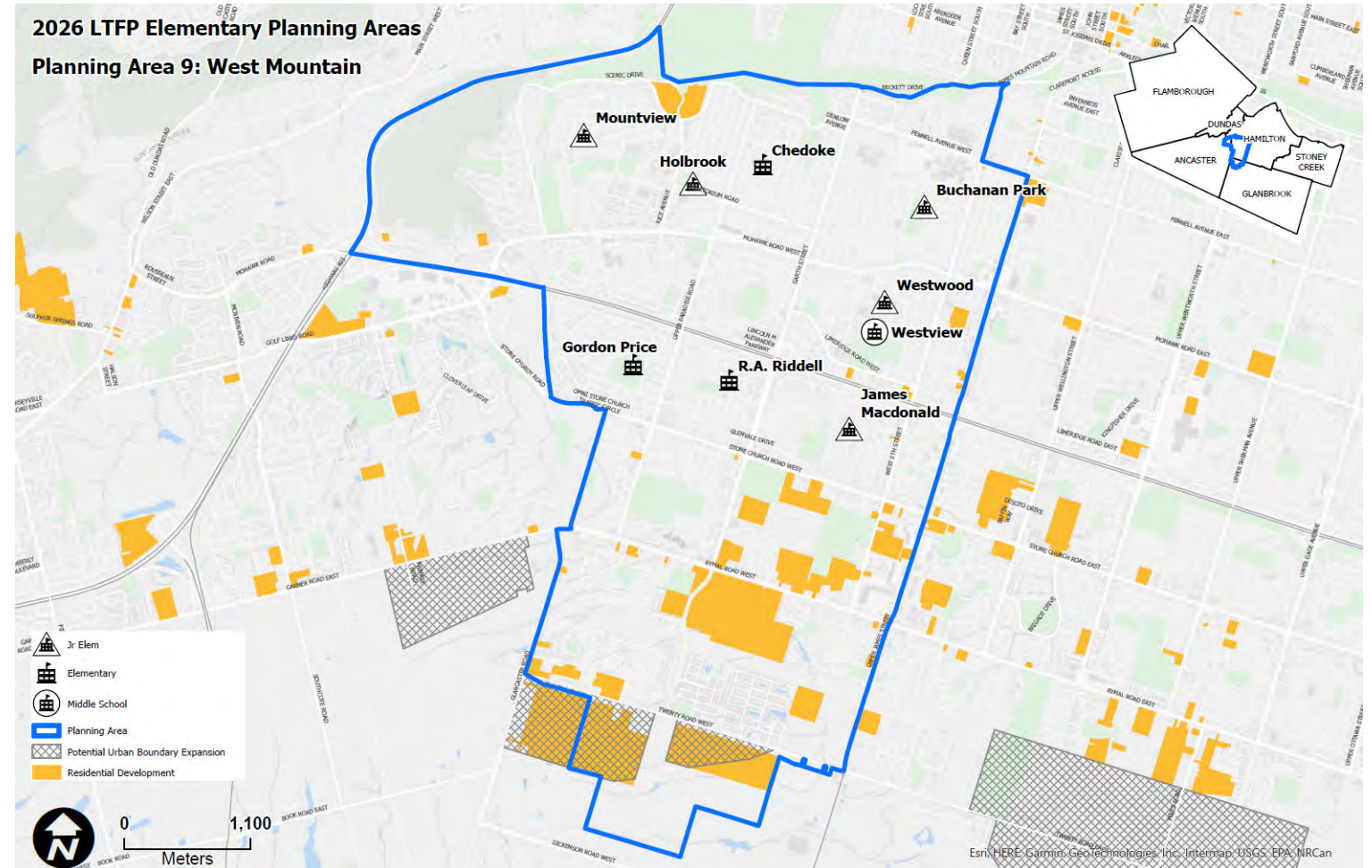
2026 LTFP Elementary Planning Areas
Planning Area 8: Lower Stoney Creek



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Collegiate	519	K-8	-	3	564 (109%)	612 (118%)	587 (113%)
Eastdale	565	K-8	-	12	828 (147%)	778 (138%)	743 (132%)
South Meadow	507	K-8	-	5	598 (118%)	560 (111%)	591 (117%)
Winona	761	K-8	-	6	882 (116%)	1107 (145%)	1171 (154%)

Current Observations
 Planning area enrolment is projected to increase over the next 10 years. All area schools are currently over 100% utilized and projected to remain over utilized resulting in the need for temporary accommodation. There is planned residential growth within the Fruitland- Winona area, causing accommodation pressures at Winona Elementary School.

Next Steps
 Continue to monitor enrolment and accommodation. Land acquisition for a new Elementary School within the Fruitland- Winona secondary plan area in the short term, as outlined in the [Accommodation Strategy](#).



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Buchanan Park	245	K-5	-	-	195 (80%)	163 (67%)	173 (71%)
Chedoke	510	K-8	-	-	435 (85%)	455 (89%)	444 (87%)
Gordon Price	442	K-8	-	-	375 (85%)	316 (72%)	323 (73%)
Holbrook	326	K-5	-	-	214 (66%)	177 (54%)	179 (55%)
James Macdonald	354	K-5	-	-	312 (88%)	368 (104%)	359 (102%)
Mountview	291	K-5	-	-	261 (90%)	227 (78%)	227 (78%)
R. A. Riddell	594	K-8	-	5	712 (120%)	659 (111%)	641 (108%)
Westview	343	6-8	-	-	289 (84%)	305 (89%)	244 (71%)
Westwood	395	K-5	-	-	316 (80%)	258 (65%)	259 (65%)

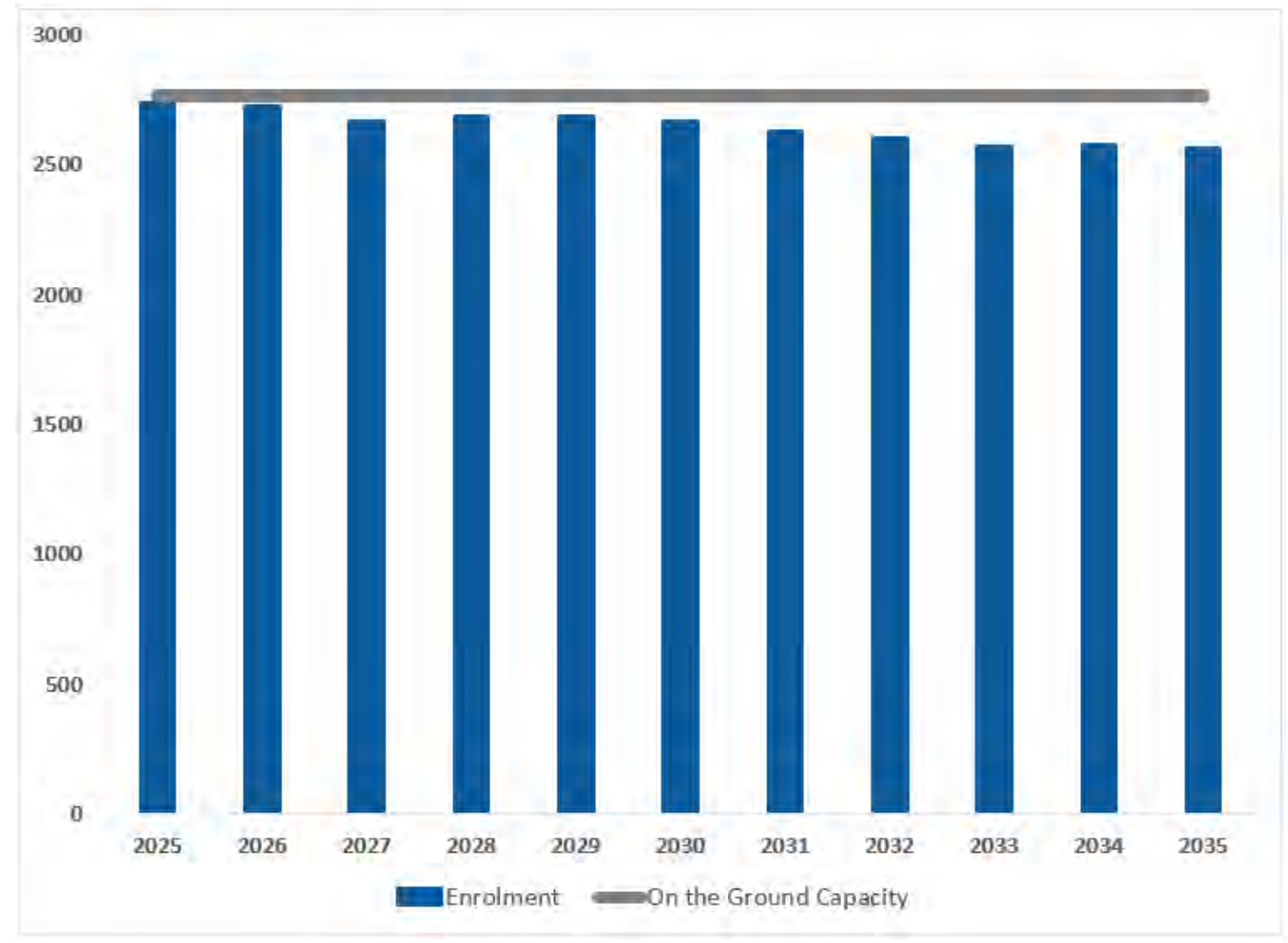
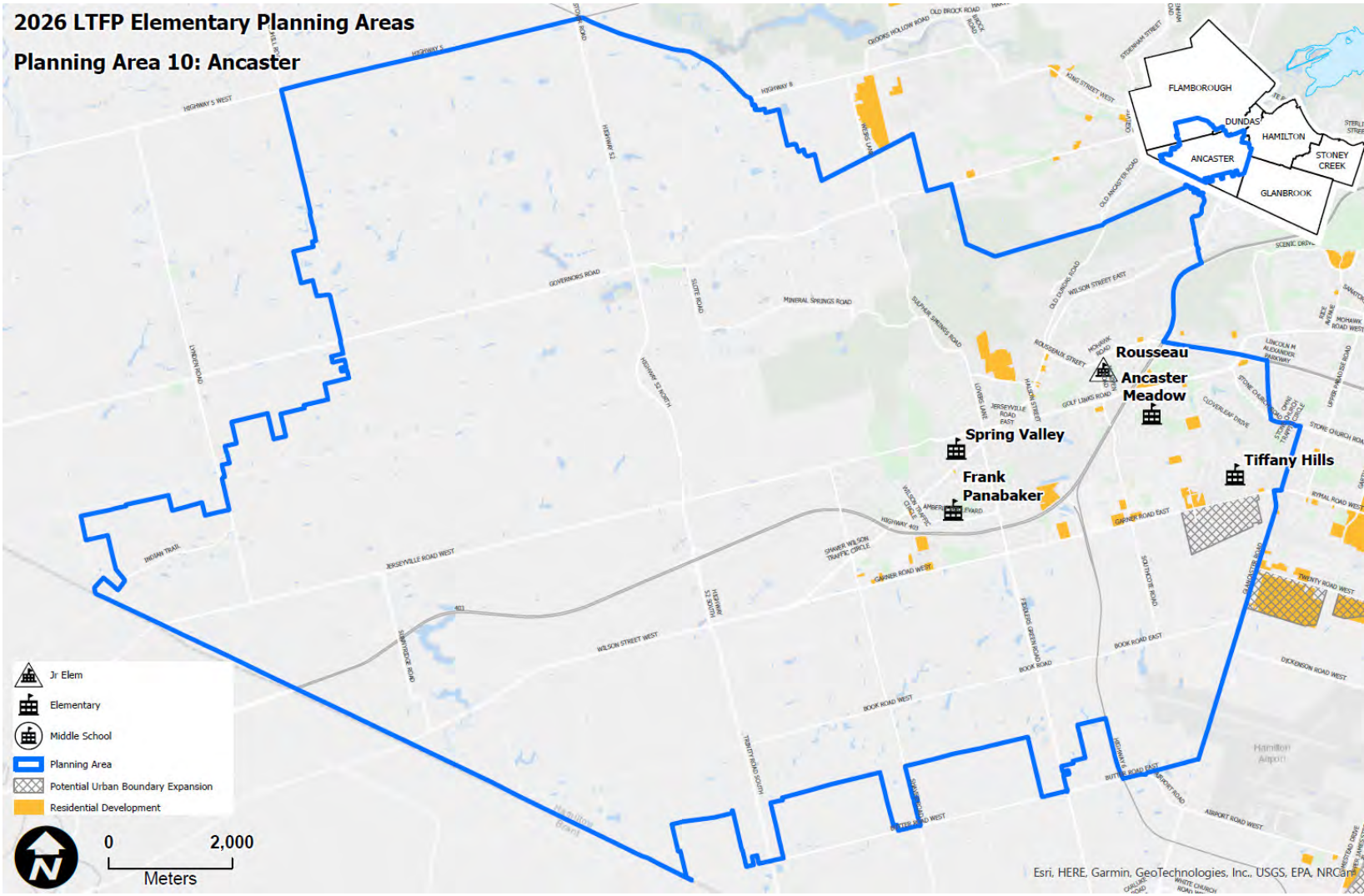
Current Observations
 Planning area enrolment is projected to decline and then remain stable. The overall utilization of the area schools is currently 89%, and is projected to decrease to 81% by 2035.

There is projected residential growth within the review area, including the potential Twenty Road West urban boundary expansion located within James Macdonald and Ray Lewis' attendance boundaries. The potential expansion is currently moving through the Ontario Land Tribunal process.

Next Steps
 Continue to monitor enrolment and accommodation, including the potential urban boundary expansion circulations from the City. Ensure school site needs are identified early in the secondary planning process for the expansion, and that potential growth is distributed throughout area schools.

2026 LTFP Elementary Planning Areas

Planning Area 10: Ancaster



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Ancaster Meadow	576	K-8	-	-	571 (99%)	556 (97%)	528 (92%)
Frank Panabaker- North	383	1-4	1-4	-	324 (85%)	351 (92%)	345 (90%)
Frank Panabaker- South	505	K, 5-8	5-8	-	490 (97%)	500 (99%)	516 (102%)
Rousseau	291	K-6	-	-	250 (86%)	238 (82%)	241 (83%)
Spring Valley	493	K-8	-	-	456 (92%)	427 (87%)	405 (82%)
Tiffany Hills	514	K-8	-	7	646 (126%)	590 (115%)	523 (102%)

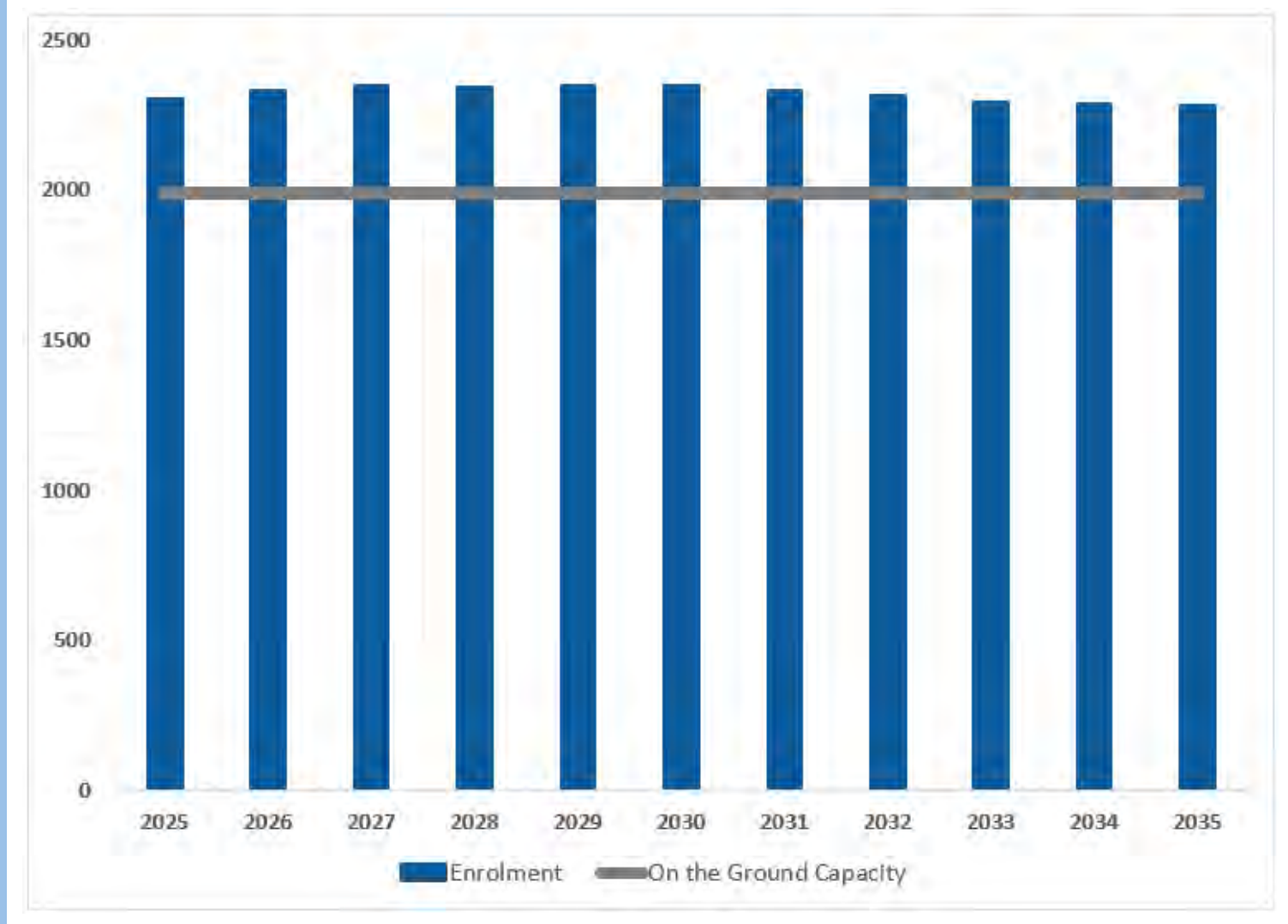
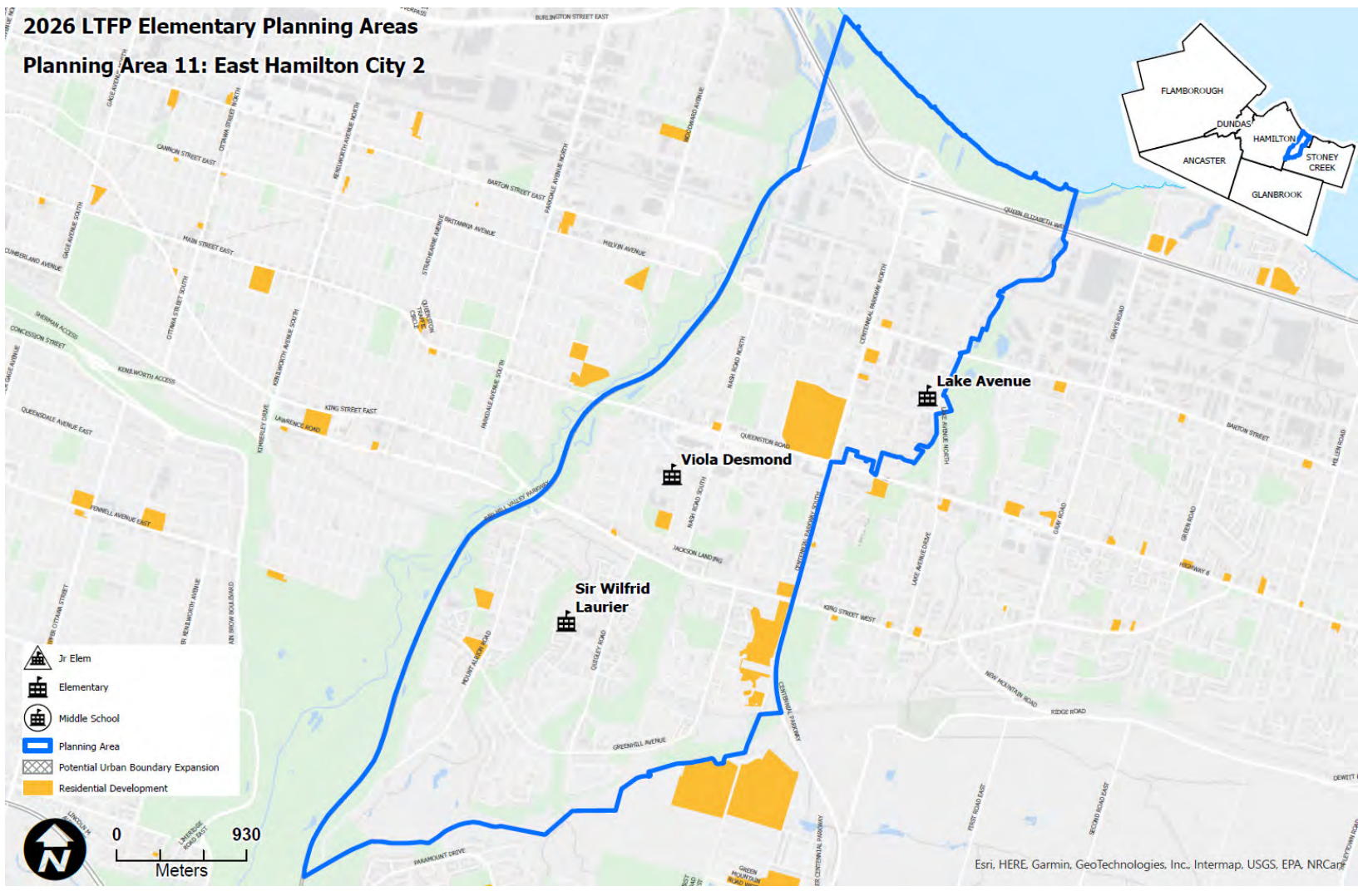
Current Observations

Planning area enrolment is projected to slightly decline and remain stable. The current overall utilization is 99% and is projected to decrease to 93% by 2035. There is limited planned residential development within the review area, as much of the growth has been experienced over the past 15 years.

The Ministry of Education has not awarded the reconstruction of Rousseau in order to close Frank Panabaker North and fully satisfy the 2017 Accommodation Review that was completed.

Next Steps

Potential boundary review and capital priorities submission in the short-term as per the Accommodation Strategy Schedule. This will aid in completing the 2017 Accommodation Review to close Frank Panabaker North and redistribute enrolment within the existing area schools.



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Lake Avenue	539	K-8	-	11	723 (134%)	745 (138%)	766 (142%)
Sir Wilfrid Laurier	758	K-8	-	-	816 (108%)	827 (109%)	807 (107%)
Viola Desmond	692	K-8	-	7	763 (110%)	775 (112%)	705 (102%)

Current Observations

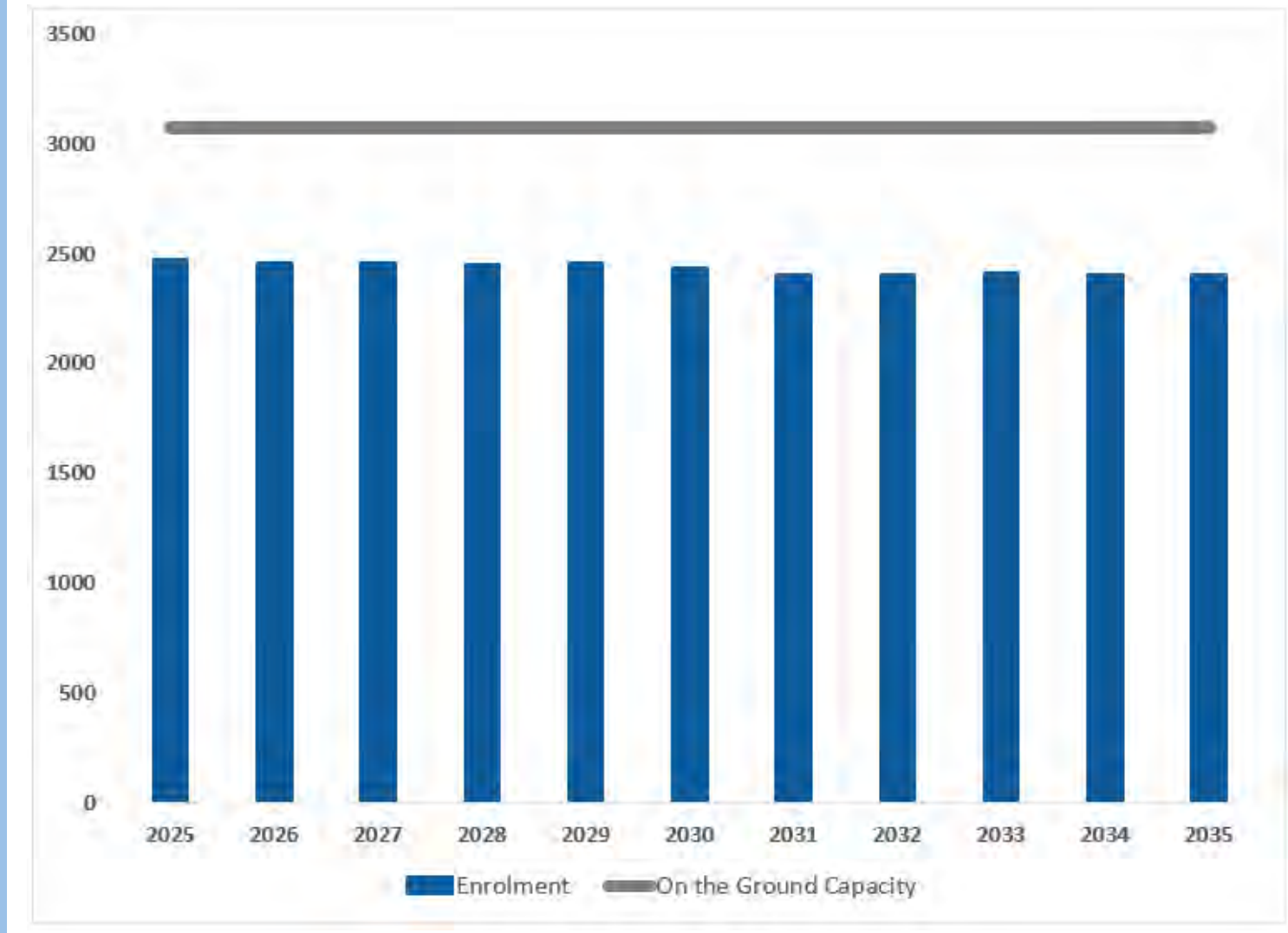
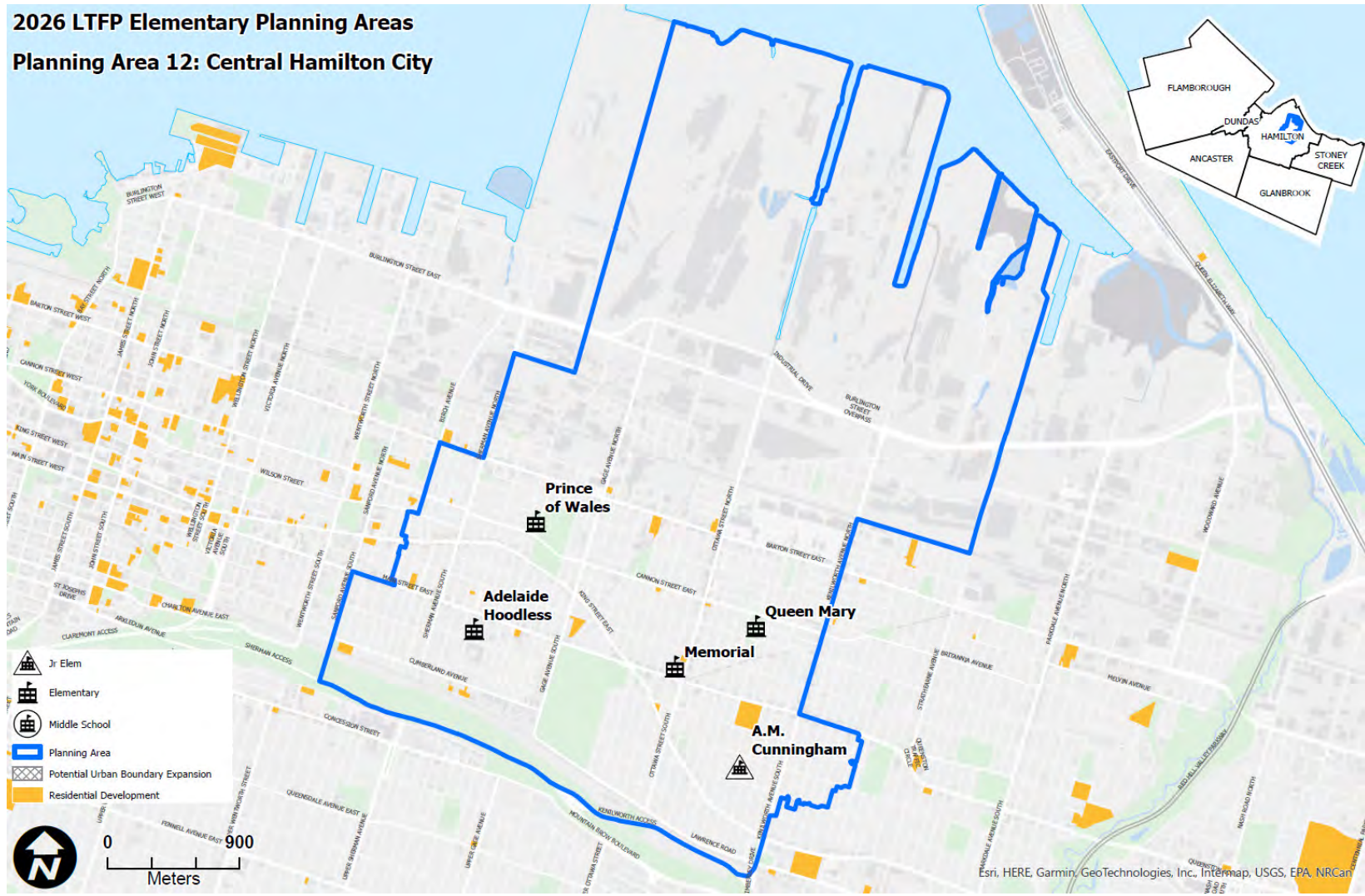
Planning area enrolment is projected to slightly increase and then remain stable within the next 10 years. Overall utilization is currently 116% and will remain at approximately 115% by 2035.

Lake Avenue is projected to remain over utilized, relying on temporary accommodation. Staff have not yet received feedback on the 2025 Capital Priority submission for a permanent addition to Lake Avenue from the Ministry of Education.

Next Steps

Continue to monitor enrolment and accommodation. Resubmit the permanent addition Capital Priorities business case for Lake Avenue if not funded through this round, as per the Accommodation Strategy Schedule.

2026 LTFP Elementary Planning Areas
Planning Area 12: Central Hamilton City



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
A.M. Cunningham	389	K-5	1-5	3	470 (121%)	475 (122%)	468 (120%)
Adelaide Hoodless	574	K-8	-	-	590 (103%)	602 (105%)	566 (99%)
Memorial (City)	668	K-8	-	-	347 (52%)	346 (52%)	354 (53%)
Prince of Wales	772	K-8	-	-	532 (69%)	505 (65%)	513 (67%)
Queen Mary	666	K-8	-	-	529 (79%)	504 (76%)	499 (75%)

Current Observations

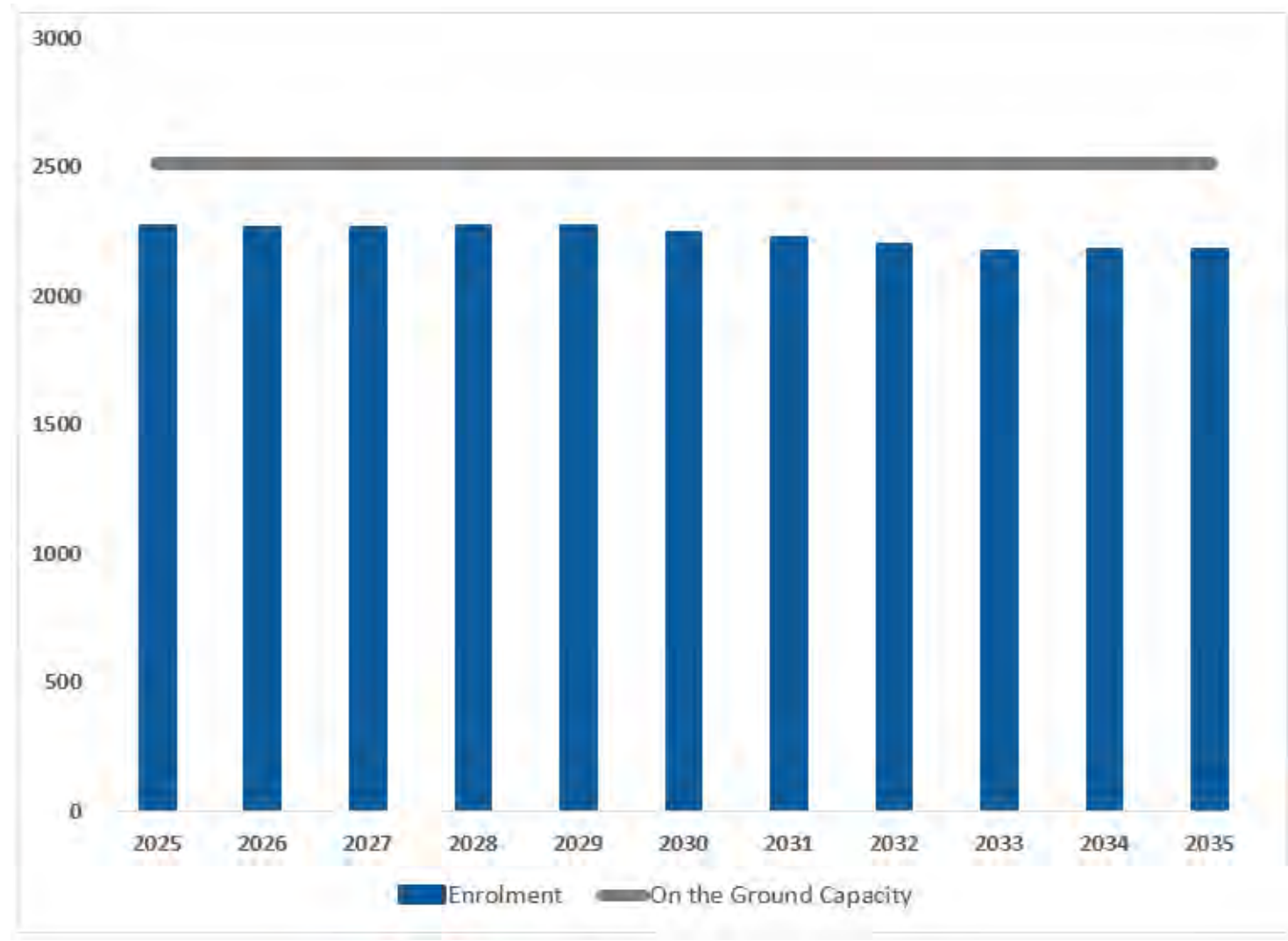
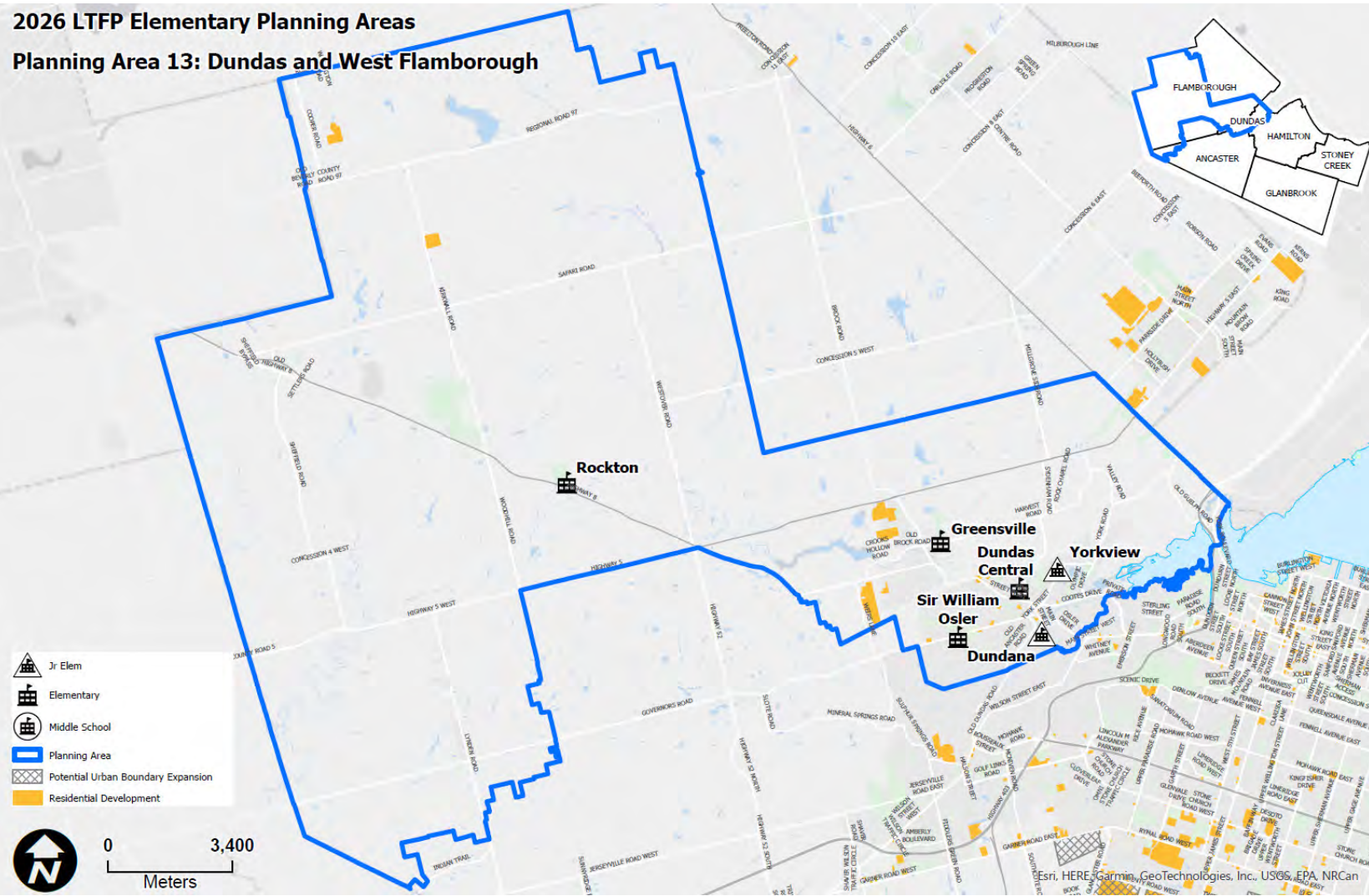
Planning area enrolment is projected to slightly decline and remain stable within the next 10 years. The current overall Utilization is 80%, with a projected 78% by 2035.

There is limited residential growth within the review area, and enrolment will continue to depend on neighbourhood regeneration and intensification. Through EarlyON centres, child care centres, French Immersion programming and special education classes, space within the schools in the planning area is used more efficiently than the utilization indicates.

Next Steps

Continue to monitor enrolment and accommodation.

2026 LTFP Elementary Planning Areas
Planning Area 13: Dundas and West Flamborough



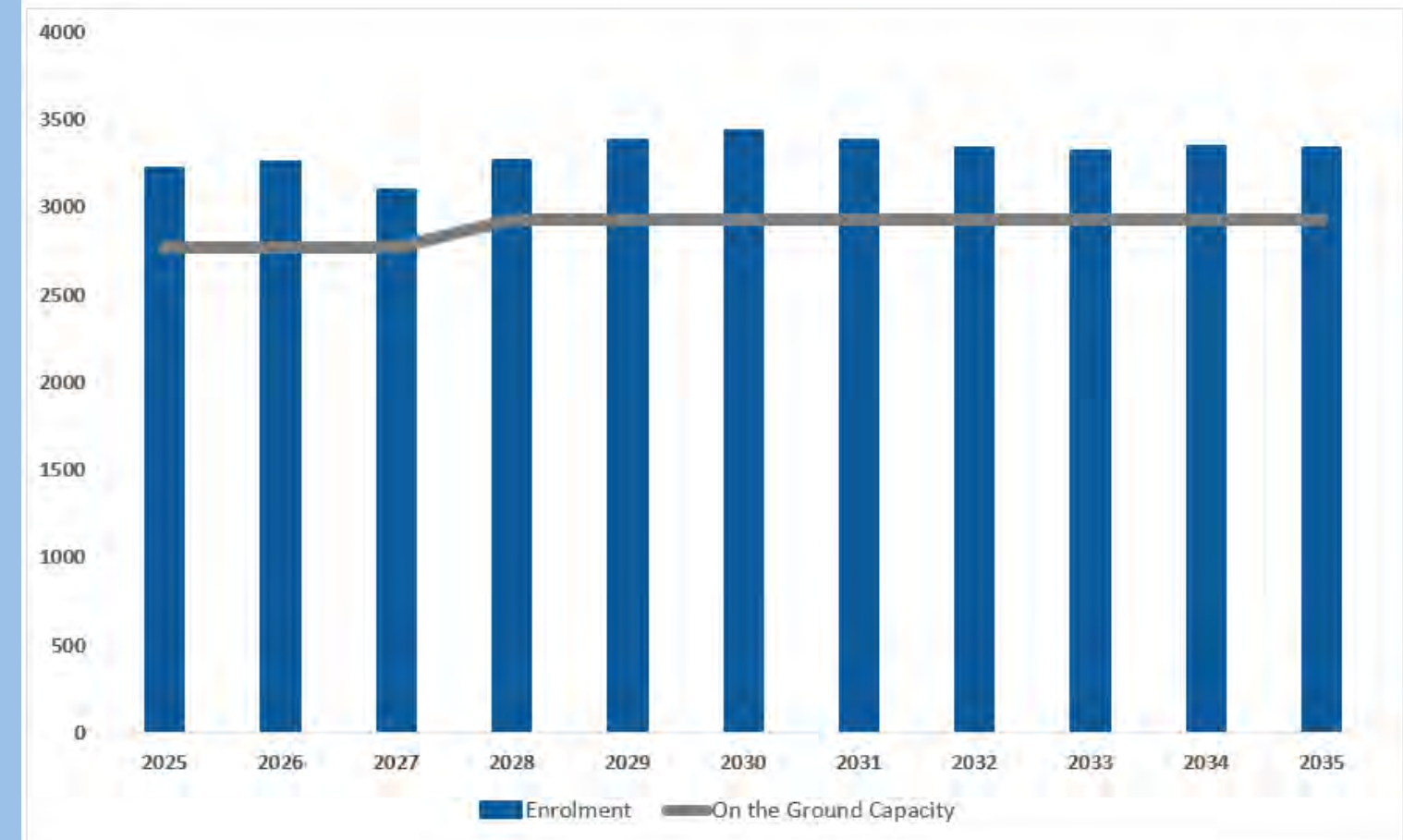
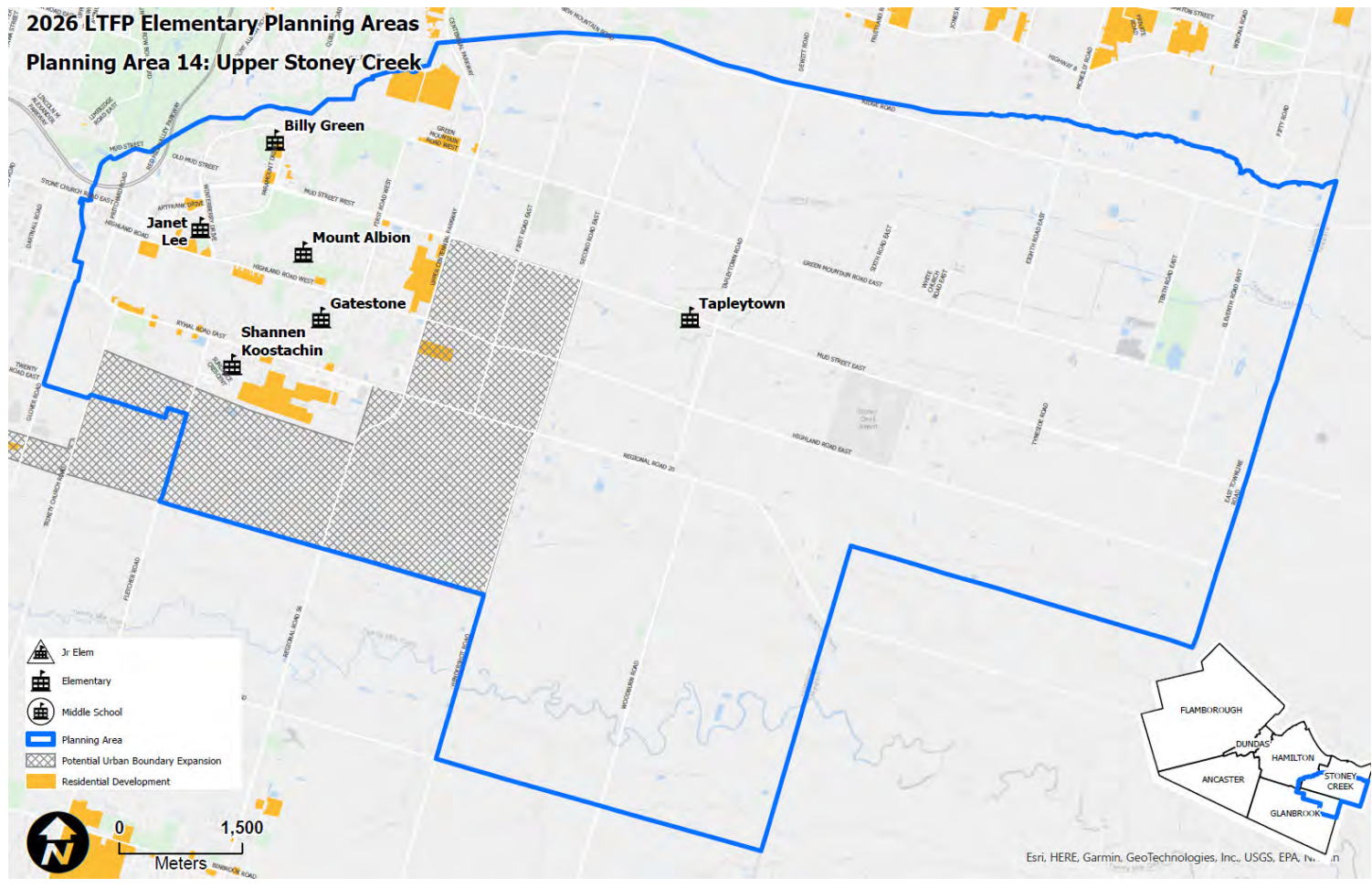
School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Dundana	398	K-5	1-5	-	332 (83%)	305 (77%)	306 (77%)
Dundas Central	442	K-8	-	-	376 (85%)	360 (81%)	355 (80%)
Greenville	381	K-8	-	-	311 (82%)	291 (76%)	282 (74%)
Rockton	453	K-8	-	-	504 (111%)	507 (112%)	504 (111%)
Sir William Osler	602	K-8	6-8	-	565 (94%)	581 (97%)	533 (89%)
Yorkview	236	K-5	-	4	182 (77%)	201 (85%)	199 (84%)

Current Observations

Planning area enrolment is projected to remain fairly stable and slightly decline. Overall utilization is currently 90%, and is expected to be 87% by 2035. The majority of the neighbourhoods in the planning area are mature and enrolment levels will continue to rely on neighbourhood regeneration and intensification.

Next Steps

Continue to monitor enrolment and accommodation. A potential boundary review between Flamborough Centre and Millgrove in the short term as per the approved Accommodation Strategy.



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Billy Green	400	K-8	-	1	358 (90%)	339 (85%)	332 (83%)
Gatestone	582	K-8	-	3	619 (106%)	556 (95%)	525 (90%)
Janet Lee	378	K-8	-	5	499 (132%)	486 (90%)	459 (85%)
Mount Albion	522	K-8	-	3	531 (102%)	623 (119%)	581 (111%)
Shannen Koostachin	599	K-8	-	6	724 (121%)	656 (110%)	666 (111%)
Tapleytown	291	K-8	-	10	488 (168%)	769 (264%)	772 (265%)

Current Observations

Planning area enrolment is projected to increase and then remain stable. Overall utilization is currently 116% and expected to reach 120% by 2035. There is projected residential growth within the review area overall, including the potential Elfrida urban boundary expansion currently moving through the Ontario Land Tribunal process.

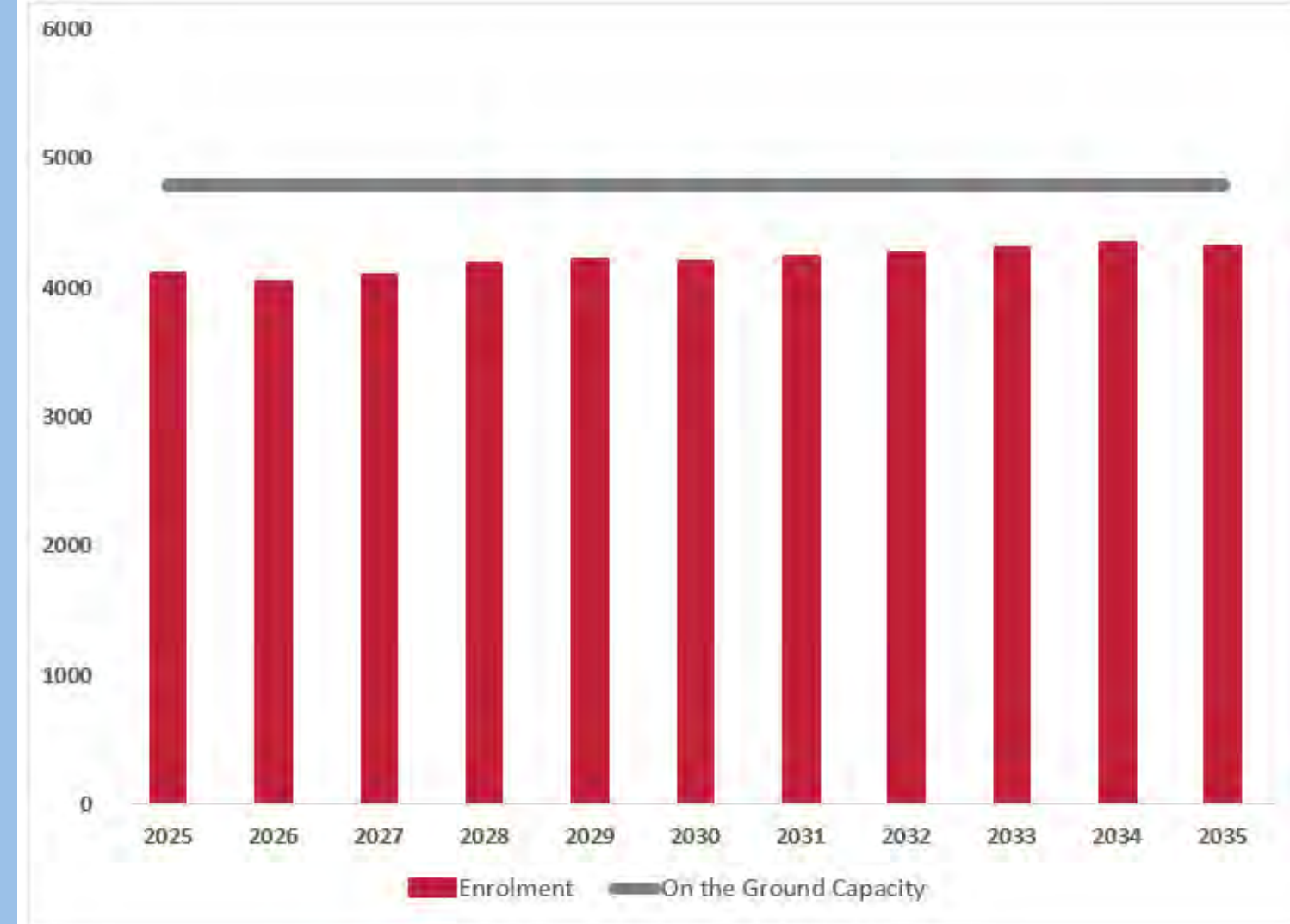
Tapleytown is projected to be 265% utilized by 2035, currently relying on temporary accommodation. The new Upper Stoney Creek Elementary school has received funding by the Ministry of Education and will provide accommodation relief once a new site is selected, acquired and construction is completed.

Next Steps

Continue to monitor enrolment and accommodation, including the potential urban boundary expansion circulations from the City. Ensure school site needs are identified early in the secondary planning process for the expansion, and that potential growth is distributed throughout area schools. Staff to continue working through site acquisition for the new Upper Stoney Creek Elementary school.

2026 LTFP Secondary Planning Areas

Planning Area: NORTH



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Bernie Custis	1230	9-12	-	-	999 (81%)	917 (75%)	930 (76%)
Glendale	1050	9-12	-	2	1239 (118%)	1275 (121%)	1319 (126%)
Orchard Park	1332	9-12	-	-	1077 (81%)	1117 (84%)	1131 (85%)
Sir Winston Churchill	1176	9-12	-	-	786 (67%)	882 (75%)	932 (79%)

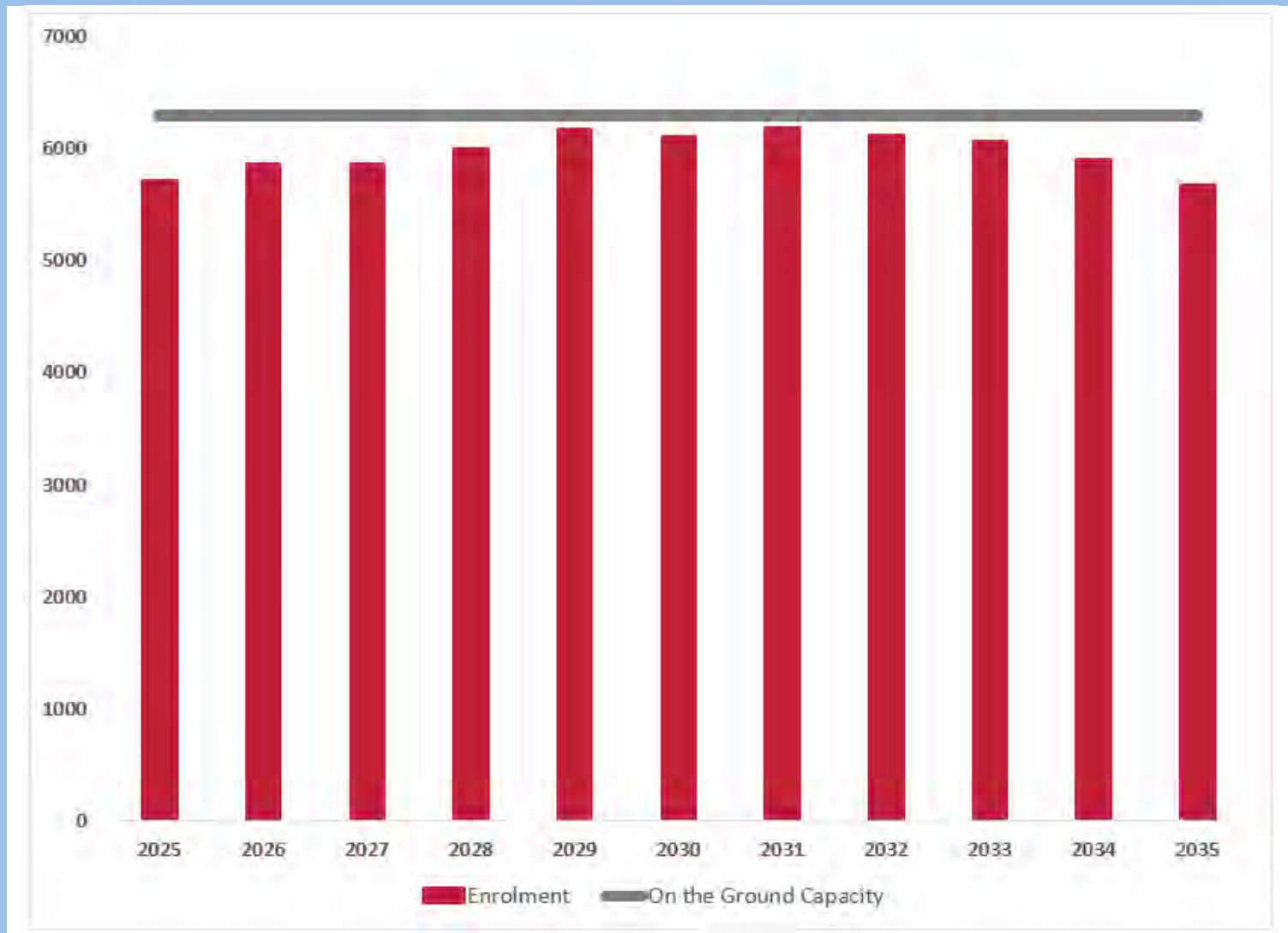
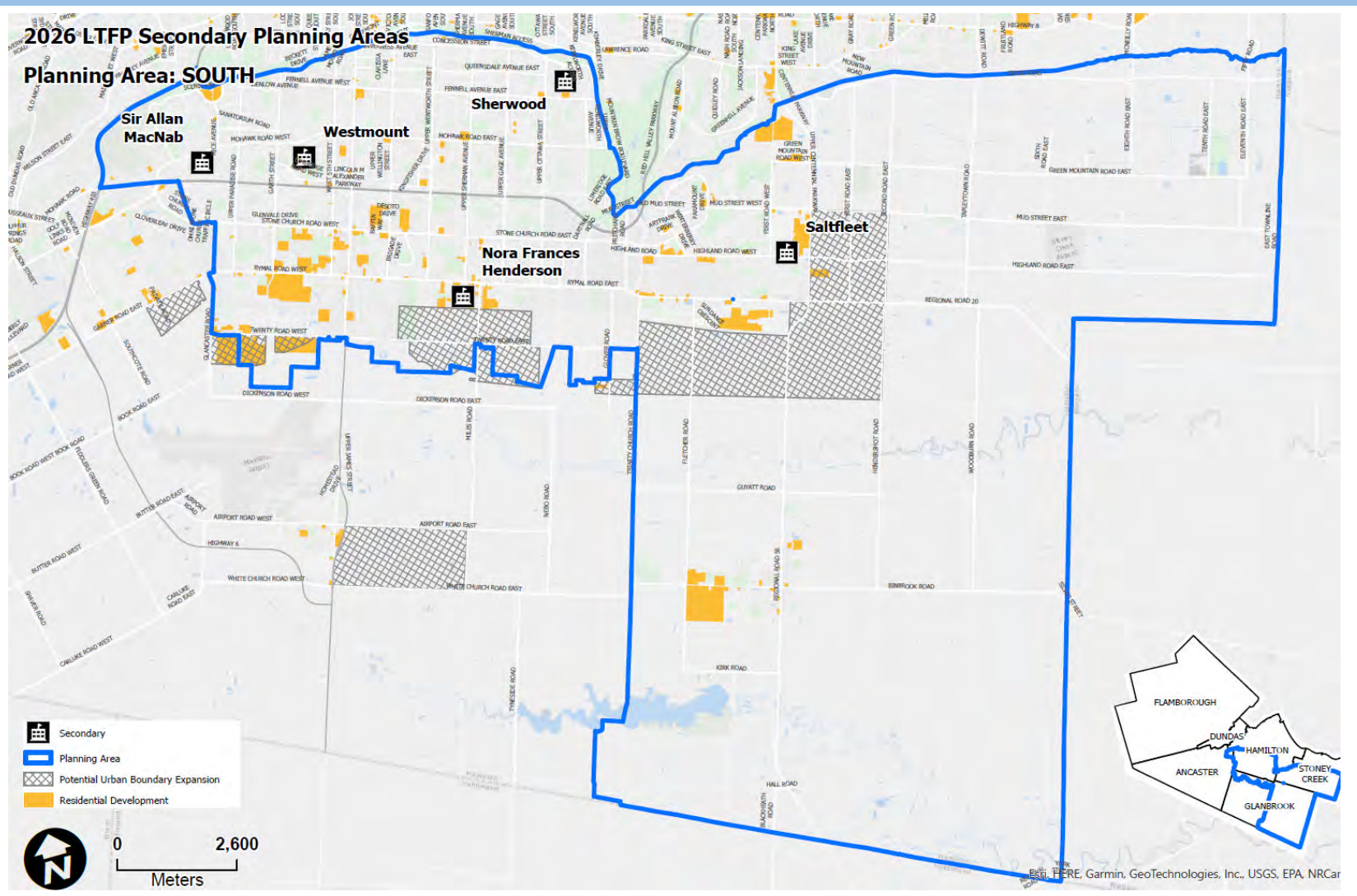
Current Observations

Planning area enrolment is projected to slightly increase and remain stable over the next 10 years. Overall utilization is 86%, projected to reach 90% by 2035.

Residential development within the Fruitland- Winona area within Orchard Park's attendance boundary could cause potential long term growth for the school.

Next Steps

Continue to monitor enrolment and accommodation.



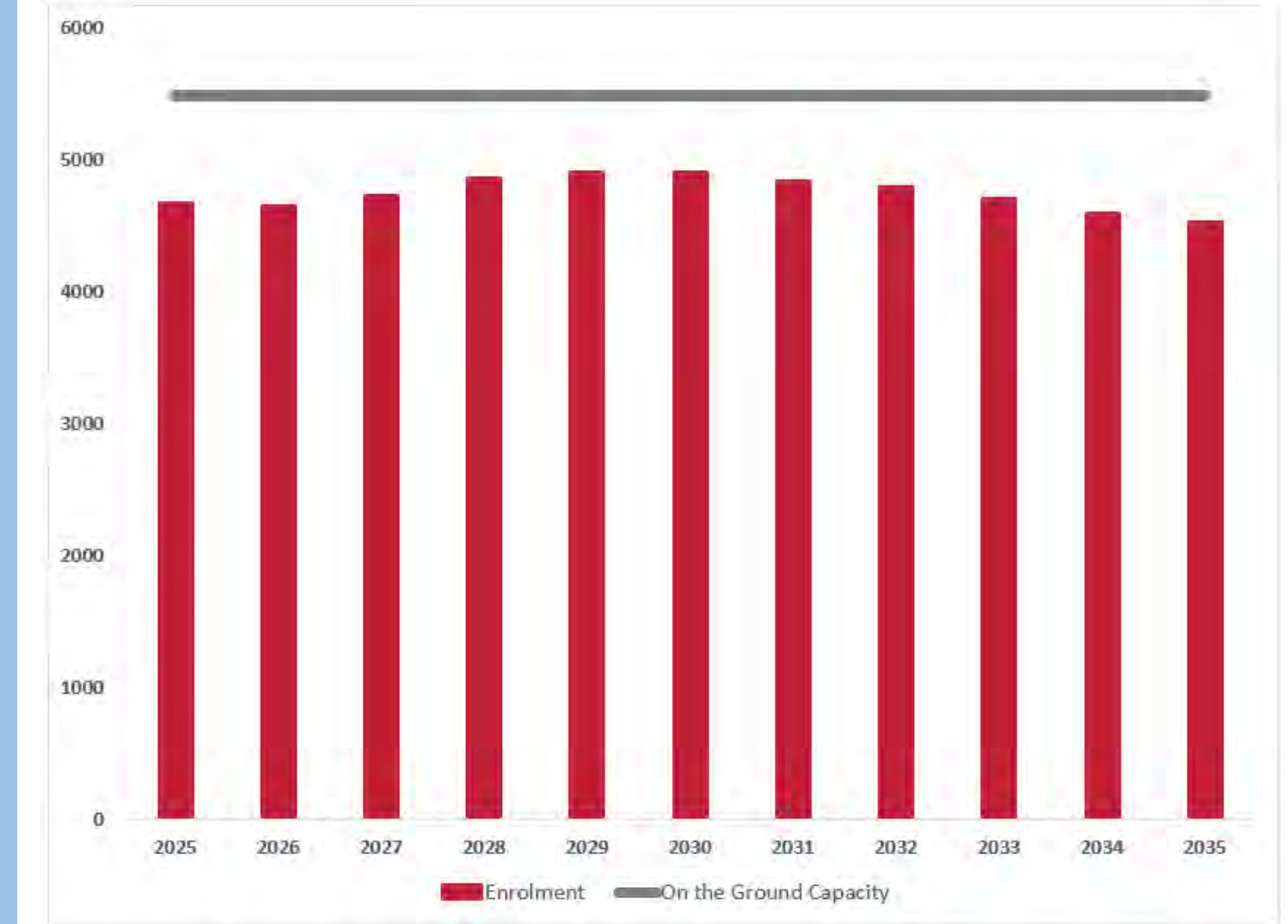
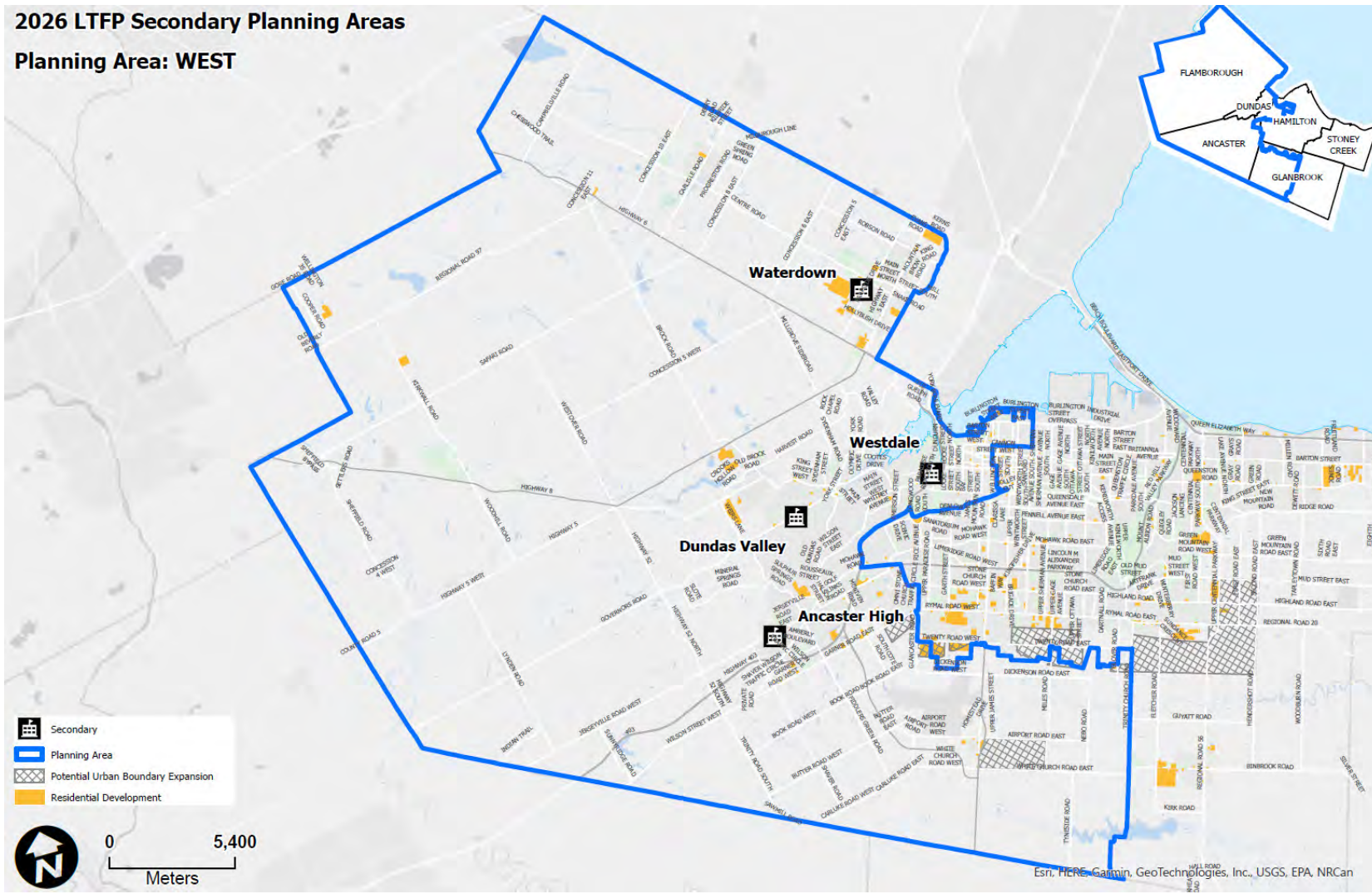
School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Nora Frances Henderson	1245	9-12	-	-	1162 (93%)	1053 (85%)	904 (73%)
Saltfleet	1173	9-12	-	3	1302 (111%)	1624 (138%)	1521 (130%)
Sherwood	1374	9-12	9-12	-	1275 (93%)	1344 (98%)	1419 (103%)
Sir Allan MacNab	1350	9-12	-	-	641 (47%)	761 (56%)	658 (49%)
Westmount	1146	9-12	-	8	1328 (116%)	1314 (115%)	1163 (101%)

Current Observations
 Planning area enrolment is projected to increase and then slightly decline over the next ten years. Overall utilization is currently 91% and is expected to increase to approximately 97% by 2030, then decline to 90% by 2035. There is projected residential growth within the review area, including the potential Twenty Road East, West and Elfrida urban boundary expansions located within Saltfleet and Nora Frances Henderson's attendance boundaries. The potential expansion is currently moving through the Ontario Land Tribunal process.

Next Steps
 Continue to monitor enrolment and accommodation, including the potential urban boundary expansion circulations from the City. Ensure school site needs are identified early in the secondary planning process for the expansion, and that potential growth is distributed throughout area schools.

2026 LTFP Secondary Planning Areas

Planning Area: WEST



School	OTG	Eng Grade	FI Grade	Portables	2025 Enrol (Util)	2030 Enrol (Util)	2035 Enrol (Util)
Ancaster High	1302	9-12	-	-	1211 (93%)	1310 (101%)	1220 (94%)
Dundas Valley SS	1080	9-12	-	-	785 (73%)	742 (69%)	750 (69%)
Waterdown District	1632	9-12	-	-	1112 (68%)	1255 (77%)	1042 (64%)
Westdale	1473	9-12	9-12	-	1555 (106%)	1597 (108%)	1511 (103%)

Current Observations

Planning area enrolment is projected to remain fairly stable within the next ten years. Overall utilization is currently 85% and is expected to increase to approximately 89% by 2030, then decrease to 82% by 2035. There is projected residential growth within the review area, including the potential Whitechurch urban boundary expansion located within the Ancaster High attendance boundary. The potential expansion is currently moving through the Ontario Land Tribunal process.

Next Steps

Continue to monitor enrolment and accommodation, including the potential urban boundary expansion circulations from the City. Ensure school site needs are identified early in the secondary planning process for the expansion, and that potential growth is distributed throughout area schools.

LONG-TERM FACILITIES PLAN



Section 1.5: Accommodation Strategy Schedule

Accommodation Strategy Schedule

On an annual basis, staff conduct a comprehensive review of short and long-term enrolment projections, school renewal needs, and property and facility data by planning areas across the Board to identify immediate, short-term, or medium-term accommodation strategies. This analysis considers accommodation pressures, utilization trends, and facility requirements to determine appropriate solutions for each planning area. The results of this work inform the development of the Board's Accommodation Strategy Schedule.

A range of potential accommodation solutions may be identified through this process, including:

- **Boundary Review:** A formal public consultation process undertaken to evaluate, establish or modify school attendance boundaries.
- **Capital Priorities Program Funding Submission:** Application to the Ministry of Education for funding to construct a new school or addition to meet accommodation needs related to enrolment pressure, school consolidation and/or facility condition.
- **Property Strategies including land purchases and holding properties:** A holding property is a site remaining in Board inventory for future growth and pupil accommodation.
- **Pupil Accommodation Review:** A public review process undertaken to determine the future use of a school or group of schools.

The following pages illustrate the accommodation strategy schedule and accompanying summary tables, which provide rationale for the identified accommodation strategies.



DEFINITIONS

- **Boundary Review:** A public review process undertaken to create or modify the boundary of one or more schools. A boundary may require modification due to new school construction, balancing enrolments and/or program changes.
- **Capital Priorities Program Funding Submission:** Application to the Ministry of Education for funding to construct a new school or addition. Projects are related to accommodation pressure, school consolidation and/or facility condition.
- **Capital Project- Addition:** Construction of an addition approved via the Capital Priorities Funding Program.
- **Capital Project- New School:** Construction of a new school approved via the Capital Priorities Funding Program.
- **Holding Property:** School property remaining in Board inventory for future growth and pupil accommodation.
- **Land Purchase:** Acquisition of real property for the purpose of student accommodation.
- **Temporary Boundary Review:** A public review process undertaken to create or modify the boundary of one or more schools to temporarily accommodate students until a permanent accommodation solution is in place, e.g. new school construction completed.

ELEMENTARY

Planning Area	2025-2026	Immediate (2026-2027)	Short Term (2-5 Yrs)	Medium Term (6-10 Yrs)
1 Westdale Dalewood Cootes Paradise Glenwood				
2 Flamborough Allan Greenleaf Balaclava Flamborough Centre Guy Brown Mary Hopkins Millgrove Waterdown - New School	Boundary Review Boundary Review Boundary Review Boundary Review Boundary Review Boundary Review		Boundary Review Boundary Review Capital Project: New School	
3 Central Mountain Franklin Road GL Armstrong Norwood Park Pauline Johnson Queensdale Ridgemount				
4 East Hamilton City 1 Hillcrest Parkdale Rosedale Viscount Montgomery WH Ballard				

Planning Area	2025-2026	Immediate (2026-2027)	Short Term (2-5 Yrs)	Medium Term (6-10 Yrs)
5 West Hamilton City				
Bennetto				
Cathy Wever				
Central				
Dr. Davey				
Earl Kitchener				
Hess Street	<i>Capital Priorities Submission</i>		Boundary Review	
Queen Victoria				
Kanetskare			Boundary Review	
Strathcona	<i>Capital Priorities Submission</i>		Boundary Review	
6 Glanbrook				
Bellmoore	<i>Boundary Review</i>			
Binbrook - New School	<i>Boundary Review</i>		Capital Project: New School	
Michaelle Jean				
Mount Hope			Capital Project: Addition	
7 East Hamilton Mountain				
CB Stirling				
Helen Detwiler				
Highview				
Huntington Park				
Lawfield				
Lincoln Alexander				
Lisgar				
Ray Lewis				
Richard Beasley				
Templemead				

Planning Area	2025-2026	Immediate (2026-2027)	Short Term (2-5 Yrs)	Medium Term (6-10 Yrs)
8 Lower Stoney Creek Collegiate Eastdale South Meadow Winona			Land Purchase Capital Priorities Submission	Boundary Review Capital Project: New School
9 West Hamilton Mountain Buchanan Park Chedoke Gordon Price Holbrook James Macdonald Mountview RA Riddell Westview Westwood				
10 Ancaster Ancaster Meadow Frank Panabaker - North Frank Panabaker - South Rousseau Spring Valley Tiffany Hills			Boundary Review Capital Priorities Submission	
11 East Hamilton City 2 Lake Avenue Sir Isaac Brock Sir Wilfrid Laurier Viola Desmond	<i>Capital Priorities Holding Property</i>	Capital Priorities Submission Holding Property	Holding Property	Holding Property

Planning Area	2025-2026	Immediate (2026-2027)	Short Term (2-5 Yrs)	Medium Term (6-10 Yrs)
12 Central Hamilton City AM Cunningham Adelaide Hoodless Memorial (Hamilton) Prince of Wales Queen Mary				
13 Dundas and West Flamborough Dundana Dundas Central Sir William Osler Yorkview Greensville Rockton			Boundary Review	
14 Upper Stoney Creek Billy Green Gatestone Janet Lee Mount Albion Shannen Koostachin Upper Stoney Creek- New School Tapleypoint	Boundary Review		Temporary Boundary Review Capital Project: Addition Capital Project: New School	

SECONDARY

Planning Area	2025-2026	Immediate (2026-2027)	Short Term (2-5 Yrs)	Medium Term (6-10 Yrs)
North Secondary				
Bernie Custis				
Glendale				
Orchard Park				
Sir John A. Macdonald	<i>Holding Property</i>	Holding Property	Holding Property	Holding Property
Sir Winston Churchill				
South Secondary				
Hill Park	<i>Holding Property</i>	Holding Property	Holding Property	Holding Property
Nora Frances Henderson				
Saltfleet				
Barton	<i>Holding Property</i>	Holding Property	Holding Property	Holding Property
Sherwood				
Sir Allan MacNab				
Westmount				
West Secondary				
Ancaster High	<i>Holding Property</i>	Holding Property	Holding Property	Holding Property
Dundas Valley				
Waterdown				
Westdale				

LONG-TERM FACILITIES PLAN



Section 2.1: Capital Projects Plan

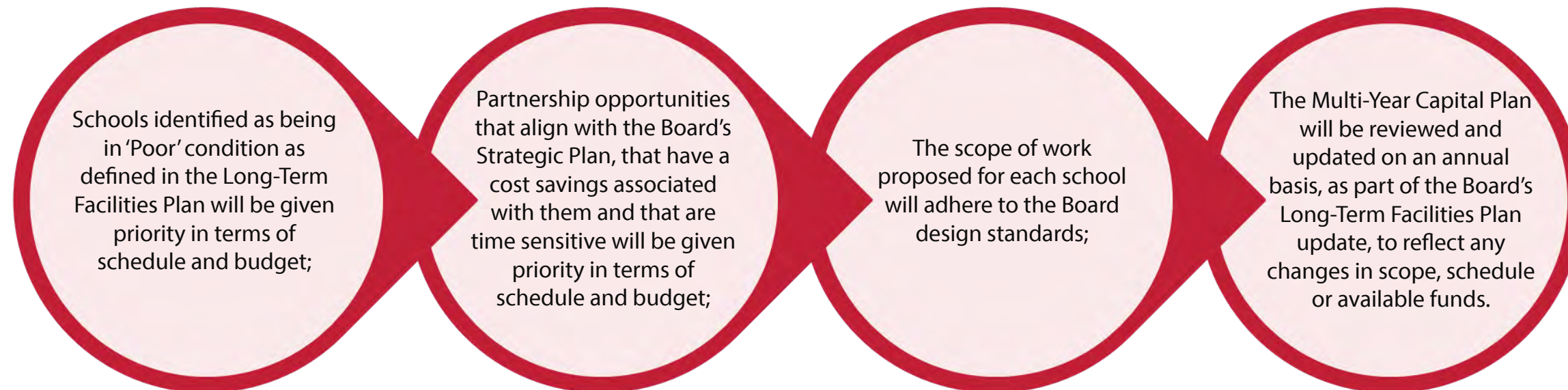
HWDSB is committed to improving the condition of our schools utilizing guidelines created and maintained by the Capital Projects Division to maximize the funding received from the Ministry of Education and to ensure that all new school builds, additions and renovations are consistent across the Board's inventory.

Annual Capital Plan

The Capital Plan originated back in 2016, with annual updates and revisions presented to Trustees. These updates and revisions include for industry standard changes, ministry initiatives and aligning projects to support the Multi-Year Strategic Plan.

The Capital team continues to improve the learning and working environments across the system with a focus on 'Building a Sustainable Education System.' Projects will focus on responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Staff continue to allocate projects utilizing the Guiding Principles previously approved by Trustees:



Annual Allocation of Funding

Funding Source	Amount
Annual School Renewal	\$27 million
Proceeds of Disposition (PODs)	As approved by the Board
Other (Capital Priorities etc.)	Varies depending on approved projects
Total	\$27 million

Current Projects

HWDSB continuously strives to improve and maintain the quality and conditions of its school facilities to support the learning environment for students and staff, and for the use of schools by the greater community.

This [webpage](#) provides information regarding current major school capital projects that are underway. Typically, the status of new school construction, school additions and major alteration work projects are reported on this website.

A list of capital projects since 2012 funded through capital priorities, school consolidated capital, full-day kindergarten and childcare funding can be viewed on page 4 to 6 of this section.



The following are components of the Capital Plan which have been in development since its approval.

School Renewal

Staff will continue to improve our learning and working environments across the system to align with the Multi-Year Strategic Plan with a focus on Building a Sustainable Education System while delivering renewal projects.

Renewal projects will continue to be planned and delivered, using our 19 categories that include such renovation around improving accessibility, energy efficiency, HVAC updates etc. across the system. Projects will also be planned to utilize existing funding received through the School Facilities Fund, through Core Education, and improve the overall Facility Condition Index (FCI) data.

School Design Guideline

Since 2013 the Long-Term Facilities Plan included for the creation and ongoing updates to the HWSDSDB School Design Guidelines for both elementary and secondary schools. These guidelines were initiated as a detailed standard for implementing school design for new school construction. The School Design Guidelines continue to be updated with the evolving educational system and industry design standards.

The purpose of the School Design Guidelines is two-fold: to create a framework and set of guiding principles to enable all of HWSDSDB's facilities, both new and existing, to better support new trends in educational delivery and enhance opportunities for student success; and, to provide a guideline for the Board's new and improved school facilities to ensure that program strategies can meet the needs of all students by providing modern learning to students with safe, accessible, inclusive, innovative, and engaging school environments.

The Elementary and Secondary Design Guidelines respond to the needs identified above. The design guidelines are to be considered a fluid document and will continue to be updated in future to ensure they remain aligned with the direction of the Board, the Ministry's Capital Priorities Program and the allocated funding provided by the Ministry of Education.

Outdoor Design Manual

Facility Services, in consultation with a landscape architect, created an Outdoor Design Manual. The manual provides advice on the design, implementation and maintenance of schoolyard features. From concept to completion, the manual will guide schools through the process of implementing schoolyard improvement projects such as gardens, outdoor classrooms, and play areas. The Outdoor Design Manual is also intended to help schools understand the responsibilities of the school community, and Facility Services including the processes for obtaining approvals and project support. The Manual is designed to be an online document that is searchable with linked content throughout. The content of the Manual, including updates to resources, will be reviewed annually.

Capital Priorities Projects since 2012

A list of capital projects since 2012 funded through capital priorities, school consolidated capital, full-day kindergarten and childcare funding can be viewed further in this section.

Accessibility of School Buildings

Hamilton-Wentworth District School Board (HWDSB) is committed to improving accessibility to its buildings, grounds and administrative offices. The HWDSB multi-year Capital Plan incorporates budgeting to increase the overall accessibility of the facilities through ongoing maintenance repairs, Capital project expenditures and special accommodations projects. Given the large inventory and age of the facilities, various factors are considered in developing the plan such as Facility Condition Index, results of Pupil Accommodation Reviews, proximity and special accommodation requests. The Facility Services Division works closely with Special Education, Inclusion and Equity Division to create, monitor and continually update the plan.

With Capital Priorities projects underway, all new HWDSB facilities are designed and constructed to the latest Accessibility requirements as identified in the Ontario Building Code. In addition to new construction, the multi-year plan includes:

- Barrier Free Parking
- Barrier Free path of travel
- Installation of door operators
- Barrier Free and universal washrooms and changerooms
- Installation of lifts and elevators



The following is a summary of the Board's progress to date:

2024-2025	2025-2026
<ul style="list-style-type: none"> ◦ Planned renovations of existing washrooms and changerooms to accommodate accessibility ◦ Planned installation of stage lifts at various locations ◦ Planned integration of accessible parking where feasible ◦ Planned renovations of existing exterior doors ◦ Interior signage updates to include Braille during interior renovations 	<ul style="list-style-type: none"> ◦ Continue to plan renovations of existing washrooms and changerooms to accommodate accessibility ◦ Continue to plan for the integration of single use universal washroom ◦ Continue to plan integration of single use accessible changerooms ◦ Continue to plan installation of stage lifts and stair lifts where required ◦ Continue to integrate accessible parking where required ◦ Continue to plan renovations of existing ramps and doors ◦ Continue to complete interior signage updates to include Braille during interior renovations

For more information, the public can access the HWDSB Long Term Facilities Plan through the following link:
<https://www.hwdsb.on.ca/about/school-renewal/facilities-plan/>



Physical

- Hamilton-Wentworth District School Board continues to access the Ministry of Education Special Equipment Amount (SEA) funding, which assists with the costs of equipment essential to support students with special education needs.
- Each year the Board allocates an amount from the annual School Renewal Allocation (SRA), provided by the Ministry of Education, to address school accessibility issues (ie: washroom upgrades, auditorium upgrades etc.), or to meet the emerging needs of a specific ability (accessibility upgrades – ramps, visible fire alarms, acoustic treatments etc.).
- A Student Facilities Accommodation Request Form (SFARF) and process were introduced to the system to assist in responding to student specific accessibility requests.

Systemic

- As policies/procedures are developed and/or revised, they will be examined to reflect Hamilton- Wentworth District School Board directions regarding accessibility.
- System staff in leadership roles continue to enhance learning and understanding related to Human Rights.

Year Funding Announced	School	Panel	Accommodation Review	Project	Funding Program	Funding
2013	Bernie Custis	Sec	North Secondary	Construction of new 1,250 pupil place secondary school to accommodate consolidation of Delta, Parkview and Sir John A. Macdonald.	Capital Priorities	\$31,839,111
2013	Cootes Paradise	Elem	Dalewood	Four classroom addition, extension of gymnasium, washroom renovation and HVAC renovation to accommodate consolidation of Prince Phillip into Cootes Paradise.	Capital Priorities	\$2,096,804
					Full-Day Kindergarten	\$1,425,602
2013	Saltfleet	Sec	N/A	Ten regular classroom addition to Saltfleet DHS to accommodate enrolment pressure. Included 2-room renovation to create Graduated Support Program Spec Ed space on 2nd floor.	Capital Priorities	\$5,405,136
2014	Nora Frances Henderson	Sec	South Secondary	New 1,250 pupil place secondary school to accommodate the consolidation of Barton, Hill Park and Mountain.	Capital Priorities	\$33,060,967
2014	Tiffany Hills	Elem	N/A	546 pupil place JK-8 school and 3 room daycare centre to accommodate enrolment pressure in Ancaster.	Full-Day Kindergarten	\$988,568
					New Construction of Childcare	\$1,008,339
					Capital Priorities	\$10,148,005
2015 & 2018	Beverly Community Centre Site (Rockton)	Elem	West Flamborough	347 pupil place school to accommodate the consolidation of Beverly Central and Dr. John Seaton in partnership with City of Hamilton on Beverly Community Centre Site.	School Consolidation Capital	\$10,442,345
	Beverly Community Centre Site II (Rockton)		Ancaster/West Flamborough	6 classroom (138 pupil place) addition and 1 FDK room conversion.	Capital Priorities	\$3,461,117
2015	Franklin Road	Elem	Central Mountain	1 room FDK renovation. Renovate existing library into two classrooms. Convert existing gym into new learning commons, construction new gym addition and new three-room daycare addition. Work completed to accommodated consolidation of Linden Park into Franklin Road.	New Construction of Childcare	\$1,482,852
					School Consolidation Capital	\$450,000
					Full-Day Kindergarten	\$494,285
2015	G.L. Armstrong	Elem	Central Mountain	Two room renovation to create FDK spaces to accommodate consolidation of Eastmount Park into GL Armstrong.	Full-Day Kindergarten	\$494,285
2015	Greenville	Elem	West Flamborough	381 pupil place school with 2 room childcare centre and partnership with Hamilton Library to accommodate the consolidation of Greenville and Spencer Valley on existing Greenville school site.	Full-Day Kindergarten	\$494,285
					School Consolidation Capital	\$3,249,335
					New Construction of Childcare	\$1,008,339

Year Funding Announced	School	Panel	Accommodation Review	Project	Funding Program	Funding
2015	Hillcrest	Elem	East Hamilton #1	FDK Room addition to accommodate the consolidation of Woodward and Roxborough Park into Hillcrest.	Full-Day Kindergarten	\$494,285
2015	Pauline Johnson	Elem	Central Mountain	Four FDK classroom addition, three classroom addition and gym expansion to accommodate consolidation of Cardinal Heights into Pauline Johnson.	Full-Day Kindergarten	\$494,285
					School Consolidation Capital	\$2,422,040
2015	Queensdale	Elem	Central Mountain	One classroom renovation to create FDK classroom to accommodate consolidation of Linden Park into Queensdale.	Full-Day Kindergarten	\$494,285
2015	Ridgemount	Elem	Central Mountain	One FDK classroom addition, seven classroom addition and a gym expansion to accommodate consolidation of Cardinal Heights into Ridgemount.	Full-Day Kindergarten	\$494,285
					School Consolidation Capital	\$2,384,018
2015	Viscount Montgomery	Elem	East Hamilton #1	One purpose built FDK renovation	Full-Day Kindergarten	\$247,140
2015	W.H. Ballard	Elem	East Hamilton #1	3 room renovation to create FDK rooms	Full-Day Kindergarten	\$494,285
2016	Eastdale	Elem	Lower Stoney Creek	564 pupil place JK-8 replacement school for Eastdale to accommodate a portion of students from Collegiate Avenue, Eastdale and Mountain View.	Capital Priorities	\$10,529,347
					Full-Day Kindergarten	\$1,028,507
2016	Sir Wilfrid Laurier	Elem	East Hamilton City #2	Building retrofit and 1 room FDK addition to accommodate consolidation of Elizabeth Bagshaw into Sir Wilfrid Laurier.	Capital Priorities	\$830,676
					Full-Day Kindergarten	\$257,127
2016	Summit Park	Elem	N/A	625 pupil place JK-8 school with 3 room childcare centre on Summit Park site to accommodate enrolment pressure in Upper Stoney Creek & Glanbrook.	Capital Priorities	\$11,560,505
					Full-Day Kindergarten	\$1,285,634
					New Construction of Childcare	\$1,542,760
2017	Ancaster Senior	Elem	Ancaster	173 pupil place addition. 4 kindergarten rooms and 3 classrooms.	Capital Priorities	\$3,702,489
2017	Bellmoore	Elem	N/A	3 room childcare addition.	New Construction of Childcare	\$1,832,545
2017	Bennetto	Elem	N/A	3 room childcare centre renovation.	New Construction of Childcare	\$1,646,181

Year Funding Announced	School	Panel	Accommodation Review	Project	Funding Program	Funding
2017	Collegiate	Elem	Lower Stoney Creek	213 pupil place addition to accommodate the consolidation of Collegiate, Green Acres, and RL Hyslop. 3 room childcare centre addition.	School Consolidation Capital	\$3,959,266
					Full-Day Kindergarten	\$514,254
					Full-Day Kindergarten	\$1,542,760
2017	Dr. Davey	Elem	N/A	3 room childcare centre renovation.	New Construction of Childcare	\$1,021,381
2017	Glen Campus	Elem	East Hamilton City #2	682 pupil place school with 3 room childcare centre to accommodate the consolidation of Glen Brae, Glen Echo, and Sir Isaac Brock.	School Consolidation Capital	\$13,691,457
					Full-Day Kindergarten	\$1,285,635
					New Construction of Childcare	\$1,542,760
2017	Memorial (SC)	Elem	Lower Stoney Creek	495 pupil place school with 3 room childcare centre to accommodate the consolidation of Memorial (SC) and Mountain View.	School Consolidation Capital	\$10,122,412
					Full-Day Kindergarten	\$1,028,508
					New Construction of Childcare	\$1,542,760
2018	C.H. Bray	Elem	Ancaster	495 pupil place K-8 school with 3 room childcare centre.	Capital Priorities	\$10,952,155
					Full-Day Kindergarten	\$1,049,077
					New Construction of Childcare	\$1,542,762
2018	Mount Albion	Elem	N/A	10 classrooms (230 pupil places) addition and 3 room childcare centre addition to accommodate enrolment growth.	Capital Priorities	\$4,927,168
					New Construction of Childcare	\$1,542,762
2020	Binbrook School	Elem	N/A	615 pupil place K-8 school.	Capital Priorities	\$29,068,180
2021	Nash- Upper Stoney Creek	Elem	N/A	650 pupil place K-8 school with 3 room childcare centre	Capital Priorities	\$16,667,921

Year Funding Announced	School	Panel	Accommodation Review	Project	Funding Program	Funding
2024	Mount Hope	Elem	N/A	6 classroom (178 pupil places) addition and 5 room childcare centre.	Capital Priorities	\$5,644,672
					New Construction of Childcare	\$4,706,892
					Full-Day Kindergarten	\$2,845,158
2024	Waterdown ES	Elem	N/A	504 pupil place K-8 school with 5 room childcare centre.	Capital Priorities	\$20,836,645
					New Construction of Childcare	\$3,741,471
2025	Janet Lee ES	Elem	N/A	162 pupil place addition and 5 room childcare centre.	Capital Priorities	\$4,000,234
					New Construction of Childcare	\$3,753,900

Funding Type	Sum of Funding
Capital Priorities	\$ 218,322,182.00
Full-Day Kindergarten	\$ 16,403,775.00
New Construction of Childcare	\$ 29,458,464.00
School Consolidation Capital	\$ 46,720,873.00
Grand Total	\$ 310,905,294.00

LONG-TERM FACILITIES PLAN



Section 2.2: Facility Assessment

In an effort to provide a more comprehensive representation of HWDSB building inventory condition, staff developed a three-category assessment. The intent is to provide a more rounded approach to determining the building conditions taking into consideration not only building renewal needs but also aligning the condition of HWDSB facilities to include accessibility. The new facility assessment criteria were first presented to Trustees in 2021. The categories were modified via Board approval in April 2023, the update included removing the community consultation category and redistributing the weighted percentages.

The categories of facility assessment now include:

1. Facility Condition Index (60%):

Facility Condition Index (FCI) is the ratio of renewal costs to the estimated replacement value of the school facility, presented in a percentage format. This category, and associated values, will fluctuate over time and vary from year to year, depending on renewal needs of each facility. Through the process of the building condition assessments completed by the Ministry and appropriate Capital planning, Ministry School Renewal Funds and School Condition Improvement funds are to be allocated to address the immediate upcoming renewal needs.

2. Equity and Accessibility (25%):

This category takes into consideration how accessible and equitable the school is. The assessment under this section includes whether the school has an elevator, where applicable, a Barrier Free (BF) single staff washroom, a Barrier Free Entrance and All gender washroom. The four categories were provided an equal weighting (i.e. each was out of 25%). The following assumptions are made in the assessment of this category:

- Elevator: Schools with an elevator or LULA were allocated full points. No points were allocated for the interior ramps or chair lifts.
- Accessible Washroom: A single stall restroom with grab bars and appropriate signage was considered an accessible washroom; they may not include a door operator, may not meet the most up to date AODA requirements and are not necessarily universal barrier free washrooms (i.e. they do not all contain change tables and lifts).
- BF Entrance: Schools with ground level entrances and/ or ramps and include a door operator at the door are considered barrier free. This may not constitute as the main entrance door, i.e. door off of the parking lot. The assessment did not review door sizes.
- Washrooms for All: This category was specific to the availability of single stall washrooms. As there is no current mandate or direction on single-use washrooms in elementary schools, the assessment assumed that in every facility there is a single stall barrier free washroom, this would also be used as a washroom for all. This is applicable to both elementary and secondary schools. This assessment does not account for conversions of washrooms that schools may have completed independently.
- New school have adopted the single-use stall washroom design for students. This allows for less stalls that serve more students and provide access to active supervision.

3. Alignment to System Renewal Work (15%):

This category reviews the facilities condition as it relates to the Board's renewal categories:

- Accessibility Renovations
- Changeroom Renovations
- Corridor Renovations
- Dust Collector Replacement
- Electrical Upgrades
- Ground Sign Installation
- Gym Renovations
- Interior Renovations & Painting
- Safe Schools
- Main Entrance & Foyer Renovations
- Mechanical Upgrades
- Music Room Upgrades
- Other Project Requests
- Paving & Site Renovations
- Program Renovations
- Roof Replacements
- Security Upgrades
- Student Washroom Renovations
- Window Replacement
- Maintenance



Facility Assessment Classification

As noted, each facility previously fell into one of four categories (good, fair, average, poor) based on the FCI value alone. Staff are now assigning each facility into one of three categories (good, fair, poor). The new categories are defined below:

GOOD (66% – 100%): Highly suited for program delivery. Building infrastructure is appropriate and readily available to support program and use. Limited and manageable infrastructure and equipment failure may occur.

FAIR (45% – 65%): Space may be suitable for program delivery but may require modifications to the infrastructure to improve access and delivery. Facilities may look worn with apparent and increasing maintenance needs identified. Frequent infrastructure and equipment failure may occur. Occasional building shut down may occur.

POOR (0% – 44%): The space may hinder program delivery. Facilities will look worn with obvious deterioration. Equipment failure in critical items may be more frequent. Occasional building shut down could occur. Management risk is high.

The placement of each school into the appropriate classification will assist Facility Services staff in determining where resources are required to improve each of the corresponding four evaluation criteria, in addition to discussions with the related Superintendent of Equity and Student Achievement, administration team and school community.

Facility Condition Index Data Updates and Funding Implications

The Hamilton-Wentworth District School Board (HWDSB) monitors the condition of its facilities through comprehensive Facility Condition Assessments conducted by Gordian/VFA Canada. This organization is responsible for assessing schools across Ontario under the direction of the Ministry of Education. Initial assessments began in 2012 and were substantially completed by 2015. Schools are subsequently reassessed on an approximate five-year cycle, subject to capital project schedules and planned school closures.

Assessment data is generated and calculated by Gordian/VFA Canada. Following completion of each assessment, the resulting data is provided to the school board, which is responsible for updating and maintaining the facility condition reporting provided on an annual basis.

Due to the COVID-19 pandemic, scheduled assessments were paused in 2020 and resumed in 2024. Multiple site visits have been undertaken to address the assessment backlog. A total of 43 schools were reassessed across 2024 and 2025, with an additional 27 schools scheduled for reassessment in summer 2026. Facility Condition Index (FCI) data continues to be maintained and updated by Gordian/VFA Canada.



GOOD (66% – 100%): Highly suited for program delivery. Building infrastructure is appropriate and readily available to support program and use. Limited and manageable infrastructure and equipment failure may occur.

FAIR (45% – 65%): Space may be suitable for program delivery but may require modifications to the infrastructure to improve access and delivery. Facilities may look worn with apparent and increasing maintenance needs identified. Frequent infrastructure and equipment failure may occur. Occasional building shut down may occur.

POOR (0% – 44%): The space may hinder program delivery. Facilities will look worn with obvious deterioration. Equipment failure in critical items may be more frequent. Occasional building shut down could occur. Management risk is high.

57 Schools in good condition in 2025
66 schools in good condition in 2026

- | | |
|-----------------------------------|---------------------------------|
| 1. A.M. Cunningham – 72% | 41. Prince of Wales - 93%** |
| 2. Adelaide Hoodless – 73%** | 42. Queen Mary - 73%** |
| 3. Allan A. Greenleaf - 86% | 43. Queen Victoria - 93%** |
| 4. Ancaster High – 83% | 44. Ray Lewis – 89% |
| 5. Ancaster Meadow - 90% | 45. Richard Beasley – 71% |
| 6. Balaclava - 76% | 46. Ridgemount - 85% |
| 7. Bellmoore - 96% | 47. Rockton - 100% |
| 8. Bennetto - 86% | 48. Rosedale - 68% |
| 9. Bernie Custis - 100% | 49. Saltfleet - 86% |
| 10. Cathy Wever - 88%** | 50. Shannen Koostachin - 100% |
| 11. Central - 71%** | 51. Sherwood - 99% |
| 12. Chedoke - 75% | 52. Sir Allan MacNab - 80% |
| 13. Collegiate - 99% | 53. Sir William Osler - 90% |
| 14. Dalewood - 70% | 54. Sir Winston Churchill - 71% |
| 15. Dr. J Edgar Davey - 95%** | 55. South Meadow - 100% |
| 16. Dundas Valley - 84% | 56. Spring Valley - 100% |
| 17. Earl Kitchener - 75% | 57. Templemead – 77% |
| 18. Eastdale - 100% | 58. Tiffany Hills - 100% |
| 19. E. E. Michaelle Jean – 67% | 59. Viola Desmond - 100%** |
| 20. Frank Panabaker South - 73% | 60. Viscount Montgomery - 83%** |
| 21. Franklin Road - 72% | 61. W. H. Ballard - 78% |
| 22. Gatestone - 93% | 62. Waterdown - 91% |
| 23. George L. Armstrong - 77% | 63. Westmount - 75% |
| 24. Glendale - 86% | 64. Westview - 78% |
| 25. Greensville - 100% | 65. Winona - 99% |
| 26. Guy Brown - 95% | 66. Yorkview – 73% |
| 27. Hillcrest - 91%** | |
| 28. Janet Lee - 86% | |
| 29. Kanetskare - 89% | |
| 30. Lake Avenue - 70%** | |
| 31. Lawfield - 81% | |
| 32. Mary Hopkins - 68% | |
| 33. Memorial – 88% | |
| 34. Millgrove - 86% | |
| 35. Mount Albion – 93% | |
| 36. Mount Hope - 75% | |
| 37. Nora Frances Henderson - 100% | |
| 38. Norwood – 83% | |
| 39. Orchard Park - 79% | |
| 40. Pauline Johnson - 76%** | |

^ Approved Closure Pending Ministry Funding
** Learning Opportunity Index School

GOOD (66% – 100%): Highly suited for program delivery. Building infrastructure is appropriate and readily available to support program and use. Limited and manageable infrastructure and equipment failure may occur.

FAIR (45% – 65%): Space may be suitable for program delivery but may require modifications to the infrastructure to improve access and delivery. Facilities may look worn with apparent and increasing maintenance needs identified. Frequent infrastructure and equipment failure may occur. Occasional building shut down may occur.

POOR (0% – 44%): The space may hinder program delivery. Facilities will look worn with obvious deterioration. Equipment failure in critical items may be more frequent. Occasional building shut down could occur. Management risk is high.

1. Billy Green – 55%
2. Buchanan Park - 59%
3. Cootes Paradise - 65%
4. Dundas Central - 55%
5. Flamborough Centre - 63%
6. Frank Panabaker North - 54%^
7. Glenwood - 59%
8. Gordon Price - 57%
9. Helen Detwiler - 50%
10. Hess Street - 61%^**
11. Highview - 52%
12. Holbrook - 49%
13. Huntington Park - 52%
14. James Macdonald - 49%
15. Lincoln M. Alexander - 65%
16. Lisgar - 51%
17. Mountview – 51%
18. Parkdale - 65%**
19. Queensdale – 55%
20. R A Riddell - 47%
21. Rousseau – 62%
22. Sir Wilfrid Laurier – 57%
23. Tapleytown - 47%
24. Westdale – 65%
25. Westwood - 47%**

^ Approved Closure Pending Ministry Funding
 ** Learning Opportunity Index School

29 Schools in fair condition in 2025
 25 schools in fair condition in 2026

GOOD (66% – 100%): Highly suited for program delivery. Building infrastructure is appropriate and readily available to support program and use. Limited and manageable infrastructure and equipment failure may occur.

FAIR (45% – 65%): Space may be suitable for program delivery but may require modifications to the infrastructure to improve access and delivery. Facilities may look worn with apparent and increasing maintenance needs identified. Frequent infrastructure and equipment failure may occur. Occasional building shut down may occur.

POOR (0% – 44%): The space may hinder program delivery. Facilities will look worn with obvious deterioration. Equipment failure in critical items may be more frequent. Occasional building shut down could occur. Management risk is high.

1. Cecil B. Stirling - 22%
2. Dundana - 19%
3. Strathcona- 42%^

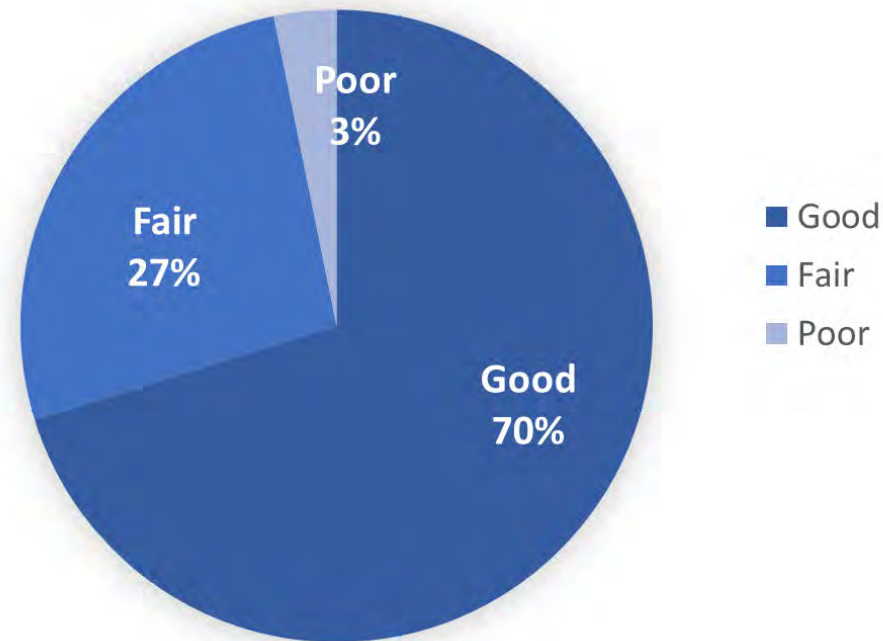
^ Approved Closure Pending Ministry Funding
** Learning Opportunity Index School

8 Schools in poor condition in 2025
3 schools in poor condition in 2026

Facility Assessment Classification Percentages

As of May 2026, there are sixty-six (66) buildings in good condition, twenty-six (26) in fair condition and two (2) in poor condition.

Facility Assessment



Student Enrolment by Facility Rating

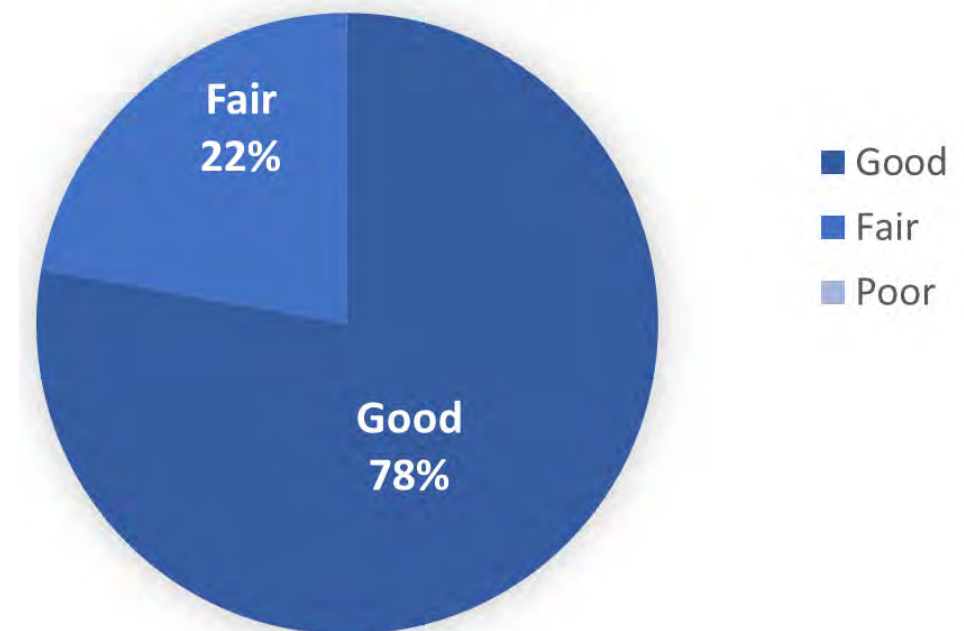
The following tables break down the percentage of students attending facilities based on their rating. As per the chart above, 70% of HWDSB facilities are in good condition. Over 40,000 students attend school rated as good which accounts for 78% of HWDSB's total enrolment. Schools rated in fair condition accommodate approximately 26% of student enrolment while the final 1% of students attend a school rated in poor condition.

Facility Assessment Rating	Facility Count	Student Enrolment	Enrolment Percentage
Good	66	40,913	78%
Fair	26	10,482	20%
Poor	2	828	2%

Learning Opportunity Index Schools Facility Assessment

The Learning Opportunity Index Strategy launched in 2017-18 initially identified 20 elementary schools as learning opportunity based on previous high/moderate needs, low student achievement, data from the census, the Early Development Instrument, and superintendent visits.

Learning Opportunity Index Schools - Building Assessment



Learning Opportunity Index Schools Strategy involves assigning administrators to the schools based on the best fit; extra resources including reading specialists, student success teachers, math facilitators and elementary program consultants; regular meetings of diverse staff groups to identify successful practices; and the nurturing of community partnerships.

As of May 2026, there are 18 identified Learning Opportunity Index Schools, fourteen (14) in good condition, four (4) in fair condition, and none (0) in poor condition.

Learning Opportunity Index School	Rating
Adelaide Hoodless, Bennetto, Cathy Wever, Central, Dr Davey, Hillcrest, Lake Avenue, Pauline Johnson, Prince of Wales, Queen Mary, Queen Victoria, Viola Desmond, Viscount Montgomery, and W.H. Ballard	Good
Hess Street, Parkdale, Sir Wilfrid Laurier and Westwood	Fair

Facility Assessment Categories

The following chart illustrates how each facility is rated in the three (3) facility assessment categories.

Elementary Schools					
Facility	FCI Value (60%)	Equity and Accessibility (25%)	System Renewal Work (15%)	Total	Building Condition
A. M. Cunningham	46	19	8	72%	Good
Adelaide Hoodless**	37	25	11	73%	Good
Allan A. Greenleaf	50	25	11	86%	Good
Ancaster Meadow	54	25	11	90%	Good
Balacava	57	8	11	76%	Good
Bellmoore	60	25	11	96%	Good
Bennetto**	46	25	15	86%	Good
Billy Green	30	25	0	55%	Fair
Buchanan Park	29	19	11	59%	Fair
Cathy Wever**	55	19	15	88%	Good
Cecil B. Stirling	12	6	4	22%	Poor
Central**	38	25	8	71%	Good
Chedoke	47	25	4	75%	Good
Collegiate	59	25	15	99%	Good
Cootes Paradise	40	25	0	65%	Fair
Dalewood	34	25	11	70%	Good
Dr. J Edgar Davey**	59	25	11	95%	Good
Dundana	12	6	1	19%	Poor
Dundas Central	27	25	4	55%	Fair
Earl Kitchener	53	19	4	75%	Good
Eastdale	60	25	15	100%	Good
E.E Michaelle Jean	33	19	15	67%	Good
Flamborough Centre	47	8	8	63%	Fair
Franklin Road	36	25	11	72%	Good
F. Panabaker North^	47	6	0	54%	Fair
Frank Panabaker South	41	25	8	73%	Good
Gatestone	53	25	15	93%	Good
George L. Armstrong	41	25	11	77%	Good
Glenwood	34	25	0	59%	Fair
Gordon Price	28	25	4	57%	Fair
Greensville	60	25	15	100%	Good
Guy Brown	59	25	11	95%	Good
Helen Detwiler	38	8	4	50%	Fair
Hess Street ^ **	40	6	15	61%	Fair
Highview	26	19	8	52%	Fair
Hillcrest**	55	25	11	91%	Good
Holbrook	37	6	6	49%	Fair
Huntington Park	27	25	0	52%	Fair
James Macdonald	22	13	15	49%	Fair
Janet Lee	55	17	15	86%	Good
Kanetskare	49	25	15	89%	Good

Facility	FCI Value (60%)	Equity and Accessibility (25%)	System Renewal Work (15%)	Total	Building Condition
Lake Avenue**	45	17	8	70%	Good
Lawfield	45	25	11	81%	Good
Lincoln M. Alexander	56	8	0	65%	Fair
Lisgar	39	8	4	51%	Fair
Mary Hopkins	42	19	8	68%	Good
Memorial	59	25	4	88%	Good
Millgrove	54	25	8	86%	Good
Mount Albion	53	25	15	93%	Good
Mount Hope	50	25	0	75%	Good
Mountview	38	8	4	51%	Fair
Norwood Park	56	13	15	83%	Good
Parkdale**	44	6	15	65%	Fair
Pauline Johnson**	43	25	8	76%	Good
Prince of Wales**	57	25	11	93%	Good
Queen Mary**	44	25	4	73%	Good
Queen Victoria**	57	25	11	93%	Good
Queensdale	30	25	0	55%	Fair
R.A. Riddell	33	6	8	47%	Fair
Ray Lewis	53	25	11	89%	Good
Richard Beasley	43	25	4	71%	Good
Ridgemount	53	25	8	85%	Good
Rockton	60	25	15	100%	Good
Rosedale	39	25	4	68%	Good
Rousseau	37	25	0	62%	Fair
Shannen Koostachin	60	25	15	100%	Good
Sir Wilfrid Laurier	44	13	0	57%	Fair
Sir William Osler	53	25	11	90%	Good
South Meadow	60	25	15	100%	Good
Spring Valley	60	25	15	100%	Good
Strathcona^	29	13	0	42%	Poor
Taplestown	22	25	0	47%	Fair
Templemead	41	25	11	77%	Good
Tiffany Hills	60	25	15	100%	Good
Viola Desmond**	60	25	15	100%	Good
Viscount Montgomery	47	25	11	83%	Good
W.H. Ballard	42	25	11	78%	Good
Westview	49	25	4	78%	Good
Westwood**	38	8	0	47%	Fair
Winona	59	25	15	99%	Good
Yorkview	43	19	11	73%	Good

^ Approved closure pending ministry funding
 ** Learning Opportunity Index School

Facility Assessment Categories

Secondary Schools					
Facility	FCI Value (60%)	Equity and Accessibility (25%)	System Renewal Work (15%)	Total	Building Condition
Ancaster High	46	25	12	83%	Good
Bernie Custis	60	25	15	100%	Good
Dundas Valley	53	25	6	84%	Good
Glendale	49	25	12	86%	Good
Nora Frances Henderson	60	25	15	100%	Good
Orchard Park	45	25	9	79%	Good
Saltfleet	58	25	3	86%	Good
Sherwood	59	25	15	99%	Good
Sir Allan MacNab	43	25	12	80%	Good
Sir Winston Churchill	43	25	3	71%	Good
Waterdown	59	25	8	91%	Good
Westdale	34	25	6	65%	Fair
Westmount	44	25	6	75%	Good



BE YOU. BE EXCELLENT.

LONG-TERM FACILITIES PLAN



Section 3.1: Facility Operations





Preventative Maintenance Plan

Hamilton-Wentworth District School Board (HWDSB) believes all students have the right to learn in equitable and sustainable schools. The Renewed 5-Year Facility Maintenance Plan has been developed to support HWDSB's Strategic Directions, Board Improvement Plan and Long-Term Facilities Plan (LTFP). This Plan addresses specific non-renewal maintenance requirements in our facilities. The Board's MultiYear Capital Plan addresses major renewal work such as window, boiler or roof replacements and major renovation projects.

The Renewed 5-Year Facility Maintenance Plan provides us with a framework for addressing repairs and preventative maintenance events to ensure the ongoing operations of HWDSB facilities. The Plan provides a means of measuring actual progress against planned accomplishments. Through tracking of trending analysis, deficiencies may be maintained at a manageable level or used to reflect an unmanageable area of concern that should be addressed in future budget processes.

The ultimate objective of the plan is to transition from a reactive plan to a predictive and preventative (proactive) plan that will permit the proper allocation of funds to the needs of the inventory, reduce emergency spending, and prolong the lifecycle of assets in the inventory.

Specific objectives include:

-  Ensuring that facilities are operated in an effective, safe, and economical manner.
-  Providing maintenance planning for buildings, grounds, and equipment, which eliminates or reduces, the risk of failure and safety hazards; thereby, protecting the occupants as well as the investment.
-  Providing minor alterations to facilitate the continued functionality of buildings as their educational needs and uses change over time.
-  Providing continuous use of facilities without disruption to programs by applying the principles of Preventive Maintenance (PM), thus reducing the possibility of emergency repairs.

The execution of the Renewed 5-Year Facility Maintenance Plan is led by the Facility Operations Manager, who is supported by a team of 14 Facility Operation Supervisors. Those supervisors are each assigned to a Secondary School and a group of Elementary Schools and are responsible to oversee custodial and maintenance activities and staffing throughout the operating school day. Facility Operations Supervisors rotate supervision during the afternoon and evening caretaking shifts.

Facility Services staff regularly review the Facility Condition Index (FCI) prepared by Gordian/VFA Canada for each of the 93 schools in the current HWDSB inventory. In addition, reactive and proactive facility needs are tracked utilizing the work order system and facility operations software adopted by HWDSB.

The Renewed 5-Year Maintenance Plan was developed utilizing data from the FCI. FCI is a ratio used to measure the relative condition of a building taking into account all building systems. It is calculated by dividing the cost of repairs for the building by the replacement value. Currently, FCI is only determined by requirements that have been identified under the School Condition Improvement (SCI) funding source. School Condition Improvement, School Renewal Allocation and Proceeds of Disposition expenditures are currently required to be reported in VFA.

Facility condition assessments occur on a five-year cycle. These assessments are derived from visual inspections undertaken for the architectural, structural, mechanical and electrical elements of the building. The assessment is used to determine the remaining service life of a specific building component. FCI assessors determine the replacement timing of a building component and the estimated cost to address the replacement. It is with the replacement timing and estimated cost that the FCI can be calculated.

Renewal Vs. Non-Renewal Requirements

A renewal requirement is a requirement record that is automatically generated based on a system renewal event in VFA. A system renewal event is the cyclical repair or replacement of a VFA system as it reaches the end of its useful life. System renewal is forecast to occur at the end of a system's lifetime in its renewal year, which is based on the system's expected lifetime or its observed condition.

A non-renewal requirement is a facility need or a deficient condition that should be addressed, including deferred maintenance, code issues, functional requirements, and capital improvements. A non-renewal requirement can affect an assembly, piece of equipment, or any other system.

Maintenance plan projects are typically non-renewal requirements. However, for this plan, both renewal and non-renewal requirements have been considered. For example, a roof replacement would be considered a renewal and a major roof repair is considered a non-renewal requirement as it does not involve an entire system replacement.

Other Exclusions

VFA tracks and records the lifecycle of building components from the year of install. There are some systems, such as standard foundations or structural frames, which have a lifecycle of 150 years and require extensive work and funding to address as a replacement project. In these cases, VFA recommends that a study take place to determine the cost of major renewal or replacement for these systems. As such, cost estimates identified in VFA are based only on a visual inspection.

Studies for standard foundations and structural frames are not included in this plan. Electrical components are also not included in this plan as assessments are limited to visual inspection only, making it difficult to determine actual conditions.

Preventative Maintenance Plan

A Preventative Maintenance Plan has also been developed to support the objectives of the 5-Year Facility Maintenance Plan. Preventative maintenance is scheduled maintenance to equipment in buildings ensuring that building systems are operating properly in order to avoid any unscheduled breakdown or downtime. Preventative maintenance is completed by CUPE Maintenance and Caretaking staff, who regularly inspect and service equipment on a scheduled basis. Services are also provided by certified third party providers when required.

Asset Management

HWDSB utilizes a facility operations system that includes an asset management module. The Facility Services department is currently in the process of cataloguing vital building assets for the purposes of scheduling regular maintenance and for lifecycle management.

The asset management tool allows us to:

- Capture and store major capital assets within the building envelope including mechanical, electrical and architectural components and systems
- Track complete lifecycle information for all physical assets, including theoretical life, estimated replacement date and current value
- Plan inspections and routine maintenance according to your preventative maintenance plan using the built-in scheduler
- Search and report on work orders by asset and by type of maintenance schedule

Funding

School Facilities Fund

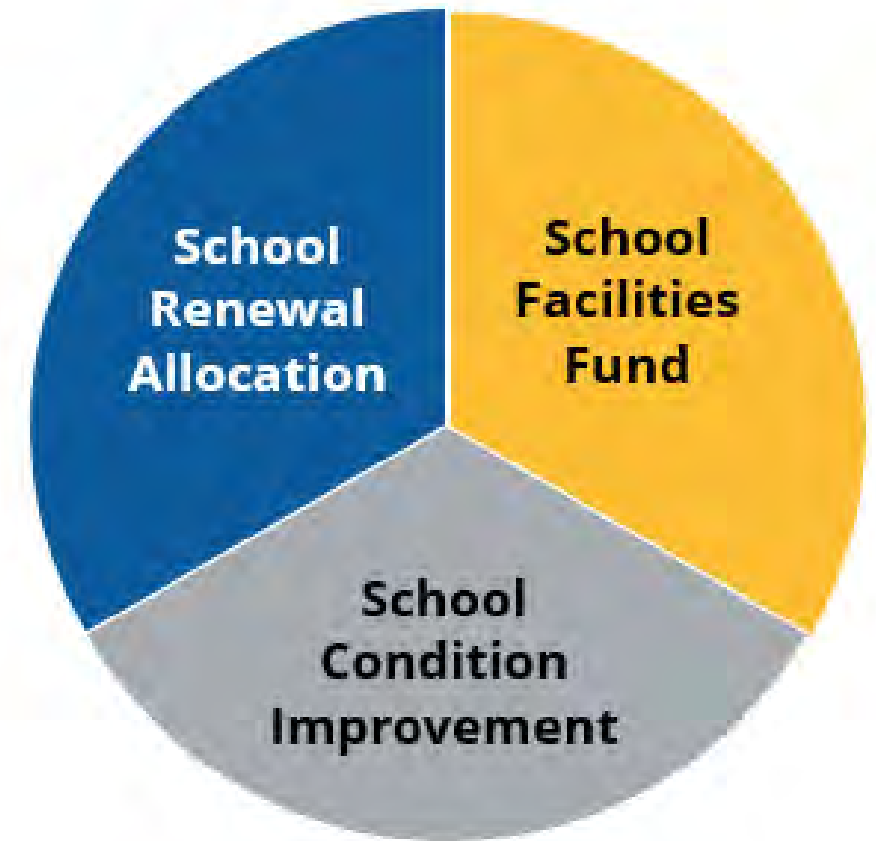
School boards receive funding for maintenance and minor repairs through the School Facilities Fund (SFF). This funding source is also reserved for other costs associated with facilities such as utility, insurance, cleaning, maintenance, security and custodial staffing. The amount we receive from the Ministry through the School Facilities Fund is calculated based on enrolment numbers and a square footage factor. HWDSB determines percentage allocations to the various components of our operations. Currently HWDSB allocates approximately \$3.5M to maintenance repairs and minor renovations. Preventative Maintenance is funded in part through this grant.

School Condition Improvement

School Condition Improvement (SCI) SCI is intended to address the renewal backlog from the data collected to date through the Ministry's 5-year Condition Assessment Program. 70 percent of SCI funding must be directed to key building components (foundations, roof, windows and HVAC / plumbing systems). The remaining 30 percent may be directed to the costs to improve any locally identified renewal needs that are listed in VFA.

School Renewal Allocation

School Renewal Allocation (SRA) is an annual amount that is provided through the Ministry funded School Facilities Fund under Core Education Funding. This funding is available to address the costs associated with repairs and renovations to schools. Up to 15% of the SRA can be spent on renewal and repair of building systems. Historically, HWDSB received approximately \$8M in SRA funds, of which \$1.1M can be utilized to address renewal needs as identified through VFA.



Implementation

Preventative Maintenance Planning

The Preventative Maintenance Plan is intended to reduce reactive repairs on facility equipment. This program will also reduce down-time for equipment and potential loss of service for buildings. The items listed in the plan are deemed to be essential pieces of equipment to which service schedules can be assigned.

Service schedules are determined through various sources. In some cases, preventative maintenance is mandatory and directed through regulated requirements. For example, the Technical Standards and Safety Authority (TSSA) sets industry standards in Ontario for boilers and pressure values and elevating devices. In other cases, preventative maintenance schedules are established by following manufacturers suggested service intervals or industry standards.

The estimated costs for conducting preventative maintenance plans on each component is estimated to be \$240,000 annually over the 5-year period.

Preventative maintenance is tracked through recurring work orders scheduled for each asset identified. Asset tracking allows us to monitor the performance of an asset throughout its lifecycle and foresee future replacement. The asset tracker also allows us to review all maintenance work performed on the asset and ensure that routine inspections are performed as required in the plan.

The Facility Services Department has identified ten building system assets for ongoing preventative maintenance planning, outlined in the table to the right.

Plan to Address VFA Requirements

The Renewed 5-Year Facility Maintenance Plan focuses on addressing requirements grouped into the following categories; building exterior, roof, building interior, mechanical, and site. Examples of events included in each category are as follows:

Category	Examples of Events Included in Category
Building - Exterior	concrete, masonry, framing, and windows
Building - Interior	partition walls, millwork, flooring, stairs, ceilings and elevators
Roof	roof repair replacement, shingles
Mechanical & Electrical	HVAC, plumbing, branch wiring
Site	asphalt, paving, concrete, grass, retaining walls

A total of 18 event requirements at 13 schools, as identified in VFA, were completed in 2025.

VFA assigns a value to each component listed in the requirements. Estimated costs are based on those predetermined values. Actual costs for repairs will vary and will depend on a number of factors including market conditions, variations in cost of labour and materials and availability of service providers.

In 2025, estimated costs were reduced by \$1,401,109 by completing building exterior, building interior and mechanical & electrical projects. A summary of estimated costs, based on VFA calculations is as follows:

Category	Estimated Cost (VFA)
Building - Exterior	\$91,939
Building - Interior	\$230,623
Mechanical & Electrical	\$989,026
Roof	\$89,521
Total	\$1,401,109

Asset	Preventative Maintenance Plan
Elevators	Elevators are serviced through a third-party licensed mechanic. Preventative maintenance includes inspections both inside and outside the car. Repairs and adjustments are made as inspections are completed.
Lifts and LULAs	Lifts and LULAs are intended for limited use to address specific accessibility needs. Lifts are also serviced through a third-party licensed mechanic. Preventative maintenance includes examination and adjustments to the power unit, hydraulics, lifting and mounting points, and railings.
Boilers	A boiler is a closed vessel or arrangement of vessels and tubes, together with a furnace or other heat source, in which steam or other vapor is generated from water to supply heat. Preventative maintenance for boilers involves three steps: fireside maintenance, waterside maintenance, and system diagnostics.
Pumps	Pumps circulate liquid to building areas. Preventative maintenance for pumps involves lubrication, inspection of moving parts, inspection for leaks and replacement of worn parts.
Compressors	Air compressors are devices that pressurizes air and are used to power shop equipment or air powered devices such as thermostats. Preventative maintenance for compressors involves inspecting all moving parts, inspecting and replacing belts as necessary, and checking for proper operation.
Chillers	A typical chilled water cooling plant is comprised of one or more chiller(s), chilled water circulation pump(s), condenser water pump(s), and cooling tower(s). Preventative maintenance for chillers involves inspecting all moving parts, ensuring a leak free unit, cleaning the tubes, testing and treating the water and analyzing oil and refrigerant.
Fan Units	A fan unit distributes air to areas of buildings for the purposes of heating, cooling or ventilation. Preventative maintenance on fan units includes inspecting the unit and removing any visible debris and dust, oiling and lubricating moving parts and checking and replacing belts.
Roof Systems	Roof systems include components such as the membrane, ballast, insulation and curbs. The preventative maintenance for a roofing system involves detailed inspections, condition assessments and repairs to areas of concern.
Unit Ventilators	Unit ventilators heat or cool air to provide warmth or cooling to a single room. Preventative maintenance for unit ventilators is inspecting the outside and inside of the unit and removing any visible debris and dust, oiling and lubricating moving parts and checking and replacing belts.
Heat Pumps	Heat pumps use energy to transfer heating or cooling to a space. Preventative maintenance for heat pumps involves inspecting for dirt and other obstructions and lubricating motors, inspecting belts for tightness and wear and replacing belts as necessary.
Cooling Towers	A cooling tower is a specialized heat exchanger in which air and water are brought into direct contact with each other in order to reduce the water's temperature. Preventative maintenance for cooling towers includes monitoring conductivity readings and checking valves, bolts and fan belts.
Kitchen Exhaust Systems	A kitchen exhaust system is a device that has a mechanical fan hanging above a cooktop which helps to remove odors, airborne grease, fumes, combustion products, smoke, heat, and steam from the air by evacuation of the air and filtration. Systems are inspected, degreased, cleaned and serviced.



Education Sector Background

Under the Green Energy Act 2009 (O. Reg. 397/11) as well as the Electricity Act, 1998 (O. Reg. 507/18) now amended to (O. Reg 25/23) public agencies such as municipalities, municipal service boards, school boards, universities, colleges and hospitals are required to report on their energy consumption and greenhouse gas (GHG) emissions beginning in 2013 and to develop and implement energy Conservation and Demand (CDM) plans starting July 1, 2014.

Hamilton-Wentworth District School Board possessed a total of 102 buildings with utility consumption in the fiscal year 2025. Of the 102 buildings, 83 were elementary and 13 secondary schools, with a total enrollment of 51,944 students. The additional 6 buildings are categorized as “other” which include administrative, leased, under construction, closed or demolished.

HWDSB endeavors to continue our commitment to reducing both its energy consumption and resulting associated generated greenhouse gases. We have a responsibility to reduce or eliminate unnecessary consumption as part of the community and moral responsibility to our students who will inherit the planet.

The Board currently uses and continually upgrades a large variety of energy-efficient heating and ventilation and air conditioning (HVAC) equipment. These include items such as fully condensing boilers, advanced technology air handling equipment such as heat recovery units & energy recovery units, roof top air handlers with economizers, heat pumps, chillers and variable frequency drives on pump and fan motors.

HWDSB has 100+ sites with varying levels of computerized building automation systems (BAS). The BAS controls and monitors the operation of a variety of items including HVAC and lighting. While providing proper Indoor Air Quality (IAQ) for our occupants, the building automation systems (BAS) allows more flexible operation and scheduling of equipment.

Both exterior and interior lighting have been upgraded to more efficient means while maintaining an excellent learning environment for our staff and students. In addition, a wide variety of lighting controls are used to reduce unnecessary electrical consumption. This includes motion detectors, daylight harvesting and building automation systems (BAS).

HWDSB ensures the selection of building products used for both new construction and renovations are of a high standard as they relate to “R” insulation value. Examples of these are window glazing, wall and roof insulation, pipe insulation, and insulated exterior doors.

The Board also endeavors to promote environmental stewardship amongst our schools by participation in the Ministry of Education’s Eco-School Program. The program for grades 1-12 students is intended to develop ecological literacy while engaging them in practices to become environmentally responsible citizens.

HWDSB currently has rooftop photovoltaic solar panels installed at nine locations. There is one system at the Education Centre, one system at Waterdown District High School and seven elementary schools (Ancaster Meadows, Gatestone, Janet Lee, Lawfield, Ray Lewis, Sir William Osler and Templemead) all generating power back to the local distribution company hydro grid.

HWDSB's Asset Portfolio

The table to the right outlines the energy-related variables/metrics in the HWDSB's asset portfolio that changed yearly from the baseline fiscal year 2023 to fiscal year 2028. From the table to the right, over the years the number of buildings has decreased, since many of the closed schools were sold. The amount of portables increased as well as the daily enrolment number. Data for fiscal year 2026-2028 will be available in future years.

	Fiscal Year 2023 (Baseline)	Fiscal Year 2024	Fiscal Year 2025 (Current)	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Year of Year Variance
Total Number of Elementary Schools	80	80	83	TBD	TBD	TBD	+3
Total Number of Secondary Schools	13	13	13	TBD	TBD	TBD	0
Total Number of Other Buildings	13	9	6	TBD	TBD	TBD	-3
Total Number of Buildings	106	102	102	TBD	TBD	TBD	0
Total Number of Portables/Portapaks	169	194	193	TBD	TBD	TBD	-1
Total Floor Area (Ft2)	7,335,006	7,297,838	7,297,070	TBD	TBD	TBD	-768
Average Daily Enrolment	49,936	50,920	51,994	TBD	TBD	TBD	1,023.82

Energy Consumption Data for HWDSB

The below table shows the metered consumption values in the common unit of ekWh comparing baseline fiscal year 2023 to the current reporting fiscal year 2024, looking at the variance between the Total Electricity (kWh), Total Natural Gas (ekWh), Total District Heat (ekWh), Total Energy Consumed (ekWh) and overall Energy Intensity (ekWh/ft2). The Energy Intensity (ekWh/ft2) increased slightly in fiscal year 2024 when compared to baseline, even though the total energy consumed was less due to the decrease of floor area from sold buildings. After covid there has been a significant emphasis placed on ventilation which has led to the increase in the natural gas consumption.

Metered Data	Fiscal Year 2023 (Baseline)	Fiscal Year 2024	Fiscal Year 2025 (Current)	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Year Over Year Variance
Total Electricity (kWh)	43,854,900	41,422,428	41,791,392	TBD	TBD	TBD	368,964
Total Natural Gas (ekWh)	68,581,344	71,188,032	66,719,212	TBD	TBD	TBD	-4,468,820
Total District Heat (ekWh)	0	0	0	TBD	TBD	TBD	0
Total Energy Consumed (ekWh)	112,436,240	112,610,464	108,510,608	TBD	TBD	TBD	-4,099,856
Energy Intensity (ekWh/ft2)	15.33	15.43	14.87	TBD	TBD	TBD	-0.56

1. Other buildings refers to either administrative, leased, under construction, closed or demolished
 2. Metered consumption is the quantity of energy used and does not include a loss adjustment value (the quantity of energy lost in transmission), does not take into consideration the impact of weather on energy usage and as a result, it does not allow an accurate analysis of energy performance from one year to the next.

Weather Normalized Energy Consumption Values

In Ontario, 25-35% of energy consumption for a facility is impacted by weather. To put the impact of weather in context, the following chart shows the Weighted Average Heating Degree Days (HDD)³ and Cooling Degree Days (CDD)⁴ for the six most common Environment Canada weather stations in the Ontario education sector.

Ontario Degree Days	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023
HDD	3,989	4,196	3,837	3,696	3,799	3,611
CDD	432	334	415	392	340	267

The best way to compare energy consumption values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allow an "apple-to-apple" comparison of consumption across multiple years. However, a straight comparison of Total Energy Consumed between one or more years does not take into consideration changes in a board's asset portfolio, such as changes in buildings' attributes, and newly implemented programs which will significantly impact energy consumption. As a result, weather normalized Energy Intensity⁵ is the most accurate measurement that allows the evaluation of a board's energy consumption from one year to another as it negates any change in floor areas.

HWDSB 2026 Long-Term Facilities Plan Section 3.1: Energy Conservation & Demand Plan

The below table shows the normalized consumption values in the common units of ekwh comparing baseline fiscal year 2023 to fiscal year 2024 and 2025, looking at the variance in the Total Electricity (kWh), Total Natural Gas (ekWh), Total District Heat (ekWh), Total Energy Consumed (ekWh) and overall Energy Intensity (ekWh/ft2). The chart indicates that both electricity consumption and natural gas consumption have decreased with an overall reduction in total energy consumed year over year leading to a decrease in energy intensity indicating positive energy conservation efforts.

Comparing fiscal year 2024 to fiscal Year 2025, there was a significant decrease in the natural gas consumed.

Weather Normalized Data	Fiscal Year 2023 (Baseline)	Fiscal Year 2024	Fiscal Year 2025 (Current)	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Year Over Year Variance
Total Electricity (kWh)	43,461,588	41,275,160	41,119,188	TBD	TBD	TBD	-155,972
Total Natural Gas (ekWh)	58,884,712	65,830,908	58,151,840	TBD	TBD	TBD	-7,679,068
Total District Heat (ekWh)	0	0	0	TBD	TBD	TBD	0
Total Energy Consumed (ekWh)	102,346,304	107,106,064	99,271,024	TBD	TBD	TBD	-7,835,040
Energy Intensity (ekWh/ft2)	13.95	14.68	13.60	TBD	TBD	TBD	-1.07

3 Heating Degree Day (HDD) is a measure used to quantify the impact of cold weather on energy use. In the data above, HDD are the number of degrees that a day's average temperature is below 18C (the balance point), the temperature at which most buildings need to be heated

4 Cooling Degree Day (CDD) is a measure used to quantify the impact of hot weather on energy use. In the data above, CDD are the number of degrees that a day's average temperature is above 18C, the temperature at which most buildings need to be cooled. It should be noted that not all buildings have air conditioning and some buildings have partial air conditioning. The UCD only applies CDD to meters that demonstrate an increase in consumption due to air conditioning.

5 Energy Intensity (EI) is the quantity of total energy consumed divided by the total floor area. EI is typically expressed as ekWh/ft2, GJ/m2 etc., depending on the user's preference.

Newly Implemented Programs/ Factors

The Conservation Goals were forecasted in Spring 2014. Since then, a number of factors that impact energy consumption have been introduced to the education sector. These factors may either increase or limit a board's ability to achieve the forecasted Conservation Goals. In addition, it takes a minimum of one full year after an energy management strategy has been implemented before an evaluation can determine the associated actual energy savings achieved. Some of these factors include:

Full Day Kindergarten (FDK)

The introduction of FDK resulted in many new spaces being created through new additions or extensive renovations of existing facilities. These new spaces resulted in more floor area and in some cases more energy-intensive designs due to factors such as higher ventilation requirements, the implementation of air conditioning etc. which increase the energy intensity of a building. In Ontario, more than 470,000 new students were added to the education sector due to the implementation of FDK.

Before and After School Programs

These programs were implemented to support the introduction of FDK spaces. Before and After School Programs require a facility's HVAC system to operate for an extended period of time on a daily basis, which increases overall energy intensity.

Community Use of Schools

The Ministry of Education introduced funding to all school boards designed to make school space more affordable for use after hours. Both indoor and outdoor school space is available to not-for-profit community groups at reduced rates, outside of regular school hours. As a result of this funding, the use of school space, typically gymnasiums and libraries, increased to maximum utilization. The use of these spaces during non-school hours requires a facility's HVAC system to operate for an extended period of time on a daily basis, which increases overall energy intensity.

Community Hubs

In 2016, the Ministry of Education introduced funding for boards to implement Community Hubs within their asset portfolios. As a result, many schools now offer a wider range of events (cultural), programs (arts, recreation, childcare) and services (health, family resource centres). The dramatic increase in community use means that many schools now operate from 6:00 a.m. until 10:00 p.m. during weekdays and are open for long durations of time on weekends. As a result, a facility's HVAC system must operate for significantly longer to support community hubs and overall energy consumption/intensity is increased.

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Air Conditioning

Historically schools had minimal or no air conditioning within the facility. However with changing weather patterns, “shoulder seasons” such as May, June and September which are experiencing higher than normal temperatures and requests from parents, the amount of air conditioning within facilities is significantly increasing correlating to an increase in a facility’s energy consumption.

Compliance with current Ontario Building Code (OBC)

When renovations occur or an addition is built onto an existing school, in-place equipment such as HVAC systems, lighting etc., may be required to meet current OBC standards which may result in increased energy consumption. For example, under the current OBC, buildings constructed today have increased ventilation requirements meaning more outside air is brought into a facility. As a result, HVAC systems need to work longer to condition the increased amount of outdoor air, further increasing the energy consumed.

Covid-19 Pandemic Response

Due to the covid-19 pandemic response, fiscal year 2021 had a significant increase in energy intensity due to numerous factors including increased filter MERV ratings, running equipment longer to provide air flushing before and after school, increased fresh air intake, opening windows and operating numerous HEPA air purifier units further increasing the energy consumed.

FY2023- FY2028 Energy Conservation Goals and Results

In 2023, the HWDSB set annual energy conservation goals for the next five fiscal years targeting a cumulative total 3% year over year reduction in Energy Intensity using fiscal year 2023 data as a new baseline. The following chart compares the Energy Intensity Conservation Goal with the Actual Energy Intensity Reduced for each year using both metered and weather normalized data. By the end of fiscal year 2028 the HWDSB hopes to reach a raw energy intensity of 14.87 ekWh/ft² and a weather normalized energy intensity of 13.54 ekWh/ft².

Annual Energy Intensity Conservation Goals	Fiscal Year 2023 (Baseline)	Fiscal Year 2024	Fiscal Year 2025 (Current)	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	FY2023-FY2025 Percent (%) Change
Projected Conservation Target Reduction in (%)		1.0%	0.5%	0.5%	0.5%	0.5%	
Raw Projected Energy Intensity Target (ekWh/ft ²)	15.33	15.18	15.10	15.02	14.95	14.87	2.97%
Raw Actual Energy Intensity (ekWh/ft ²)	15.33	15.43	14.87	TBD	TBD	TBD	2.99%
Weather Normalized Projected Energy Intensity Target (ekWh/ft ²)	13.95	13.81	13.74	13.68	13.61	13.54	2.97%
Weather Normalized Actual Energy Intensity (ekWh/ft ²)	13.95	14.68	13.60	TBD	TBD	TBD	2.50%



In fiscal year 2024, the Hamilton-Wentworth District School Board (HWDSB) saw an increase in both raw and weather normalized energy intensity not reaching the projected targets. Fiscal year 2024 had a significant increase in natural gas consumption leading to these results. In fiscal year 2025, HWDSB saw a significant reduction in the natural gas consumed returning to a more normalized value. This reduction led to the raw energy intensity decreasing by 3% and weather normalized data reduced by 2.5% when compared to baseline. The HWDSB is on track to meet its reduction goals by fiscal year 2028. With new trends for higher school use, increased ventilation, increased filtration, increased fresh air, increased air conditioning requirements we expect to see higher energy consumption as time goes on. Even with all those factors, the HWDSB is committed to continuously strive to lower energy consumption and reduce greenhouse gas emissions in the years to come.