

## LONG-TERM FACILITIES PLAN



## Section 1.5: Facility Partnerships

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Sharing facilities can be beneficial to our students and the community. By sharing space, we can work together to improve services, programs and supports for our students as well as maximize the use of public infrastructure through increased flexibility and use. The purpose of a facility partnership is to encourage school boards to work with their community partners to share facilities to the benefit of boards, students and the community. Facility Partnerships also optimize the use of public assets owned by school boards. Facility partnerships provide potential opportunities to reduce facility costs and improve educational opportunities for students.

Offering space in schools to partners can also strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community. Before entering a facility partnership, HWDSB must determine the expectations for the partnering organization and how it aligns with HWDSB’s strategic directions. 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 operation 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.

For more information, please visit HWDSB’s [Facility Partnership Webpage](#).

Identification of Potential Spaces

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](#).

Current Schools or Proposed Future Schools Available for Potential Facility Partnership

Elementary Schools	Secondary Schools	Proposed Future Schools
Hillcrest	Dundas Valley	Winona Site
	Orchard Park	
	Waterdown	





## LONG-TERM FACILITIES PLAN



## Section 1.6: Accommodation Strategy Schedule

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Accommodation Strategy Schedule

The Accommodation Strategy Schedule recaps completed accommodation strategies since the 2022/2023 and outlines possible future accommodation strategies identified by staff. The Accommodation Strategy Schedule is broken down by planning area. Planning areas allow for comprehensive and in-depth analysis of each area of the city. Analysis of accommodation and utilization issues and facility needs is done on a smaller scale to determine the right solution for each planning area. The schedule outlines the following:

- **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. Boundary reviews identified as ‘potential boundary reviews’ in the schedule are meant to identify areas with current or future accommodation issues that may need to be resolved through the boundary review process.
- **Capital Priorities Program Funding Submission:** Application to the Ministry of Education for funding to construct new schools and additions needs 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.
- **Pupil Accommodation Review:** A public review process undertaken to determine the future use of a school or group of schools.
- **Temporary Accommodation Strategy:** A public review process undertaken using the Boundary Review Policy and Procedure 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.

Accommodation Strategy Timing

Identified accommodation strategies are presented within immediate, short and medium-term time periods. Immediate strategies are identified for the following school year while short and medium-term strategies are identified within 2-5 year and 6-10 year windows. Each of the identified strategy’s timing may vary based on individual school community needs and changes in accommodations. Planning staff will review the schedule annually via the Long-Term Facilities Plan update and provide recommendations to commence accommodation strategies the following school year, identify future strategies and update timing for strategies contingent on Ministry of Education funding.

The following pages contain the accommodation strategy summary tables which provide rationale for the identified accommodation strategies.





Accommodation Strategy Summary Table – Elementary			
Planning Area	Strategy Type	Proposed Action	Action Rationale
Immediate - 2025/26			
02-Flamborough	Boundary Review	Initiate a boundary review to establish new boundary for new Waterdown Elementary school. English/French Programs and holding school strategies to be reviewed.	Overutilization and enrolment imbalance in the urban area of Flamborough.
05-West Hamilton City	Capital Priorities Program Funding Submission	Consider submitting a Capital Priority funding request for a new school to replace Hess and Strathcona on former Sir John A MacDonald site.	Result of a pupil accommodation review in West Hamilton City completed June 2017.
06-Glanbrook	Boundary Review	Initiate a boundary review to establish boundary for new Binbrook Elementary school. English Program and holding school strategies to be reviewed.	Residential development in South Binbrook.
08-Lower Stoney Creek	Portapak Addition	Install an 8 room Portapak	Accommodation Pressure at Eastdale elementary school
10-Ancaster	Capital Priorities Program Funding Submission	Consider submitting a Capital Priority funding request for a new school to replace Frank Panabaker North (formerly Fessenden) and Rousseau elementary schools on Rousseau site.	Result of a pupil accommodation review in Ancaster completed in June 2017

Accommodation Strategy Summary Table - Elementary			
Planning Area	Strategy Type	Proposed Action	Action Rationale
Short-Term: 2-5 years			
02-Flamborough	Capital Project: New School	Construct and open new 504 pupil place K-8 elementary school to improve utilization of school facilities and reduce reliance on temporary accommodation. Ministry of Education funding received April 2024.	Overutilization and enrolment imbalance in the urban area of Flamborough.
04-East Hamilton City 1	Potential Boundary Review	Consider initiating a boundary review to balance enrolment and facility utilization within the East Hamilton City 1 Planning Area. Consider including schools from Planning Area 11 - East Hamilton City 2.	Enrolment and utilization imbalance
06-Glanbrook	Capital Project: Addition	Construct and open 6 classroom, learning commons and child care addition at Mount Hope elementary school. Ministry of Education funding received April 2024.	Accommodation Pressure at Mount Hope elementary school
06-Glanbrook	Capital Project: New School	Construct and open a new 615 pupil place school to improve utilization of school facilities and reduce reliance on temporary accommodation. Ministry of Education funding received March 31, 2020.	Residential development in South Binbrook.
08-Lower Stoney Creek	Land Purchase	Purchase designated school site in Fruitland-Winona Secondary Plan area on Jones Road.	Residential development within the Fruitland-Winona secondary plan area.

Accommodation Strategy Summary Table - Elementary			
Planning Area	Strategy Type	Proposed Action	Action Rationale
Short Term: 2-5 Years			
08-Lower Stoney Creek	Capital Priorities Program Funding Submission	Consider submitting a Capital Priorities funding request for a new 650 pupil place elementary school.	Residential development within the Fruitland-Winona secondary plan area.
10-Ancaster	Potential Boundary Review	Consider initiating a boundary review to balance enrolment and facility utilization in the Ancaster Planning Area. English Program and French Programs to be reviewed. Contingent on results of Capital Priorities funding submission for new Rousseau.	Enrolment and utilization imbalance within the planning area.
11-East Hamilton City 2	Potential Boundary Review	Consider initiating a boundary review to balance enrolment and facility utilization in the East Hamilton City 2 Planning Area. Consider including schools from Planning Area 04 - East Hamilton City 1.	Enrolment and utilization imbalance within the planning area.
14-Upper Stoney Creek	Capital Project: Addition	Construct and open 6 classroom and childcare addition at Janet Lee Elementary School. Ministry of Education funding received January 2025.	Accommodation pressure at Janet Lee elementary school.
14-Upper Stoney Creek	Capital Project: New School	Construct and open a new 650 pupil place school to improve facility utilization and reduce reliance on temporary accommodation. Ministry of Education funding received November 2021.	Residential development within the Nash Neighbourhood Secondary Plan area.

Accommodation Strategy Summary Table - Elementary			
Planning Area	Strategy Type	Proposed Action	Action Rationale
Medium-Term: 6-10 years			
03-Central Mountain	Potential Boundary Review	Consider initiating a boundary review to balance enrolment and facility utilization in the Central Mountain Planning Area.	Enrolment and utilization imbalance within the planning area.
07-East Mountain	Potential Accommodation Review	Consider initiating a Pupil Accommodation Review	Facility condition, grade structure, enrolment imbalance and facility utilization.
08-Lower Stoney Creek	Boundary Review	Initiate a boundary review to establish new boundary for new Winona Elementary school.	Residential development within the Fruitland-Winona secondary plan area.
08-Lower Stoney Creek	Capital Project: New School	Construct and open a new 650 pupil place school to improve utilization of school facilities and reduce reliance on temporary accommodation. Pending Ministry of Education funding.	Residential development within the Fruitland-Winona secondary plan area.
09-West Mountain	Potential Accommodation Review	Consider initiating a Pupil Accommodation Review	Facility condition, grade structure, enrolment imbalance and facility utilization.
12-Central Hamilton City	Potential Boundary Review	Consider initiating a boundary review to balance enrolment and facility utilization in the Central Hamilton City Planning Area. English Program and French Programs to be reviewed.	Enrolment and utilization imbalance within the planning area.
13-Dundas and West Flamborough	Potential Accommodation Review	Consider initiating a Pupil Accommodation Review	Facility condition, grade structure, enrolment imbalance and facility utilization.



Accommodation Strategy Summary Table - Secondary			
Planning Area	Strategy Type	Proposed Action	Action Rationale
Immediate - 2025/26			
North	Capital Priorities Program Funding Submission	Consider submitting a Capital Priority funding request for a new school to replace Hess and Strathcona on former Sir John A MacDonald site.	Result of a pupil accommodation review in West Hamilton City completed June 2017.
Short-Term: 2-5 years			
North	Boundary Review	Consider initiating a boundary review to balance enrolment and facility utilization.	Enrolment and utilization imbalance.
South	Boundary Review	Consider initiating a boundary review to balance enrolment and facility utilization.	Enrolment and utilization imbalance.
Medium-Term: 6-10 years			

## LONG-TERM FACILITIES PLAN



## Section 2.1: Capital Projects Plan

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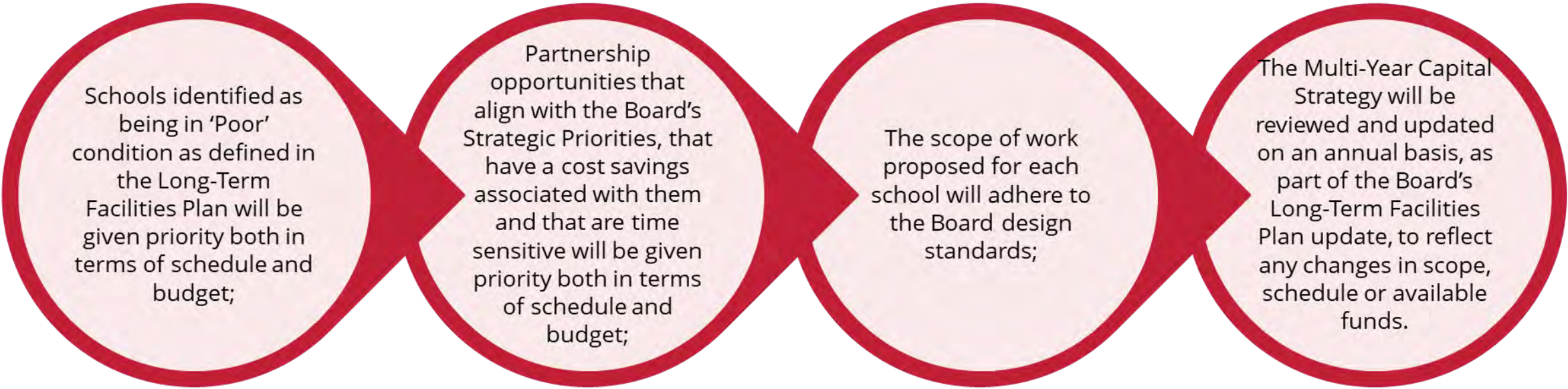
To meet the goal of improving the conditions of our schools, the Capital Projects Division created guidelines and manuals used to maximize the funding received from the Ministry of Education and to ensure that all new school builds, additions and renovations are consistent across the Board’s inventory.

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 will continue to allocate projects utilizing the Guiding Principles for Capital Projects, as previously approved by Trustees:



Annual Allocation of Funding

Component	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 best 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 HWDSB 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 HWDSB'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.

Both 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.

### **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 both the school community and Facility Services and 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 on page 4 to 6 of this section.

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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	\$31,839,111.00
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	\$2,096,804.00
					Full-Day Kindergarten	\$1,425,602.00
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	\$5,405,136.00
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	\$33,060,967.00
2014	Tiffany Hills	Elem	N/A	546 pupil place JK-8 school and 3 room daycare <u>centre</u> to accommodate enrolment pressure in Ancaster.	Full-Day Kindergarten	\$988,568.00
					New Construction of Childcare	\$1,008,339.00
					Capital Priorities	\$10,148,005.00
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	\$10,442,345.00
	Beverly Community Centre Site II (Rockton)		Ancaster/West Flamborough	6 classroom (138 pupil place) addition and 1 FDK room conversion.	Full-Day Kindergarten	\$494,285.00
					Capital Priorities	\$3,461,117.00
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	\$1,482,852.00
					School Consolidation Capital	\$450,000.00
					Full-Day Kindergarten	\$494,285.00
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	\$494,285.00
2015	Greensville	Elem	West Flamborough	381 pupil place school with 2 room childcare centre and partnership with Hamilton Library to accommodate the consolidation of Greensville and Spencer Valley on existing Greensville school site.	Full-Day Kindergarten	\$494,285.00
					School Consolidation Capital	\$3,249,335.00
					New Construction of Childcare	\$1,008,339.00
2015	Hillcrest	Elem	East Hamilton #1	FDK Room addition to accommodate the consolidation of Woodward and Roxborough Park into Hillcrest.	Full-Day Kindergarten	\$494,285.00
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	\$494,285.00
					School Consolidation Capital	\$2,422,040.00
2015	Queensdale	Elem	Central Mountain	One classroom renovation to create FDK classroom to accommodate consolidation of Linden Park into Queensdale.	Full-Day Kindergarten	\$494,285.00



Year Funding Announced	School	Panel	Accommodation Review	Project	Funding Program	Funding
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	\$494,285.00
					School Consolidation Capital	\$2,384,018.00
2015	Viscount Montgomery	Elem	Viscount Montgomery	One purpose built FDK renovation	Full-Day Kindergarten	\$247,140.00
2015	WH Ballard	Elem	WH Ballard	3 room renovation to create FDK rooms	Full-Day Kindergarten	\$494,285.00
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	\$10,529,347.00
					Full-Day Kindergarten	\$1,028,507.00
2016	Sir Wilfrid Laurier	Elem	East Hamilton #2	Building retrofit and 1 room FDK addition to accommodate consolidation of Elizabeth Bagshaw into Sir Wilfrid Laurier.	Capital Priorities	\$830,676.00
					Full-Day Kindergarten	\$257,127.00
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	\$11,560,505.00
					Full-Day Kindergarten	\$1,285,634.00
					New Construction of Childcare	\$1,542,760.00
2017	Ancaster Senior	Elem	Ancaster	173 pupil place addition. 4 kindergarten rooms and 3 classrooms.	Capital Priorities	\$3,702,489.00
2017	Bellmoore	Elem	N/A	3 room childcare centre addition.	New Construction of Childcare	\$1,832,545.00
2017	Bennetto	Elem	N/A	3 room childcare centre renovation.	New Construction of Childcare	\$1,646,181.00
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	\$3,959,266.00
					Full-Day Kindergarten	\$514,254.00
					New Construction of Childcare	\$1,542,760.00
2017	Dr. Davey	Elem	N/A	3 room childcare centre renovation.	New Construction of Childcare	\$1,021,381.00
2017	Glen Campus	Elem	East Hamilton #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	\$13,691,457.00
					Full-Day Kindergarten	\$1,285,635.00
					New Construction of Childcare	\$1,542,760.00
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	\$10,122,412.00
					Full-Day Kindergarten	\$1,028,508.00
					New Construction of Childcare	\$1,542,760.00
2018	C.H. Bray	Elem	Ancaster	495 pupil place K-8 school with 3 room childcare centre.	Capital Priorities	\$10,952,155.00
					Full-Day Kindergarten	\$1,049,077.00
					New Construction of Childcare	\$1,542,762.00
2018	Mount Albion	Elem	N/A	10 classrooms (230 pupil places) addition and 3 room childcare centre addition to accommodate enrolment growth.	Capital Priorities	\$4,927,168.00
					New Construction of Childcare	\$1,542,762.00
2020	Binbrook School	Elem	N/A	615 pupil place K-8 school	Capital Priorities	\$13,528,858.00



Year Funding Announced	School	Panel	Accommodation Review	Project	Funding Program	Funding
2021	Nash- Upper Stoney Creek	Elem	N/A	650 pupil place k-8 school with 3 room childcare centre	Capital Priorities	\$16,667,921.00
2024	Mount Hope	Elem	N/A	6 classroom (178 pupil places) addition and 5 room childcare centre.	Capital Priorities	\$5,327,947.00
					New Construction of Childcare	\$3,753,900.00
2024	Waterdown ES	Elem	N/A	504 pupil place K-8 school with 5 room childcare centre.	Capital Priorities	\$18,360,811.00
					New Construction of Childcare	\$3,741,471.00
					Full-Day Kindergarten	\$2,855,153.00
2025	Janet Lee ES	Elem	N/A	162 pupil place addition and 5 room childcare centre.	Capital Priorities	4,000,234.00
					New Construction of Childcare	\$3,753,900.00

Funding Type	Sum of Funding
Capital Priorities	\$ 186,399,251.00
Full-Day Kindergarten	\$ 16,413,770.00
New Construction of Childcare	\$ 28,505,472.00
School Consolidation Capital	\$ 46,720,873.00
Grand Total	\$ 278,039,366.00

## LONG-TERM FACILITIES PLAN



## Section 2.2: Facility Assessment

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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 facility assessment criteria were first presented to Trustees at the April 22, 2021, Finance and Facilities meeting and at the May 7, 2021, Board Meeting. 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, if applicable, a Barrier Free (BF) single stall washroom, a Barrier Free Entrance and washrooms for all. 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 Limited Use and Limited Access (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         | ◦ Mechanical Upgrades          |
| ◦ Changeroom Renovations            | ◦ Music Room Upgrades          |
| ◦ Corridor Renovations              | ◦ Other Project Requests       |
| ◦ Dust Collector Replacement        | ◦ Paving & Site Renovations    |
| ◦ Electrical Upgrades               | ◦ Program Renovations          |
| ◦ Ground Sign Installation          | ◦ Roof Replacements            |
| ◦ Gym Renovations                   | ◦ Security Upgrades            |
| ◦ Interior Renovations & Painting   | ◦ Student Washroom Renovations |
| ◦ Safe Schools                      | ◦ Window Replacement           |
| ◦ Main Entrance & Foyer Renovations | ◦ Maintenance                  |



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Facility Assessment Classification

Each Facility Falls into one of the three categories (good, fair, poor). 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, Administration team and school community. The categories are as defined:

**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 may occur. Management risk is high.

Facility Condition Index Data Updates

HWDSB monitors facility condition through facility condition assessments completed by Gordian/VFA Canada. Gordian/VFA Canada is tasked with assessing all the schools under the Ministry of Education in Ontario. Assessments have been underway since 2012 with initial school assessments completed by 2015. Schools are reassessed approximately every five (5) years depending on capital project schedules and pending closures. Assessment data is calculated by Gordian/VFA Canada. Once assessments are complete and data provided, it is the responsibility of the school board to update the facility condition database. School assessments were paused in 2020 and recommenced in 2024 with multiple trips addressing the backlog of assessments. Twenty-four (24) schools were reassessed in the 2024 with an additional nineteen (19) scheduled for the summer of 2025. FCI data will be updated by Gordian/VFA Canada as soon as possible and staff expect the 2025/26 Facility Assessments to more accurately reflect the current state of schools.





**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 may occur. Management risk is high.

57 Schools in good condition in 2024  
59 schools in good condition in 2025

1. Allan A. Greenleaf - 86%<sub>3</sub>

2. Ancaster High – 81%<sub>3</sub>

3. Ancaster Meadow - 91%

4. Balaclava - 72%<sub>3</sub>

5. Bellmoore - 95%<sub>3</sub>

6. Bennetto - 74%

7. Bernie Custis - 100%

8. Cathy Wever - 89%<sub>2</sub>

9. Central - 73%<sub>2</sub>

10. Chedoke - 72%

11. Collegiate - 89%

12. Dalewood - 70%<sub>3</sub>

13. Dr. J Edgar Davey - 95%<sub>2</sub>

14. Dundas Valley - 80%<sub>3</sub>

15. Earl Kitchener - 71%<sub>3</sub>

16. Eastdale - 100%

17. Frank Panabaker South - 73%

18. Franklin Road - 68%

19. Gatestone - 95%

20. George L. Armstrong - 79%

21. Glendale - 84%<sub>3</sub>

22. Greensville - 100%

23. Guy Brown - 95%<sub>3</sub>

24. Hillcrest - 92%<sub>2</sub>

25. Janet Lee – 87%

26. Kanetskare – 81%

27. Lawfield - 81%

28. Millgrove - 87%

29. Mount Hope - 75%

30. Nora Frances Henderson - 100%

31. Norwood – 87%

32. Orchard Park - 76%<sub>3</sub>

33. Pauline Johnson - 77%<sub>2</sub>

34. Prince of Wales - 93%<sub>2</sub>

35. Queen Mary - 82%<sub>2</sub>

36. Queen Victoria - 93%<sub>2</sub>

37. Ray Lewis – 90%

38. Ridgemount - 79%<sub>3</sub>

39. Rockton - 100%

40. Rosedale - 68%
41. Saltfleet - 79%<sub>3</sub>

42. Shannen Koostachin - 100%

43. Sherwood - 99%

44. Sir William Osler - 90%

45. Sir Allan MacNab – 80%

46. Sir Winston Churchill - 74%

47. South Meadow - 100%

48. Spring Valley - 100%

49. Templemead – 79%

50. Tiffany Hills - 100%

51. Viola Desmond - 100%<sub>2</sub>

52. Viscount Montgomery - 80%<sub>2, 3</sub>

53. W. H. Ballard - 79%

54. Waterdown - 85%<sub>3</sub>

55. Westdale - 69%

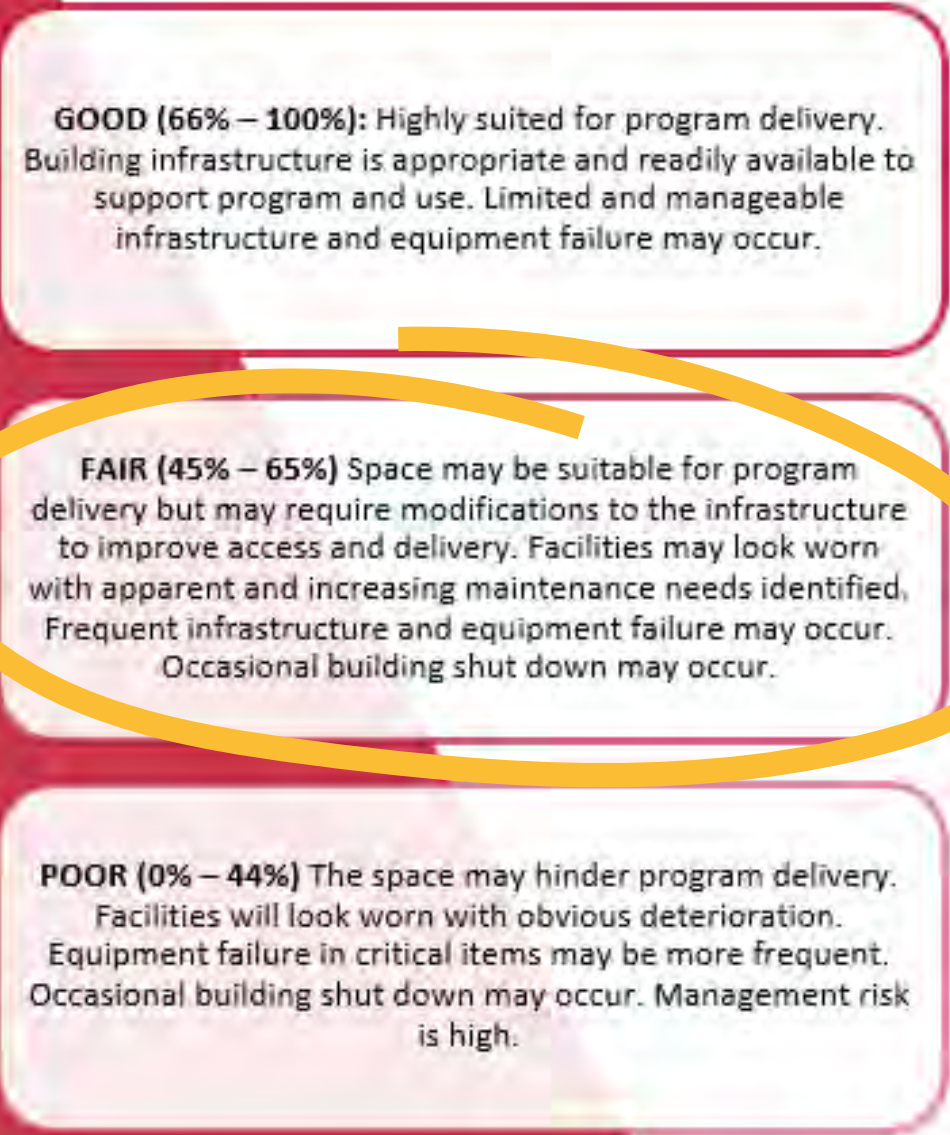
56. Westmount - 69%

57. Westview - 78%<sub>3</sub>

58. Winona - 98%<sub>3</sub>

59. Yorkview – 73%

*<sup>1</sup> Approved Closure Pending Ministry Funding*  
*<sup>2</sup> High Priority School*  
*<sup>3</sup> Summer 2025 Scheduled School Condition Assessment*

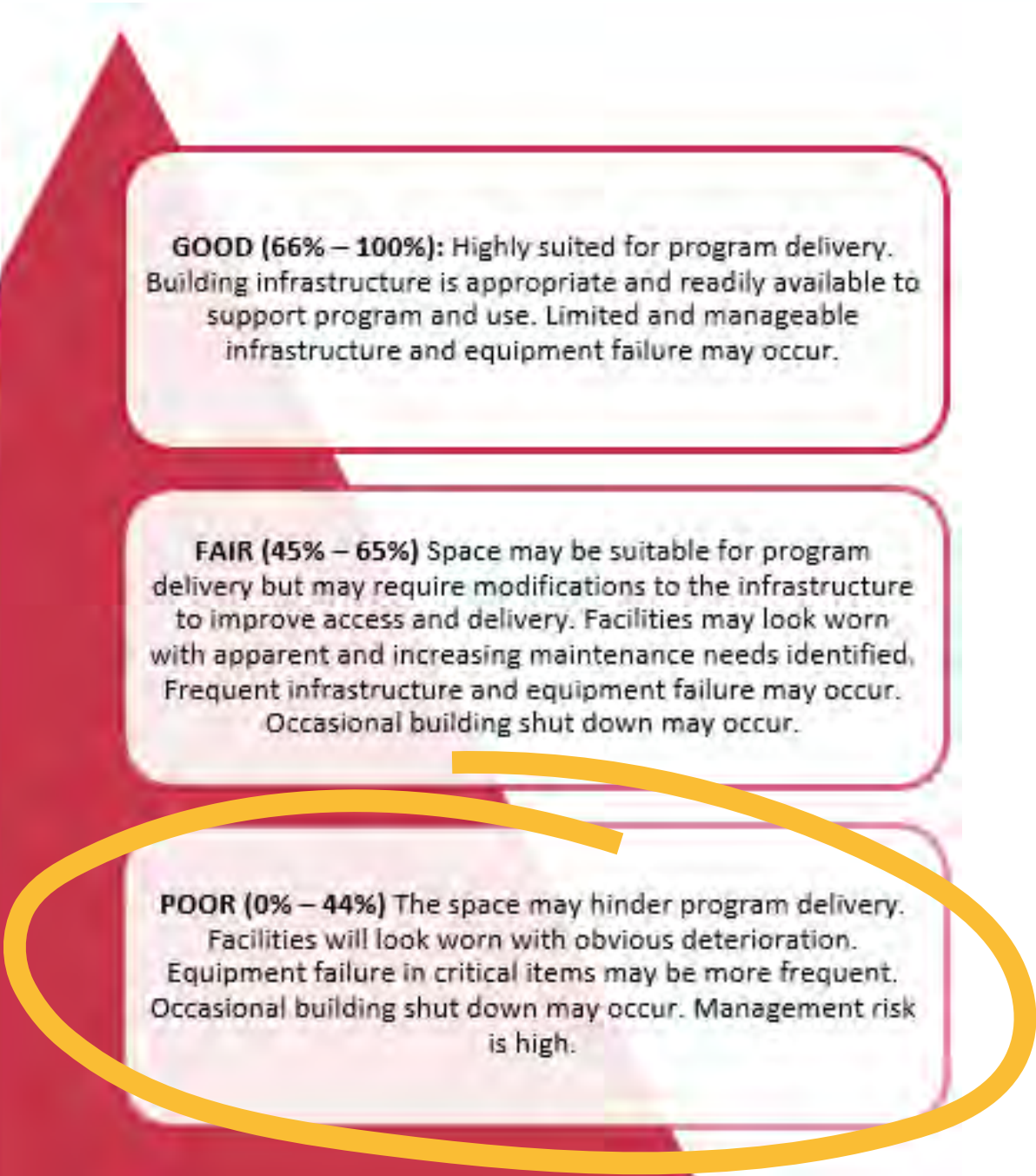


- 1. A. M. Cunningham - 51%
- 2. Adelaide Hoodless - 49%<sup>2</sup>
- 3. Billy Green - 55%
- 4. Buchanan Park - 45%
- 5. Cootes Paradise - 65%
- 6. Dundas Central - 56%
- 7. E.E. Michaelle Jean - 57%
- 8. Flamborough Centre - 51%
- 9. Glenwood - 62%
- 10. Gordon Price - 65%
- 11. Helen Detwiler - 58%
- 12. Hess Street - 57%<sup>1,2</sup>
- 13. Highview - 52%<sup>3</sup>
- 14. Huntington Park - 62%
- 15. James MacDonals - 49%
- 16. Lake Avenue - 55%<sup>2</sup>
- 17. Lincoln M. Alexander - 53%
- 18. Lisgar - 45%
- 19. Memorial - 50%
- 20. Mount Albion - 50%
- 21. Mountview - 46%<sup>3</sup>
- 22. Parkdale - 65%<sup>2</sup>
- 23. Queensdale - 60%
- 24. Richard Beasley - 58%
- 25. Rousseau - 63%
- 26. Sir Wilfrid Laurier - 59%
- 27. Tapleystown - 49%
- 28. Westwood - 52%<sup>2</sup>

<sup>1</sup> Approved Closure Pending Ministry Funding  
<sup>2</sup> High Priority School  
<sup>3</sup> Summer 2025 Scheduled School Condition Assessment

20 Schools in fair condition in 2024  
28 schools in fair condition in 2025





- 1. Cecil B. Stirling - 21%
- 2. Dundana - 18%
- 3. Frank Panabaker North - 26%<sup>1</sup>
- 4. Holbrook - 43%
- 5. Mary Hopkins - 41%<sup>3</sup>
- 6. R A Riddell - 41%
- 7. Strathcona - 36%<sup>1</sup>

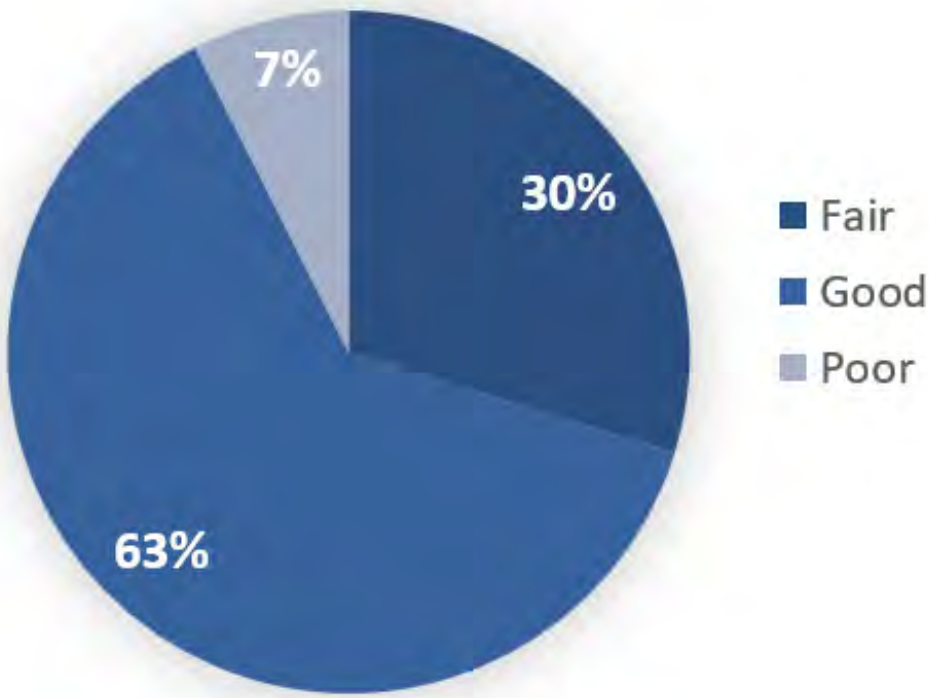
<sup>1</sup> Approved Closure Pending Ministry Funding  
<sup>2</sup> High Priority School  
<sup>3</sup> Summer 2025 Scheduled School Condition Assessment

17 Schools in poor condition in 2024  
7 schools in poor condition in 2025

Facility Assessment Classification Percentages

As of May 2025, there are fifty-nine (59) buildings in good condition, twenty-seven (27) in fair condition and eight (7) in poor condition.

Facility Assessment



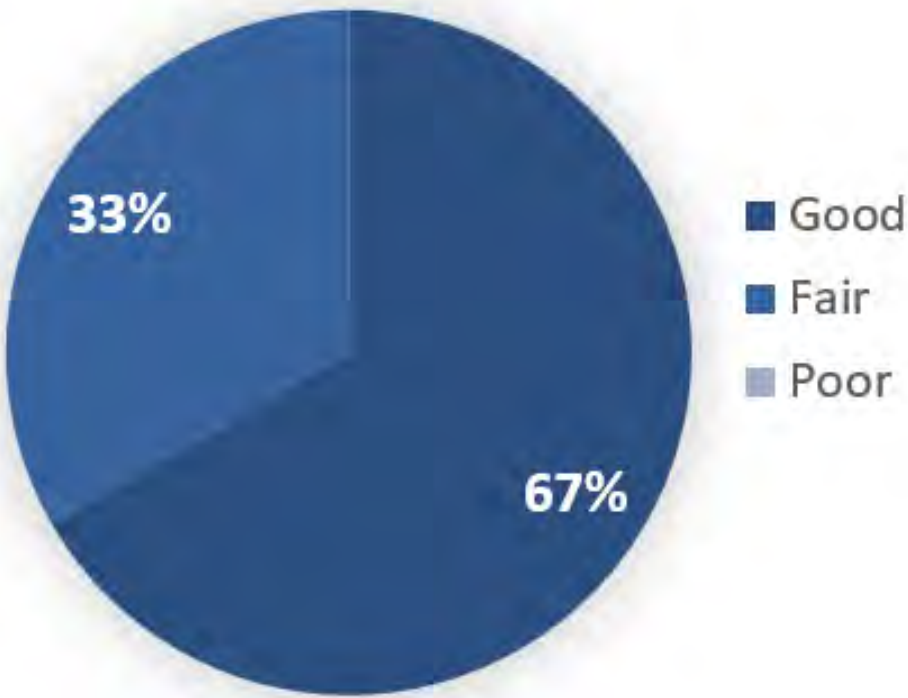
High Priority Schools Facility Assessment

The High Priority School Strategy launched in 2017-18 initially identified 20 elementary schools as high priority based on previous high/moderate needs, low student achievement, data from the census, the Early Development Instrument, and superintendent visits. High Priority 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 2025, there are 18 identified High Priority Schools, 12 in good condition, and 6 in fair condition.

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

High Priority School - Building 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, 61% of HWDSB facilities are in good condition. Over 38,000 students attend school rated as good which accounts for 74% of HWDSB’s total enrolment. Schools rated in fair condition accommodate approximately 21% of student enrolment while the final 5% of students attend a school rated in poor condition.

Facility Assessment Rating	Facility Count	Student Enrolment	Enrolment Percentage
Good	59	38,837	74%
Fair	28	11,012	21%
Poor	7	2,599	5%



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	31	13	8	51%	Fair
Adelaide Hoodless	13	25	11	49%	Fair
Allan A. Greenleaf	50	25	11	86%	Good
Ancaster Meadow	55	25	11	91%	Good
Balaclava	53	8	11	72%	Good
Bellmoore	59	25	11	95%	Good
Bennetto	47	13	15	74%	Good
Billy Green	30	25	0	55%	Fair
Buchanan Park	29	13	4	45%	Fair
Cathy Wever	55	19	15	89%	Good
Cecil B. Stirling	11	6	4	21%	Poor
Central	41	25	8	73%	Good
Chedoke	47	25	0	72%	Good
Collegiate	49	25	15	89%	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	0	18%	Poor
Dundas Central	27	25	4	56%	Fair
Earl Kitchener	49	19	4	71%	Good
Eastdale	60	25	15	100%	Good
E. E. Michaelle Jean	23	19	15	57%	Fair
Flamborough Centre	35	8	8	51%	Fair
Franklin Road	40	25	4	68%	Good
Frank Panabaker North	20	6	0	26%	Poor
Frank Panabaker South	41	25	8	73%	Good
Gatestone	55	25	15	95%	Good
George L. Armstrong	43	25	11	79%	Good
Glenwood	37	25	0	62%	Fair
Gordon Price	36	25	4	65%	Fair
Greensville	60	25	15	100%	Good
Guy Brown	59	25	11	95%	Good
Helen Detwiler	46	8	4	58%	Fair
Hess Street	43	6	8	57%	Fair
Highview	26	19	8	52%	Fair
Hillcrest	56	25	11	92%	Good
Holbrook	37	6	0	43%	Poor
Huntington Park	37	25	0	62%	Fair
James MacDonald	22	13	15	49%	Fair
Janet Lee	55	17	15	87%	Good
Kanetskare	50	17	15	81%	Good

Facility	FCI Value (60%)	Equity and Accessibility (25%)	System Renewal Work (15%)	Total	Building Condition
Lake Avenue	31	17	8	55%	Fair
Lawfield	45	25	11	81%	Good
Lincoln M. Alexander	45	8	0	53%	Fair
Lisgar	41	0	4	45%	Fair
Mary Hopkins	19	19	4	41%	Poor
Memorial	21	25	4	50%	Fair
Millgrove	54	25	8	87%	Good
Mount Albion	10	25	15	50%	Fair
Mount Hope	50	25	0	75%	Good
Mountview	34	8	4	46%	Fair
Norwood Park	59	13	15	87%	Good
Parkdale	44	6	15	65%	Fair
Pauline Johnson	44	25	8	77%	Good
Prince of Wales	57	25	11	93%	Good
Queen Mary	53	25	4	82%	Good
Queen Victoria	57	25	11	93%	Good
Queensdale	35	25	0	60%	Fair
R.A. Riddell	33	0	8	41%	Poor
Ray Lewis	54	25	11	90%	Good
Richard Beasley	43	0	4	47%	Fair
Ridgemount	47	25	8	79%	Good
Rockton	60	25	15	100%	Good
Rosedale	39	25	4	68%	Good
Rousseau	38	25	0	63%	Fair
Shannen Koostachin	60	25	15	100%	Good
Sir Wilfrid Laurier	46	13	0	59%	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	6	0	36%	Poor
Tapleytown	24	25	0	49%	Fair
Templemead	43	25	11	79%	Good
Tiffany Hills	60	25	15	100%	Good
Viola Desmond	60	25	15	100%	Good
Viscount Montgomery	44	25	11	80%	Good
W.H. Ballard	43	25	11	79%	Good
Westview	49	25	4	78%	Good
Westwood	43	8	0	52%	Fair
Winona	58	25	15	98%	Good
Yorkview	43	19	11	73%	Good



Facility Assessment Categories

Secondary Schools					
Facility	FCI Value (60%)	Equity and Accessibility (25%)	System Renewal Work (15%)	Total	Building Condition
Ancaster High	44	25	12	81%	Good
Bernie Custis	60	25	15	100%	Good
Dundas Valley	49	25	6	80%	Good
Glendale	47	25	12	84%	Good
Nora Frances Henderson	60	25	15	100%	Good
Orchard Park	42	25	9	76%	Good
Saltfleet	51	25	3	79%	Good
Sherwood	59	25	15	99%	Good
Sir Allan MacNab	43	25	12	80%	Good
Sir Winston Churchill	46	25	3	74%	Good
Waterdown	53	25	8	85%	Good
Westdale	38	25	6	69%	Good
Westmount	38	25	6	69%	Good



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## LONG-TERM FACILITIES PLAN



## Section 3.1: Facility Operations

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Preventative Maintenance Plan

Hamilton-Wentworth District School Board (HWDSB) believes all students have the right to learn in equitable, affordable, 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 Multi-Year 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 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

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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

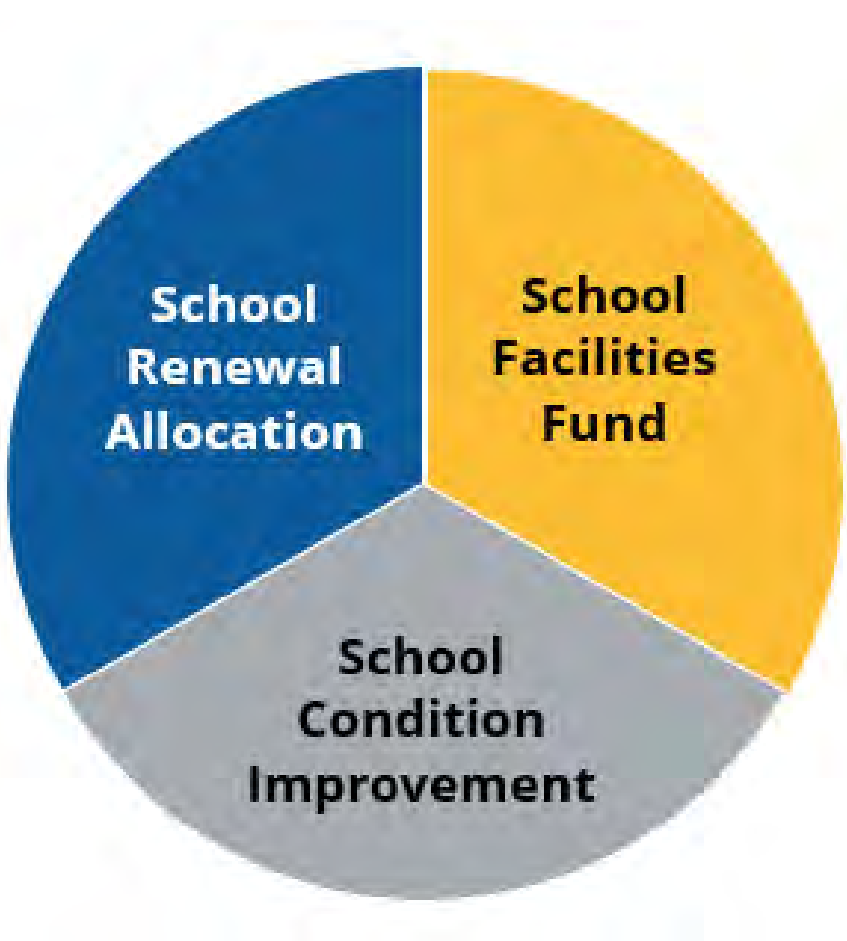
Preventative Maintenance Planning

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 13 event requirements at 11 schools, as identified in VFA, were completed in 2024.

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 2024, estimated costs were reduced by \$1,258,300 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	\$ 227,227
Building - Interior	\$ 114,487
Mechanical & Electrical	\$ 916,585
Total	\$ 1, 258,300

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 (Limited Use, Limited Application)	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 2024. Of the 102 buildings, 80 were elementary and 13 secondary schools, with a total enrollment of 50,920 students. The additional 9 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 below, over the year 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 2025-2028 will be available in future years.

Energy Consumption Data for HWDSB

The below table shows the metered<sup>2</sup> 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/ft<sup>2</sup>). The Energy Intensity (ekWh/ft<sup>2</sup>) 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 Current)	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Year over Year Variance
Total Electricity (kWh)	43,855,460	41,185,640	TBD	TBD	TBD	TBD	-2,669,820
Total Natural Gas (ekWh)	68,628,392	71,193,260	TBD	TBD	TBD	TBD	+2,564,868
Total District Heat (ekWh)	0	0	TBD	TBD	TBD	TBD	0
Total Energy Consumed (ekWh)	112,483,856	112,378,900	TBD	TBD	TBD	TBD	-104,956
Energy Intensity (ekWh/ft <sup>2</sup> )	15.34	15.40	TBD	TBD	TBD	TBD	+0.065

	Fiscal Year 2023 (Baseline)	Fiscal Year 2024 (Current)	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Year over Year Variance
Total Number of Elementary Schools	80	80	TBD	TBD	TBD	TBD	0
Total Number of Secondary Schools	13	13	TBD	TBD	TBD	TBD	0
Total Number of Other <sup>1</sup> Buildings	13	9	TBD	TBD	TBD	TBD	-4
Total Number of Buildings	106	102	TBD	TBD	TBD	TBD	-4
Total Number of Portables/Portapaks	169	194	TBD	TBD	TBD	TBD	+25
Total Floor Area (ft <sup>2</sup> )	7,335,066	7,297,838	TBD	TBD	TBD	TBD	-37,228.67
Average Daily Enrolment	49,936	50,920	TBD	TBD	TBD	TBD	+984

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)<sup>3</sup> and Cooling Degree Days (CDD)<sup>4</sup> 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	3989	4196	3837	3696	3799	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 Intensity 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.



The table below shows the normalized consumption values in the common units of ekwh comparing baseline fiscal year 2023 to the current reporting fiscal year 2024, 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 electricity consumption has decreased, natural gas consumption increased slightly with an overall reduction in total energy consumed year over year leading to a decrease in energy intensity indicating positive energy conservation efforts.

Weather Normalized Data	Fiscal Year 2023 (Baseline)	Fiscal Year 2024 (Current)	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	Year over Year Variance
Total Electricity (kWh)	44,442,052	41,037,690	TBD	TBD	TBD	TBD	-3,404,362
Total Natural Gas (ekWh)	65,078,648	65,722,250	TBD	TBD	TBD	TBD	+643,602
Total District Heat (ekWh)	0	0	TBD	TBD	TBD	TBD	0
Total Energy Consumed (ekWh)	109,520,704	106,759,900	TBD	TBD	TBD	TBD	-2,760,804
Energy Intensity (ekWh/ft <sup>2</sup> )	14.93	14.63	TBD	TBD	TBD	TBD	-0.30

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.



**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 14.88 ekWh/ft² and a weather normalized energy intensity of 14.49 ekWh/ft².

Annual Energy Intensity Conservation Goals	Fiscal Year 2023 (Baseline)	Fiscal Year 2024 (Current)	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028	FY2023 - FY2024 Percent (%) Change
Projected Conservation Target Reduction in (%)		1.0%	0.5%	0.5%	0.5%	0.5%	
Raw Projected Energy Intensity Target (ekWh/ft²)	15.34	15.18	15.11	15.03	14.96	14.88	-1.01%
Raw Actual Energy Intensity (ekWh/ft²)	15.34	15.40	TBD	TBD	TBD	TBD	+0.42%
Weather Normalized Projected Energy Intensity Target (ekWh/ft²)	14.93	14.78	14.71	14.63	14.56	14.49	-1.01%
Weather Normalized Actual Energy Intensity (ekWh/ft²)	14.93	14.63	TBD	TBD	TBD	TBD	-2.06%

In fiscal year 2024, the Hamilton-Wentworth District School Board (HWDSB) increased raw energy intensity by 0.42%, which fell short of its 1% reduction goal. However, a deeper analysis of the weather normalized data showed that the HWDSB exceeded its target with a reduction of 2.06%. This suggests that weather played a crucial role in higher energy consumption values. 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 years go on. Even with all those factors the board is committed to continuously strive to lower energy consumption and reduce greenhouse gas emissions in the years to come.

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.  
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.