

2018 CARBON NEUTRAL ACTION REPORT



EXECUTIVE SUMMARY

"The Delta Board of Education, through the Delta Green Committee, is committed to instilling in it's students, staff, parents, and community an awareness of an commitment to *sustainability* by leading environmental stewardship and fostering a holistic approach towards climate change, energy optimization, waste reduction, and water conservation.

The board is committed to improving its performance in sustainability and will endeavor to conduct its operations and make decisions based upon five priorities: conservation, protection, education, regulation, and recognition.

Within the scope of Environmental Stewardship, the District will actively promote, model and advise decision making, professional learning and actions that will meet these five outcomes."

In 2018, the Delta School District produced a total of 2587 tonnes of CO₂e, of which 2,101 (81%) came from burning natural gas for heating. The Delta School District has paid \$67,908.75 for 2,587 tonnes of CO₂e offsets to claim carbon neutrality.

This results in a 12% reduction in annual of tonnes of CO₂e emissions, compared to the 2017 emissions of 2951 tonnes CO₂e, and a 36% reduction when compared to the 2010 total of 4060.79 tonnes of CO₂e.

Emissions reduction measures in 2018 included:

- Replacement of gas fired rooftop units with dual fuel air source heat pumps with auxiliary gas
- Replaced fluorescent fixtures with LED technology
- Offered Energy Conservation Grants to schools
- Implementation of printer management system

Emissions Reduction Measures Planned for the Future:

- Replacement of gas fired rooftop units to incorporate heat recovery and enhance performance of solar wall
- Continued lighting upgrades
- Replace gas-fired RTUs
- Replace domestic hot water systems

We are pleased to present the following report on our continued pursuit of becoming carbon neutral.



Doug Sheppard,
Superintendent
of Schools



Herb Wenzel
Director of Facilities
& Planning



Maurice Bedard FMA, CEM, PMP
Energy Manager,
Project Manager

CONTENTS

Executive Summary	2
Greenhouse Gas Emissions	4
Compared to 2010 Baseline	4
Offsets Applied to Become Carbon Neutral in 2018	4
Emissions Reduction program	8
Journey of Carbon Reduction	8
Retrofit Projects	8
Burnsview Gymnasium HVAC Upgrade	8
Printer management system	9
Lighting Upgrades	10
Sustainability engagement	10
Energy Conservation Grant	10
Energywise Network	11
Green Mentorship Program	12
2018 Southeastern Environmental Education Alliance (SEEA) Conference	12
Delta Green Committee	13
Plan for 2019	14
Lighting Upgrades and building systems optimization	14
Stakeholder Engagement	14
Plans for future	14
Replacement of Gymnasium & secondary school shop RTUs	14
Replacement of Domestic Hot Water Systems	14
Stakeholder Engagement	14

GREENHOUSE GAS EMISSIONS

COMPARED TO 2010 BASELINE

In 2018, the Delta School District produced a total of 2594 tonnes of CO₂e from all sources reported in SMARTTool. Sources include electricity, natural gas and propane used in buildings as well as fleet vehicles and paper consumption.

OFFSETS APPLIED TO BECOME CARBON NEUTRAL IN 2018

Based on the summary report provided by SmartTool summarized in Table 1, 7 of the 2,594 tonnes of CO₂e emitted are "Offset Exempt" meaning the total amount the district is required to offset is 2,587 tonnes. Out-of-Scope Emissions include refrigerants estimated to be less than 1 percent of the District's emissions. The value was estimated from the refrigerant recharge amounts of R-134a and R-404a (HFCs). The emissions from refrigerants are deemed to be out-of-scope and have not been included in the total District greenhouse gas emissions profile.

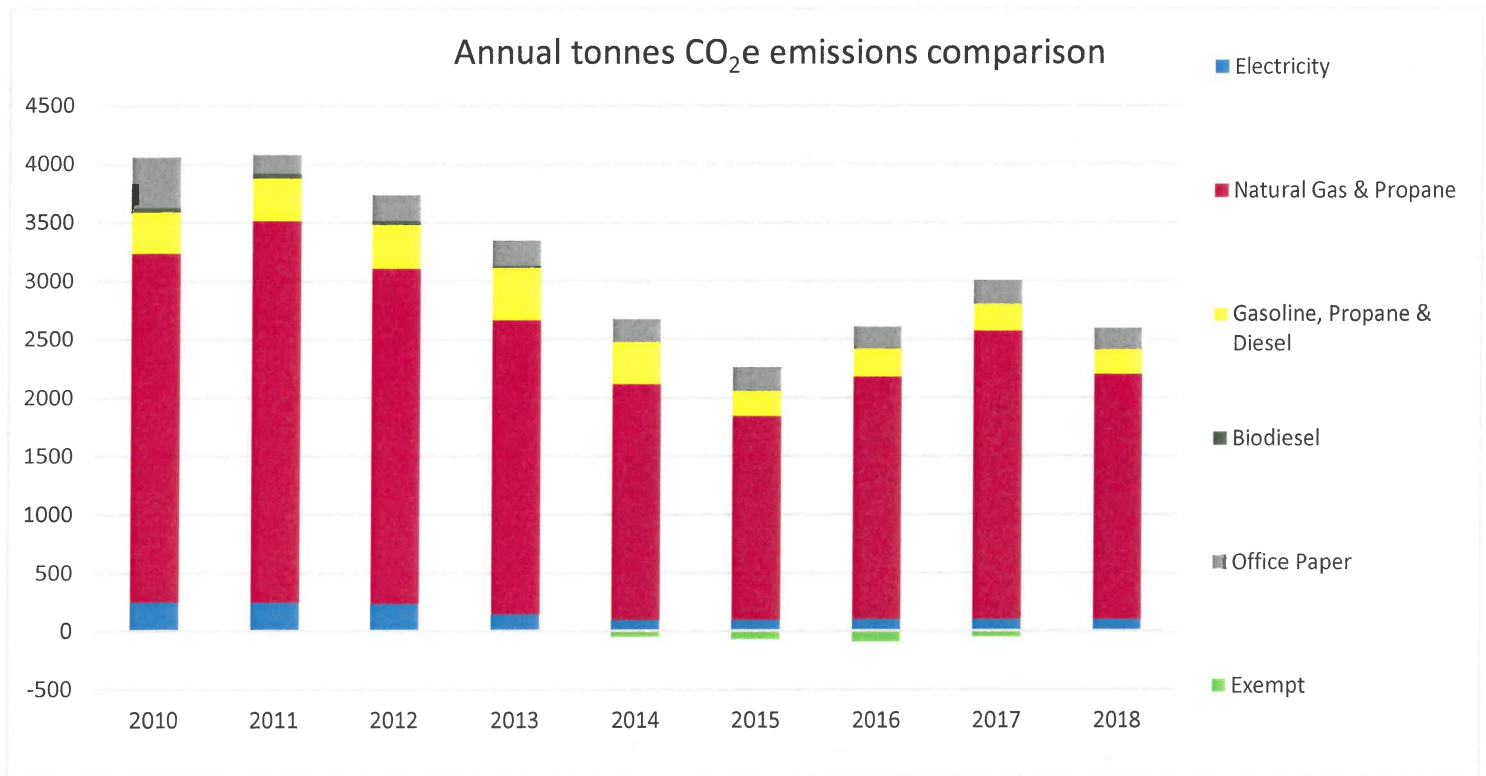
This Carbon Neutral Action Report for the period January 1st, 2018 to December 31st, 2018 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2018 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2019 and beyond.

By June 30, 2019 Delta School District's final 2018 Carbon Neutral Action Report will be posted to our website at: <https://facilities.deltasd.bc.ca/deltagreen/green-initiatives/>

Table 1 Greenhouse Gas Emissions Breakdown from SmartTool

Emission Source	2010	2011	2012	2013	2014	2015	2016	2017	2018
Buildings									
Electricity	247.68	243.4	233.3	141.8	91.95	92.68	97.41	99.69	98.19
Natural Gas & Propane	2,983.68	3269.4	2,871.10	2,520.10	2,022.56	1,748.00	2,079.99	2,469.00	2,100.91
Fleet									
Gasoline, Propane & Diesel	359.69	367.1	378.3	452.4	360.6	215.17	240.4	230.15	210.75
Biodiesel	32.51	36	30.6	13.2					
Office Paper	437.23	167.2	219.3	216.4	196.55	202.05	189.87	204.65	184.20
Exempt					-51	-73	-96	-52	-7
Total Emissions (tCO₂e)	4,060.79	4,083.1	3,732.6	3,343.9	2,620.66	2,184.9	2,511.67	2,951.49	2,587.05

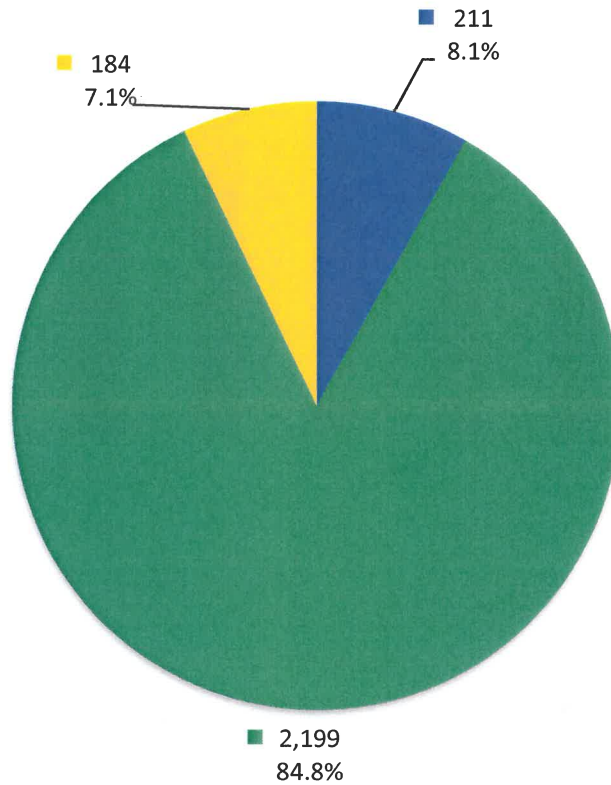
Figure 1 Greenhouse Gas Emissions Breakdown



The Delta School District has paid \$67,908.75 for the offset of 2587 tonnes of CO₂e to achieve carbon neutrality for 2018.

The breakdown of the emissions source as illustrated in Figure 1, spotlights that the vast majority of the greenhouse gas emissions are created from the use of natural gas for the purpose of providing heat to the buildings. Electricity is also used to provide heating through the use of heat pumps as well as resistive heating in a few instances. In the past 4 years, the emissions from fleet vehicles remain consistent within 6%. Emissions from paper consumption have been consistent within 10% for the past 4 years.

School District 37 - Delta Greenhouse Gas Emissions by Source for the 2018 Calendar Year (tCO₂e*)



Total Emissions: 2,594

- Mobile Fuel Combustion (Fleet and other mobile equipment)
- Stationary Fuel Combustion (Building Heating and Generators) and Electricity
- Supplies (Paper)

Offsets Applied to Become Carbon Neutral in 2018 (Generated May 28, 2019 10:23 AM)

Total offsets required: **2,587**. Total offset investment: **\$64,675**. Emissions which do not require offsets: **7** **

*Tonnes of carbon dioxide equivalent (tCO₂e) is a standard unit of measure in which all types of greenhouse gases are expressed based on their global warming potential relative to carbon dioxide.

** Under the *Carbon Neutral Government Regulation of the Greenhouse Gas Reduction Targets Act*, all emissions from the sources listed above must be reported. As outlined in the regulation, some emissions do not require offsets.

Emissions and Offset Summary Table:

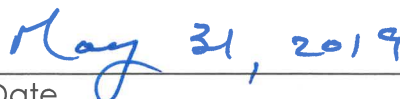
<i>Delta School District #37 GHG Emissions and Offset for 2018 (tCO₂e)</i>	
GHG Emissions created in Calendar Year 2018	
Total Emissions (tCO ₂ e)	2594
Total BioCO ₂	6.68
Total Offsets (tCO ₂ e)	2587
Adjustments to GHG Emissions Reported in Prior Years	
Total Emissions (tCO ₂ e)	0
Total Offsets (tCO ₂ e)	0
Grand Total Offsets for the 2018 Reporting Year	
Grand Total Offsets Required (tCO ₂ e)	2587
Total Offset Investment	\$64,675.00

Retirement of Offsets:

In accordance with the requirements of the Greenhouse Gas Reduction Targets Act and Carbon Neutral Government Regulation, Delta School District (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2018 calendar year, together with any adjustments reported for past calendar years. The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Executive sign-off:


Signature



Date



Name (please print)



Title

EMISSIONS REDUCTION PROGRAM

JOURNEY OF CARBON REDUCTION

Because of the urgency of Climate Change, investment in sustainable systems must be at the core of all renovations and new construction initiatives within the Delta School District.

For more than 20 years, the Delta School District has been striving to reduce our carbon footprint through countless projects ranging from fine-tuning equipment operation to replacing rooftop units and lighting fixtures. In addition to hardwire replacement programs, the District has continued to encourage our stakeholders to practice resource conservation within schools as well as in the home.

RETROFIT PROJECTS

BURNSVIEW GYMNASIUM HVAC UPGRADE

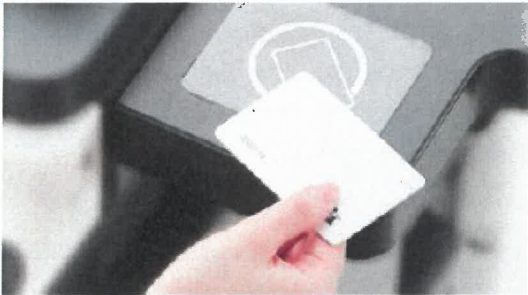
At Burnsville Secondary, four antiquated gas fired RTUs serving the gymnasium and weight room have been replaced with high efficiency gas fired units. Two of the four units serve the weight room and were replaced with heat recovery ventilators that recover heat from the change room exhaust to preheat the ventilation air going into the weight room.

Two mid-efficiency gas fired units currently serving the gymnasium provide heat and ventilation air based on the temperature sensor and CO₂ sensor respectively. There is also an existing solar wall that provides tempered ventilation air directly into the gymnasium through a fan. The tempered air from the solar wall is only used when the supply air temperature is above the supply air temperature from the heating units. The system has been modified by ducting the solar wall air outlet to the return air plenum of the gymnasium heating units. The tempered air from the solar wall can be used as long as the unit is in heating mode. The estimated savings from this project are 750GJ equivalent to 37t CO₂e.



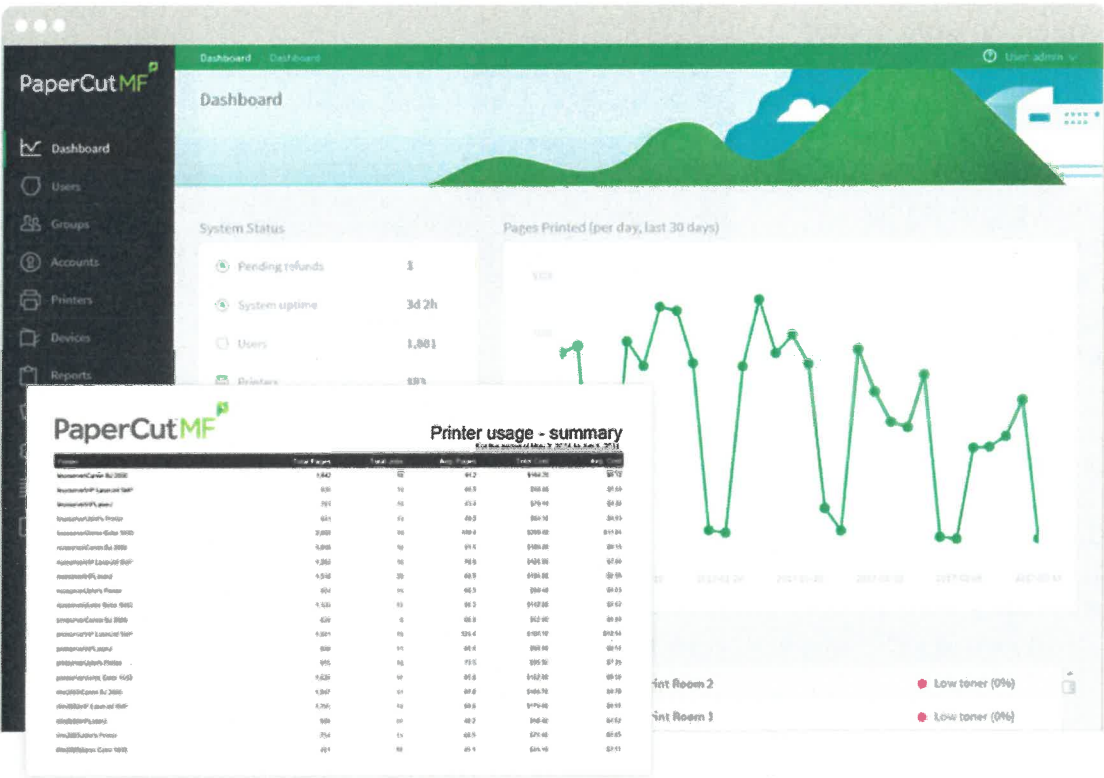
PRINTER MANAGEMENT SYSTEM

Near the end of 2017, the contract for the multifunction devices and printers throughout the district was due for renewal. This allowed the district to refine the distribution of equipment, providing devices where needed and removing devices not needed. The new contract also provides a new print management system.



The new print management system has many benefits including paper saving features. Documents are sent to the devices like a typical set up but the print job is not released until the user scans their individual scan card at the device. The user has the option to remove unwanted print jobs, the print jobs will automatically be deleted from the queue if not released within 4 hours. This system reduces the number of abandoned print jobs.

Details of the print job are tracked, and administrators have access to reports summarizing the paper usage by each employee. This feature introduces a sense of accountability in paper usage of all users.



LIGHTING UPGRADES

The district has conducted lighting upgrades at 10 sites using LED technology. The fixtures replaced included exterior high pressure sodium, fluorescent tubes and fluorescent fixtures. The projects are estimated to save 300,000kWh equivalent to 3.24 t CO₂e.



SUSTAINABILITY ENGAGEMENT

ENERGY CONSERVATION GRANT

An Energy Conservation Grant is a program geared towards encouraging school green teams to focus on the energy aspect of sustainability. The grant was available to every school. As the activities were geared towards energy conservation, the grant was funded from the utility budget. The program includes:

- Phase 1:
 - Create a Green Team, commit to the energy conservation pledge and present the school's commitment to staff and students. The pledges were posted on the wall near the entrance of the school to declare commitment to conservation to any visitors.
- Phase 2:
Choices include:
 - incorporate a BC Hydro Energy Saving Kiosk into a school program,
 - run a "Sweater Days" campaign,
 - conduct "Energy Audits that Lead" to Action,
 - remove all non-district issued (power consuming) equipment,
 - create an "Innovative Activity"
- Phase 3: Present the team's completed activities to school staff and submit a sustainability plan for the following year.



Each activity has been assigned a grant dollar value and the schools were rewarded after photos of the activities were submitted for use in the District social media.

ENERGYWISE NETWORK

The district has committed to engaging employees in conservation through participation in the Energy Wise Network Program provided in partnership with BC Hydro and Fortis BC. The program provides tools and education on how to reach out to staff when creating and implementing engagement campaigns.



GREEN MENTORSHIP PROGRAM

In the Green Mentorship Program, Grade 11 and 12 students are mentoring peers in other secondary schools to create a community of green leaders. These students have come together to form the Delta Youth Sustainability Network (DYSN). These students then reach out to their neighbourhood elementary schools to educate the students about energy conservation and green actions.

2018 Southeastern Environmental Education Alliance (SEEA) Conference

Congratulations to Seaquam Secondary Gr 11 Student Abhay Sachal who was invited to present at the 2018 Southeastern Environmental Education Alliance (SEEA) Conference hosted by the League of Environmental Educators in Florida (LEEF). The conference ran Saturday and Sunday, March 17-18, 2018 in St. Petersburg, Florida. Abhay was also invited to attend a special welcoming reception on Thursday, March 15 for presenters. <https://naaee.org/eeepro/blog/climate-conversations-change>

NORTH AMERICAN ASSOCIATION OF ENVIRONMENTAL EDUCATORS CONFERENCE

Seaquam Environment Club leaders Kisa Naqvi, Abhay Sachal, Abeera Irfan and Megan Nguyen spoke at the 2018 NORTH AMERICAN ASSOCIATION OF ENVIRONMENTAL EDUCATORS CONFERENCE OCTOBER 9-14th AT THE SPOKANE WA CONVENTION CENTER. Thousands of educators from over 50 countries attended the conference. Grade 10 Seaquam Student Megan Nguyen's blog publication on her experiences at the UN Spokane Climate Change Conference. https://environmentaldefence.ca/2018/11/13/naaee_conference1/

Green Mentorship

Student mentors in green action



Photo credit: Delta Youth Sustainability Network, Enviro-Action Conference 2017

"In 2017, we have 11 students from grade 9 to 12 who have signed up for our Green Team with our two sponsor teachers."

Lam Hong, Grade 9 Student,
South Delta Secondary

Campaign Overview

Grade 11 and 12 students at Seaquam secondary are mentoring their peers in secondary schools to grow a community of green leaders. These students make up the Delta Youth Sustainability Network (DYSN). These students in turn reach out to their elementary feeder schools to teach students about energy conservation and green actions ensuring a new generation of leaders when they reach secondary school.

DYSN students organized the Enviro-Action conference in October 2017 where mentors shared their knowledge and helped school start Green Teams and other initiatives. A *Delta Green Celebration* is planned for May where students will present on their activities and celebrate their successes.

Students connect through online monthly meetings to support each other and plan for new activities. A [DYSN Facebook](#) page is also available to share resources and ideas.



Learn more

Contact info
Michael Iachetta DYSN
Student Network champion
at Seaquam Secondary
michael@deltaed.bc.ca

DELTA GREEN COMMITTEE

The Delta Green Committee began in 2009 with the purpose of making the Delta School District and all of its facilities more sustainable. The overall goals of the Committee are:

- To help staff take initiative in how we operate our schools to become more energy-efficient;
- To raise awareness on conservation; and,
- To reduce waste.

The Committee brings people together to spread knowledge, reach stakeholder groups, and to make progress towards its goals. The Committee is composed of students (Delta Youth Sustainability Network), teachers, vice-principals and principals, facilities staff, and executives.

The Committee's Vision statement is:

The District is committed to fostering policies, practices and educational programs, which will protect and preserve the environment.

Some of the recent work of the Committee has undertaken includes:

- Turning the Sustainability Policy into a Procedure;
- Implementing and evaluating the summer/winter/spring break Shut Down campaigns;
- Deciding how to introduce the four-bin waste stations into each school and related information-sharing to students and staff on how to use them properly;
- Sharing feedback on initiatives happening in the District; and,
- Sharing custodial data to make decisions and future reduction of appliances for energy saving.

The Committee encourages sharing of ideas about conservation and sustainability from anyone in the District, and will review each idea or suggestion as a Committee. Staff and students are welcome to join the monthly meetings.



PLAN FOR 2019

LIGHTING UPGRADES AND BUILDING SYSTEMS OPTIMIZATION

The Delta School District will continue to perform lighting upgrades to LED technology wherever feasible, and continue with building systems optimization wherever opportunities are available.

STAKEHOLDER ENGAGEMENT

The Delta School District will continue supporting the ongoing Energy Conservation Grant, Energywise Network, Green Mentorship Program, and Delta Green Committee initiatives to foster sustainable behavior.

PLANS FOR FUTURE

REPLACEMENT OF GYMNASIUM & SECONDARY SCHOOL SHOP RTUS

Antiquated gas fired rooftop heating units serving gymnasiums and secondary school shops will be replaced within the next 5 years to more efficient systems.

REPLACEMENT OF DOMESTIC HOT WATER SYSTEMS

Mid-efficiency gas fired domestic hot water heaters and boiler plants will be replaced with high efficiency options including high efficiency heaters and boilers with smaller storage capacity. Decentralization will also be visited as an option to reduce heat loss through hot water stored in piping throughout buildings.

STAKEHOLDER ENGAGEMENT

The Delta School District, in keeping with Administrative Procedure 544 **SUSTAINABILITY**, will continue to build on it's stakeholder engagement initiatives to foster sustainable behavior.

Part 1: CNAR Survey

1. General Information

Name: Maurice Bedard

Contact Email: mbedard@deltasd.bc.ca

Organization Name: Delta School District #37

Sector: School District

Role - Please select your role(s) below.

If more than one individual completed the survey, multiple categories may be selected:

Energy Manager: Yes

Sustainability Coordinator: No

Administrative Assistant: No

Facilities/Operations Manager/Coordinator: No

CEO/President/Exec Director: No

Treasurer/Accounting: No

Superintendent: No

A. Stationary Sources (e.g. Buildings, Power Generators): Fuel Combustion, Electricity use, Fugitive Emissions.

1. Actions taken by your organization in 2018 to support emissions reductions from buildings.

a) Do you have a strategy to reduce emissions from stationary sources?

Yes

If yes above, what are the main goals?: As stated in Administrative Procedure 544 "SUSTAINABILITY", "The Delta School District shall adhere to the principle of conserving electricity, fossil fuels and water through an energy management plan (EMP) focusing on optimization through technology and behavioral actions".

b) Whether you have a strategy or not (1.a), briefly describe your organization's plans to continue reducing emissions from stationary sources:

I. Over the medium-term term (1-5 years)

Replace gas fired heating units with energy efficient models.

Replace existing lighting with more efficient models.

Optimize use of existing solar walls.

Optimize operation of existing HVAC systems to improve efficiency.

Redesign and replace existing domestic hot water heating and distribution systems with more efficient options.

II. Over the long term (6-10 years)

Optimize use of existing solar hot water panels.

Replace gas fired heating units with energy efficient models.

Replace existing lighting with more efficient options.

Redesign and replace existing domestic hot water heating and distribution systems with more efficient options.

c) Please describe your strategy's goals (if any) related to [energy audits](#).

The Delta School District is currently working with BC hydro to conduct energy audits at two schools and will continue to work with BC Hydro to complete energy audits at each school until all have been completed.

I. What % on average of your building portfolio has an energy audit completed each year (if any)? : 5

d) Please describe your strategy's goals (if any) related to building retrofits.

The Delta School District focuses on optimization through technology upgrades to improve efficiency and reduce carbon emissions, whenever building retrofits take place. For example, we upgrade lighting to LEDs, and replace gas fired HVAC units with Air Sourced Heat Pumps.

I. What % on average of your building portfolio is retrofitted each year in the following categories (if any) - click [here](#) for further information:

Minor retrofits (e.g., low cost, easy to implement measures including caulking, lighting, adding roof insulation, etc.) (%): 20

Major retrofits (e.g., replacing windows and doors, equipment replacement such as boilers, etc.) (%): 10

Deep retrofits (e.g., replacing roof, replacing the heating, ventilation and air-conditioning system with a renewable technology like a ground-source heat pump, etc.) (%): 5

e) Please describe your strategy's [re/retro-commissioning](#) goals (if any)?

The Delta School District focuses on optimization through technology upgrades to improve efficiency and reduce carbon emissions, whenever building retrofits take place.

I. What % on average of your building portfolio do you recommission each year?: 0

f) Do you keep records of Refrigerant gases category and refilling volumes?

Yes

I. If yes, have you included the associated emissions in your reporting?

No

II. What, if any, mitigation approaches have been considered? Please describe.

Refilling volumes of refrigerant gases have been so small, that the total amount of associated emissions has not created a significant concern.

g) How many newly constructed buildings received at least LEED Gold certification in 2018 : 0

I. How many newly constructed buildings did not receive LEED Gold certification?: 0

II. Please explain why LEED Gold certification was not obtained.

There was no new construction in the Delta School District.

h) Other actions? Please describe briefly.

The Delta School District leads environmental stewardship and fosters a holistic approach towards climate change energy optimization, waste reduction, and water conservation, by endeavoring to instill in its students, staff parents, and community an awareness of and commitment to sustainability. To achieve this the Delta Green Committee champions behavioral based sustainability actions to conserve energy and eliminate waste. Initiatives include the Green Mentorship Program, and the Delta Youth Sustainability Network, to create a community of green leaders in secondary schools, who reach out to neighborhood elementary schools to help educate the students about energy conservation and green actions.

B. Mobile Sources (Vehicles, Off-road/portable Equipment): Fuel Combustion:

3. Actions taken by your organization in 2018 to support emissions reductions from mobile sources.

a) Do you have a strategy to reduce emissions from mobile sources?

Yes

I. If yes, what are its goals?

The Delta Board of Education, through the Delta Green Committee, is committed to instilling in it's students, staff, parents, and community an awareness of an commitment to sustainability by leading environmental stewardship and fostering a holistic approach towards climate change, energy optimization, waste reduction, and water conservation. The board is committed to improving its performance in sustainability and will endeavor to conduct its operations and make decisions based upon five priorities: conservation, protection, education, regulation, and recognition. Within the scope of Environmental Stewardship, the District will actively promote, model and advise decision making, professional learning and actions that will meet these five outcomes. With this in mind, we will trade in older vehicles for more fuel efficient or electric models, as funding and technology improvement opportunities become available.

b) Whether you have a strategy or not (3.a), briefly describe your organization's plans to continue reducing emissions from mobile sources:

I. Over the medium-term term (1-5 years)

The Delta Board of Education, through the Delta Green Committee, is committed to instilling in it's students, staff, parents, and community an awareness of an commitment to sustainability by leading environmental stewardship and fostering a holistic approach towards climate change, energy optimization, waste reduction, and water conservation. The board is committed to improving its performance in sustainability and will endeavor to conduct its operations and make decisions based upon five priorities: conservation, protection, education, regulation, and recognition. Within the scope of Environmental Stewardship, the District will actively promote, model and advise decision making, professional learning and actions that will meet these five outcomes. With this in mind, we will trade in older vehicles for more fuel efficient or electric models, as funding and technology improvement opportunities become available.

II. Over the long term (6-10 years)

The Delta Board of Education, through the Delta Green Committee, is committed to instilling in it's students, staff, parents, and community an awareness of an commitment to sustainability by leading environmental stewardship and fostering a holistic approach towards climate change, energy optimization, waste reduction, and water conservation. The board is committed to improving its performance in sustainability and will endeavor to conduct its operations and make decisions based upon five priorities: conservation, protection, education, regulation, and recognition. Within the scope of Environmental Stewardship, the District will actively promote, model and advise decision making, professional learning and actions that will meet these five outcomes. With this in mind, we will trade in older vehicles for more fuel efficient or electric models, as funding and technology improvement opportunities become available.

c) How many fleet vehicles did you purchase from the following categories:

Electric Vehicle – EV - (e.g., Nissan Leaf, Chevy Bolt): 0

"Plug In" Electric Vehicle – PHEV (e.g., plug-in Prius, Chevy Volt): 0

Hybrid vehicle – HEV – non "Plug In"- (e.g., Toyota Highlander Hybrid): 0

Hydrogen fuel cell vehicle : 0

Natural gas/propane: 0

Gas/diesel vehicle: 0

d) How many existing EV charging stations does your organization have in each category:

level 2: 0

level 3: 0

How many level 2 stations (if any) are specifically for your fleet vehicles: 0

How many level 3 stations (if any) are specifically for your fleet vehicles: 0

e) How many EV charging station(s) did you install in 2018 in each category:

level 2: 0

level 3: 0

How many level 2 stations (if any) were installed specifically for your fleet vehicles: 0

How many level 3 stations (if any) were installed specifically for your fleet vehicles: 0

f) Other actions, please describe briefly (e.g. charging station feasibility studies, electrical panel upgrades, etc.)

None.

4. Please indicate the number of the vehicles in the following vehicle classes that are in your current fleet (including any purchased in 2018):

Definitions:

- Light duty vehicles (LDVs) are designated primarily for transport of passengers <13 and GVWR<3900kg
- Light duty trucks (LDTs) are designated primarily for transport of light-weight cargo or that are equipped with special features such as four-wheel drive for off-road operation (include SUVs, vans, trucks with a GVWR<3,900kg)
- Heavy duty vehicles (HDV) includes vehicles with a GVWR>3,900 kg (e.g. ¾ tonne pick-up truck, transport trucks)

a) Light duty vehicles (LDVs)

Electric Vehicles – EV - (e.g., Nissan Leaf, Chevy Bolt): 0

"Plug In" Electric Vehicle – PHEV -- (e.g., plug-in Prius, Chevy Volt) : 0

Hybrid vehicles – HEV – (e.g., non "Plug In"- older Toyota Prius, Toyota Camry hybrid): 0

Hydrogen fuel cell vehicles: 0

Natural gas/propane: 0

Gas/diesel: 0

b) Light duty trucks (LDTs)

Electric Vehicles – EV : 0

"Plug In" Electric Vehicle – PHEV: 0

Hybrid vehicles – HEV – (e.g., non "Plug In"- older Ford Escape Hybrid, older Chevrolet Silverado pickup hybrid etc): 0

Hydrogen fuel cell vehicles: 0

Natural Gas/propane: 0

Gas/diesel: 49

c) Heavy duty vehicles (HDV)

Electric Vehicles – EV : 0

"Plug In" Electric Vehicle – PHEV : 0

Hybrid vehicles – HEV – (e.g., non “Plug In”): 0

Hydrogen fuel cell vehicles: 0

Natural Gas/propane: 0

Gas/diesel: 4

5. Please indicate the number of the vehicles you plan to replace in your fleet:

How much do you budget per LDV?: 0

How many LDVs do you plan to procure annually over the next 5 years?: 0

How much do you budget per LDT?: 30000

How many LDTs do you plan to replace annually over the next 5 years?: 3

How much do you plan to spend per HDV?: 100000

How many HDVs do you plan to replace annually over the next 5 years?: 1

C. Office Paper: Indicate which actions your PSO took in 2018:

6. Actions taken by your organization in 2018 to support emissions reductions from paper supplies.

a) Do you have an Office Paper strategy?

No

b) Whether you have a strategy or not (6.a), briefly describe your organization’s plans to continue reducing emissions from paper use:

I. Over the medium-term (1-5 years)

We do not have a policy to enforce the use of recycled content paper, but all schools were made aware of the availability of recycled content paper. The Delta School Board office has implemented the use of 30% recycled content paper.

End users are made aware of their paper use with the new printing/copying system with metrics (papercut system). Reports are generated for the schools by the principals and they share the numbers with the teachers and staff. Users are accountable for the amount they use, some may implement quotas. The new papercut system eliminates "accidental" print jobs by not releasing them until the user scans their ID card at the printer and then confirms the queued print job for printing.

II. Over the long term (6-10 years)

We do not have a policy to enforce the use of recycled content paper, but all schools were made aware of the availability of recycled content paper. The Delta School Board office has implemented the use of 30% recycled content paper.

c) Have an awareness campaign focused on reducing office paper use

Yes

d) Purchased alternate source paper (bamboo, hemp, wheat, etc.)

No