



2025

PSO Climate Change Accountability Report



SD40 New Westminster

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LAND ACKNOWLEDGEMENT

New Westminster Schools recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples, on who's traditional and unceded territories we live, we learn, we play, and we do our work.

PART 1 – Legislative Reporting Requirements

DECLARATION STATEMENT

This Public Sector Organization (POS) Climate Change Accountability Report for the period January 1, 2025, to December 31, 2025, summarizes New Westminster Schools' greenhouse gas (GHG) emissions profile, the offsets purchased to achieve carbon neutrality, and the actions taken to minimize our GHG emissions and our plans to continue reducing emissions in 2026 and beyond.



OVERVIEW / EXECUTIVE SUMMARY

On behalf of New Westminster Schools, we are pleased to submit our Climate Change Accountability Report for 2025. This report highlights the district's continued commitment to reducing greenhouse gas (GHG) emissions, improving building efficiency, and strengthening climate resilience across our school facilities.

Throughout 2025, School District 40 (SD40) implemented a broad range of targeted infrastructure upgrades aimed at lowering energy consumption, conserving water, and enhancing indoor comfort for staff and students. These efforts were conducted despite ongoing enrollment growth and increasing demands on aging facilities. Building on the progress achieved in prior years, the district focused on practical, cost-effective improvements such as LED lighting upgrades, ECM motor replacements, improved ventilation and cooling systems, water-efficient plumbing fixtures, and fleet efficiency enhancements.

In response to rising temperatures and more frequent heat events, SD40 expanded cooling and heat-mitigation measures, including the installation of additional air conditioning units, fan coils, solar window tinting, and ventilation upgrades. These investments not only support GHG reduction objectives but also help ensure safe and comfortable learning environments during periods of extreme weather.

Collectively, the actions taken in 2025 demonstrate SD40's ongoing commitment to environmental stewardship, fiscal responsibility, and the creation of healthy, sustainable schools. The district remains focused on continuous improvement and long-term planning as it works toward lower emissions and increased resilience in the years ahead.

New Westminster Schools recognizes the importance of fostering a healthy, environmentally conscious educational environment. Through ongoing improvements—we remain committed to shaping a more eco-friendly and sustainable future for our community.



Figure 1 illustrates student enrollment growth and the annual tCO₂e offsets for the past ten years.

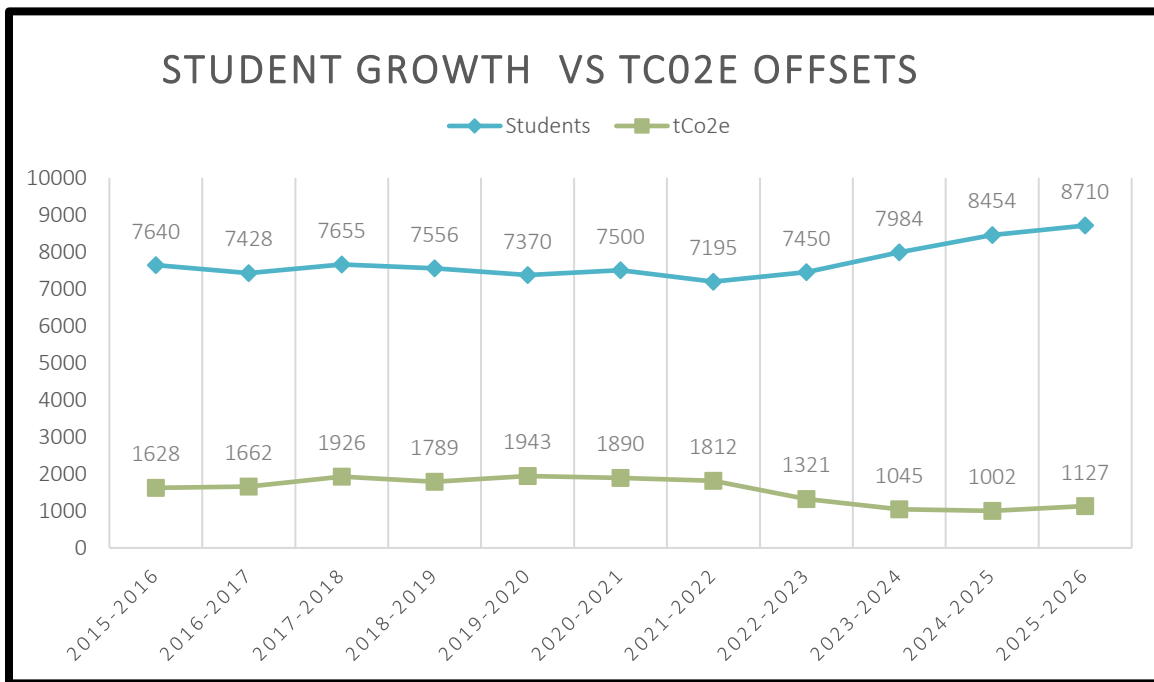


Figure 1: Annual tCO₂e offsets for the past 10 years, showing a consistent downward trend in emissions despite the continued growth of the district.



ABOUT OUR SCHOOLS

New Westminster is situated along the Lower Fraser River on the traditional territory of the Halkomelem-speaking Coast Salish peoples, including the Qayqayt First Nation. Located in the heart of Metro Vancouver, it has long served as a vibrant meeting place for people, ideas, and innovation. The city's rich cultural tapestry and forward-thinking spirit make it an exceptional place to live and work.

School District 40 (SD40) has been delivering public education since the 1920s and is now one of the fastest-growing districts in Metro Vancouver. We currently serve over 8000 students and employ more than 1300 staff members.

Our schools include:

- 8 Elementary Schools
- 3 Middle Schools
- 1 Secondary School
- 3 Alternative Education Schools (SIGMA, POWER, RCAP)
- 1 Adult Learning Centre
- 3 Choice Programs (French Immersion, Montessori, Home Learners)



ENVIRONMENTAL PLAN

The New Westminster School District (SD40) maintains a comprehensive environmental plan as part of its broader climate action framework. The plan focuses on reducing greenhouse gas (GHG) emissions, improving resource efficiency, and promoting sustainable practices across district operations. Key areas of emphasis include facility upgrades, sustainable transportation, operational practices, and environmental education.

Key Components of the Environmental Plan:

Facilities

SD40 prioritizes improving the energy performance of existing buildings through targeted retrofits and modernization projects. New construction and major renovations are designed to meet LEED-compliant standards where feasible. The district continues to implement efficient technologies such as air source heat pumps, LED lighting, and building automation systems to reduce energy use and emissions.

Transportation

The district encourages more sustainable transportation choices by promoting walking and cycling, supporting active transportation infrastructure, and increasing the use of more fuel-efficient and electric vehicles where operationally feasible.

Education

SD40 is committed to fostering climate literacy and environmental awareness. Students and staff are supported through educational programming and initiatives that encourage sustainable behaviours and an understanding of climate change impacts.



Operations

Waste reduction and responsible material management remain important components of district operations. Recycling, composting, and efforts to reduce paper and material use support broader sustainability objectives.

Community Energy and Emissions Plan (CEEP)

SD40 contributes to the City of New Westminster's Community Energy and Emissions Plan, which outlines a pathway to achieving net-zero emissions by 2050 across key sectors including buildings, transportation, energy, waste, and natural systems.

Strategic Planning

Environmental sustainability is integrated into the district's strategic planning, with objectives aimed at creating healthy, efficient, and environmentally responsible learning environments.

Examples of Initiatives:

Green Learning

Environmental learning opportunities are provided through classroom activities and hands-on initiatives that support student engagement with sustainability concepts.

LEED and High-Performance Design

New facilities are designed to achieve, or be built to, LEED Gold standards where possible.

Energy Efficiency

Ongoing efforts focus on improving the efficiency of existing buildings through lighting upgrades, equipment replacements, and system optimization.

Climate Action

SD40 has declared a climate emergency and continues to advance long-term climate action planning.



Challenges and Considerations:

SD40 recognizes that implementing environmental initiatives can be challenging due to funding constraints, aging infrastructure, and competing capital priorities. Continued collaboration with the Ministry of Education and Childcare, local government, and other partners remains essential to advancing energy efficiency and achieving long-term emissions reduction goals within school facilities.



ACTIONS TAKEN IN 2025

Building on the noteworthy progress achieved in 2024, School District 40 (SD40) continued to focus on incremental yet impactful upgrades throughout 2025. While previous initiatives emphasized major HVAC system improvements and heat pump installations, 2025 efforts concentrated on broad, district-wide efficiency measures—such as lighting upgrades, ECM motor replacements, water conservation initiatives, and equipment modernization—that deliver immediate energy and operational savings. This approach reflects a strategic shift toward maximizing performance improvements across multiple sites while preparing facilities for longer-term climate adaptation.

Figure 2 illustrates the distribution of emission sources across our district. Natural gas remains the primary source of heating, accounting for over 71% of our greenhouse gas (GHG) emissions. Despite increased student enrollment during the 2025–2026 school year, our energy efficiency strategies—such as optimized HVAC scheduling, lighting upgrades, and overall improvements in energy use—resulted in a measurable reduction in both energy consumption and emissions in 2025. This progress reflects our ongoing commitment to minimizing our environmental footprint.

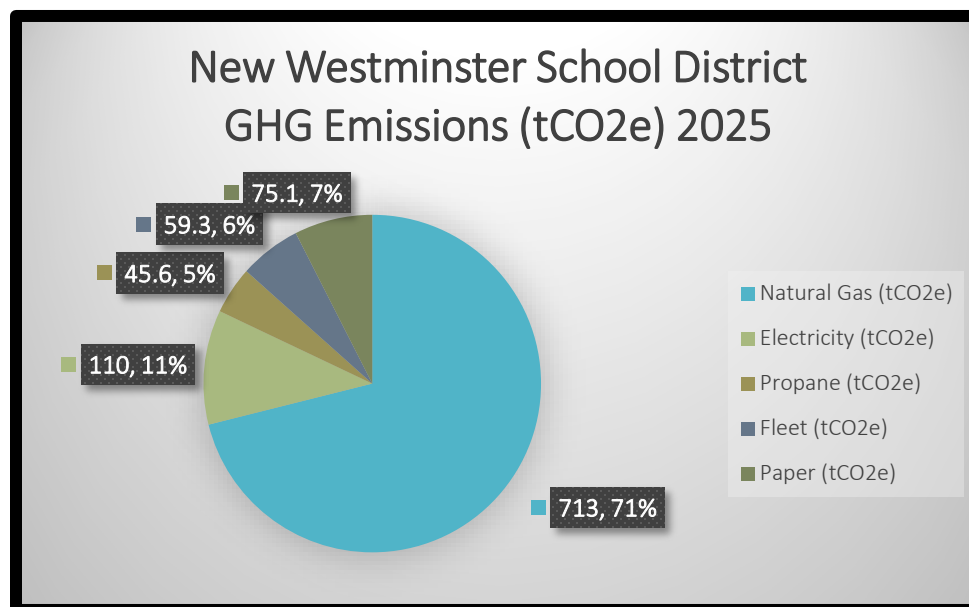


Figure 2: GHG Emissions Distribution for 2025



Figure 3 presents a comparison of greenhouse gas (GHG) emissions across key operational categories for the 2024 and 2025 reporting years. The data reflects the district's ongoing efforts to improve building performance, operational efficiency, and resource management as outlined in the Environmental Plan.

Comparing GHG for 2024 & 2025			
	tCO ₂ e, GHG ALL		
	2024	2025	Changes
Direct Fuel Combustion	761	759	-2
Purchased Energy	36.1	110	+73.9
Mobile Energy Use	59.6	59.3	-.3
Office Paper	51.1	75.1	+24
Fugitive Emissions	94.7	124	+29.3

Figure 3: Compare GHG for 2024 & 2025 and the % change by main sources.

Modest reductions were observed in **direct fuel combustion** and **mobile energy use**, aligning with continued upgrades to building systems, equipment, and fleet operations. These improvements support the district's focus on improving energy efficiency across facilities and reducing fuel consumption where operationally feasible.

Increases in **purchased energy** emissions correspond with expanded use of cooling, ventilation, and mechanical systems implemented to support occupant comfort and respond to rising temperatures and more frequent heat events. These changes reflect the district's commitment to maintaining safe, functional, and resilient learning environments as climate conditions evolve.

Higher reported **fugitive emissions** are primarily the result of improved inventory tracking and reporting of refrigerants across district facilities, supporting more accurate emissions accounting. Changes in **office paper** emissions reflect operational requirements during the reporting year and highlight opportunities for continued progress through digital workflows and responsible material management.



Overall, the 2024–2025 comparison illustrates the dynamic nature of emissions management within a growing and aging school district. While energy efficiency initiatives continue to reduce emissions in key areas, year-to-year variations also reflect necessary investments in building performance, climate adaptation, and improved data accuracy. The district remains committed to continuous improvement through facility upgrades, operational efficiencies, and long-term sustainability planning.

Stationary Sources (buildings, energy, water & equipment)

Throughout 2025, SD40 implemented a variety of energy efficiency, water conservation, and building performance improvements across multiple school sites.

Queen Elizabeth Elementary School

Exterior lighting was upgraded from metal halide to high-efficiency LED fixtures, and interior lighting was upgraded to more efficient LED systems and added dimmers. Occupancy sensors were installed to reduce electricity use during unoccupied periods. Select appliances, were replaced with more energy-efficient models and some toilets were upgraded to more water-efficient units.

Queensborough Middle School

As old systems reach end of life, some plumbing upgrades were completed with the installation of water-efficient toilets to support district water conservation efforts.

Connaught Heights Elementary School

Some toilets were replaced with water-efficient toilets, reducing overall water consumption at the site.



Lord Tweedsmuir Elementary School

Several building efficiency upgrades were completed, including interior lighting improvements transitioning from ballast LED to more efficient strip LED, an electrical panel upgrade, insulated piping, weather-stripping at outlets, insulation upgrades within the electrical room, and the replacement of exhaust fans with energy-efficient ECM models. As toilets reached end of life, they were replaced with water-efficient toilets.

Lord Kelvin Park Elementary School

Weather-stripping was added to some of the exterior doors to reduce heat loss, and aging refrigerators were replaced with more energy-efficient models.

Fraser River Middle School

A dryer in the Home Economics room was replaced with a more efficient model, and a few of the faucets were upgraded to hands-free sensor fixtures to improve water efficiency.



Hume Park Elementary School

Several interior lightings were upgraded to more efficient LED fixtures.

F.W. Howay Elementary School

The motor on the Unit Ventilator system was upgraded to an ECM motor, improving system efficiency and performance.



Skwo:wech Elementary School

Solar window tinting was installed to reduce solar heat gain and cooling demand. A few of the faucets were upgraded to hands-free sensor models to support water conservation.



New Westminster Secondary School

An additional air conditioning unit was installed, and fan coils were added to classrooms to improve cooling efficiency and reduce reliance on portable fans. Select appliances were also upgraded to more efficient models.



Herbert Spencer Elementary School

Exhaust fans were upgraded to ECM models to improve ventilation efficiency. The new heat pump system, which is currently in progress and is expected to be fully operational later in 2026.



École Qayqayt Elementary School

The school continued to benefit from district-wide lighting and equipment upgrades as older systems reached end of life. We have implemented a series of proactive measures across our facilities as part of our ongoing commitment to combat climate change and reduce emissions.

Across all schools, we are committed to enhancing energy efficiency through a range of ongoing infrastructure improvements. A key focus of this work is the systematic replacement of outdated lighting with modern, energy-efficient LED fixtures. This transition reduces electricity consumption while also lowering maintenance needs due to the longer lifespan of LED technology.

At the same time, we are improving the efficiency of our heating, ventilation, and air-conditioning (HVAC) systems by upgrading Direct Digital Control (DDC) programming. These enhancements allow for more accurate monitoring and control of indoor conditions, supporting increased comfort and reduced energy use. To further minimize unnecessary energy consumption, photocells have been installed on exterior lighting to automatically turn lights off during daylight hours.

Inside our facilities, aging furnace thermostats are being replaced with programmable models that allow for improved scheduling and temperature control. This helps reduce energy use during unoccupied periods. We are also replacing older household appliances in staff and classroom areas with new, energy-efficient stoves, refrigerators, dishwashers, washers, and dryers to lower overall energy and water consumption.

Additional district-wide initiatives include:

- Upgrading all photocopiers to newer, more energy-efficient models
- Modernizing the phone system to reduce server demand and associated energy use
- Continuing lighting upgrades at all schools as fixtures reach end of life, supporting a gradual district-wide transition to LED technology

Together, these efforts demonstrate our ongoing commitment to creating more sustainable, cost-effective learning environments across the district.



Mobile Sources (e.g. fleet vehicles, off-road/portable equipment)

The district continued to improve fleet and equipment efficiency through targeted replacements and upgrades:

- The **Maintenance & Operations department** upgraded two work vans from V8 to V6 engines and replaced three additional vehicles with more fuel-efficient models.
- A new, more efficient lawn mower was purchased to reduce fuel consumption.
- Electrical shop equipment was upgraded, including the replacement of a large table saw with a smaller, more energy-efficient, lower horsepower model.
- Cleaning equipment was upgraded to energy-efficient models, including:
 - Two floor scrubbing machines
 - One corded vacuum
 - One carpet cleaner
 - One battery-powered backpack vacuum

These upgrades collectively contribute to lower fuel use, reduced maintenance requirements, and improved operational efficiency.

Paper Consumption

Changes in office paper emissions reflect operational demands during the reporting year and underscore opportunities to further reduce impact through increased digital processes and responsible materials management.

Refrigerants

- This year marked our first inventory of all heat pumps, air conditioning units, refrigerators, freezers, walk-in coolers, water fountains, and ice machines. Using the nameplate method, we documented the refrigerants used in these systems to ensure proper tracking and compliance.



Water Conservation Measures

Across multiple sites, SD40 prioritized water efficiency by upgrading plumbing fixtures:

- Installation of water-efficient toilets at QE, QMS, Connaught, and Tweedsmuir.
- Installation of hands-free sensor faucets at FRMS and Skwo:wech.

These measures support both water conservation goals and operational cost savings.



EMISSIONS AND OFFSET SUMMARY TABLE

The table below outlines the total greenhouse gas (GHG) emissions produced by the School District 40 (SD40) in 2025, measured in tonnes of carbon dioxide equivalent (tCO₂e), along with the corresponding cost to retire carbon offsets. This ensures we meet the requirements for carbon neutrality as set by the Province of British Columbia.

Under the British Columbia Carbon Neutral Government Regulation, a fixed price of \$25 per tCO₂e remains in place for 2025. Based on our total emissions, we are required to purchase carbon offsets totaling \$28,175.00 plus GST. With this purchase, the School District 40 (SD40)—along with the rest of B.C.'s public sector—can officially claim carbon neutrality for the 2025 reporting year.

New Westminster School District #40 2025 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 – December 31, 2025	
Total BioCO ₂	20.4 tCO ₂ e
Total Emissions (tCO ₂ e)	1147 tCO ₂ e
Total Offsets (tCO ₂ e)	1127 tCO ₂ e
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	0 tCO ₂ e
Grand Total Offsets for the 2025 Reporting Year	
Grand Total Offsets to be Retired for 2025 Reporting Year (tCO ₂ e)	1127 tCO ₂ e
Offset Investment (\$)	@ \$25 per tCO ₂ e = \$28,175

Figure 4: Shows our Emissions & Offsets



RETIREMENT OF OFFSETS

In accordance with the *Climate Change Accountability Act* and the *Carbon Neutral Government Regulation*, School District 40 (SD40) is responsible for arranging the retirement of the carbon offsets associated with the emissions reported for the 2025 calendar year, including any applicable adjustments from prior reporting years. In exchange for the Ministry of Energy and Climate Solutions (**the Ministry**) retiring these offsets on the district's behalf, SD40 agrees to remit payment within 30 days of receiving the Ministry's invoice, calculated at a rate of \$25 per tonne of offsets retired, plus applicable GST.

PART 2 – Public Sector Climate Leadership

CLIMATE RISK MANAGEMENT

In 2025, SD40 expanded its climate risk management efforts with a continued focus on rising temperatures and increased heat-related events. Measures implemented across the district included additional air conditioning installations, upgraded fan coil systems, solar window tinting, and improvements to ventilation and exhaust efficiency. These initiatives reduce cooling demand, improve indoor air quality, and enhance comfort during heat waves, supporting the district's goal of maintaining safe and resilient learning environments in a changing climate.



ADDITIONAL SUSTAINABILITY INITIATIVES

To promote sustainability across our facilities, we continue to provide collection bins at various locations throughout the district. Items such as plastics, glass, used batteries, dried-up markers, and paper are collected for recycling. Additionally, food scraps are collected at each site to divert organic waste from landfills and convert it into compost.

We also remain committed to improving energy efficiency by upgrading lighting systems to energy-efficient LED fixtures across the district. In 2025, the following schools received lighting upgrades:

- **Queen Elizabeth Elementary School** – Exterior lighting was upgraded to LED & Interior lighting upgraded to LED.
- **Lord Tweedsmuir Elementary School** – Some interior lighting upgraded to LED & upgraded the Electrical Panel.
- **Home Learners** – Some of the interior lighting upgraded to LED.
- **Lord Kelvin Elementary School** – replaced the wooden cladding to metal cladding and added additional insulation to the Modular. The whole exterior of the school was painted.
- **FW Howay Elementary School** – Exterior painting of the whole school.
- **Facility Envelope Condition Assessment Report** – SD40 engaged a consulting firm to assess the condition of its building envelopes. This report was undertaken to evaluate the current state of the buildings and identify areas requiring corrective action. The assessment provides a comprehensive overview of envelope performance, including key deficiencies and potential risks that may impact building durability and energy efficiency.

The findings support informed decision-making and help prioritize deep retrofit initiatives across the portfolio. In addition, the report establishes a baseline for future maintenance planning and capital investment strategies. By leveraging this information, SD40 can take a proactive approach to extending the lifespan of its facilities while improving overall building performance and sustainability.



PLANS FOR 2025 AND BEYOND

BUILDING

We remain committed to sustainability by continuously upgrading equipment and systems across the district. As refrigerators and other appliances reach the end of their life, they are being replaced with more energy-efficient models. Our HVAC systems are also being upgraded to reduce emissions and improve overall energy efficiency.

To further optimize building performance and reduce our environmental footprint, we are enhancing our building automation systems.

We will be re-cladding two additional modular (portable) classrooms in the district. During this process, additional insulation will be installed to help stabilize indoor temperatures and increase resilience to extreme weather events.

At Herbert Spencer Elementary School, we are in the process of installing a heat pump system, improving both heating efficiency and sustainability. This school will also receive an upgrade to its gym lighting, transitioning to energy-efficient LED fixtures.

Queen Elizabeth Elementary School will undergo a full, school-wide lighting upgrade to LED, further supporting our energy-saving goals.

FLEET

As part of our sustainability efforts, our goal is to upgrade one vehicle in 2026. We are aiming to replace it with a more energy-efficient model to help reduce emissions and support our environmental commitments.

PAPER

We are committed to reducing paper waste by being more mindful about printing hard copies of documents. Instead, we will focus on creating more shared digital folders and using online collaboration tools to support a more sustainable, paperless workflow.



SUCCESS STORIES

One notable success in 2025 was the cumulative impact of small-scale efficiency upgrades across multiple sites. The widespread adoption of LED lighting, ECM motors, hands-free plumbing fixtures, and efficient equipment upgrades delivered immediate reductions in energy and water use while improving system reliability and indoor comfort. These efforts demonstrate how incremental improvements, when applied consistently across the district, produce meaningful sustainability outcomes.

One of our significant achievements has been the noticeable reduction in greenhouse gas (GHG) emissions at École Glenbrook Middle School and Queensborough Middle School following the installation of a new heat pump system. In just two years, we have seen an impressive 23.84% decrease in emissions at Glenbrook Middle School and 37.23% decrease at Queensborough Middle School—a clear sign that our efforts toward sustainability are making a real difference.

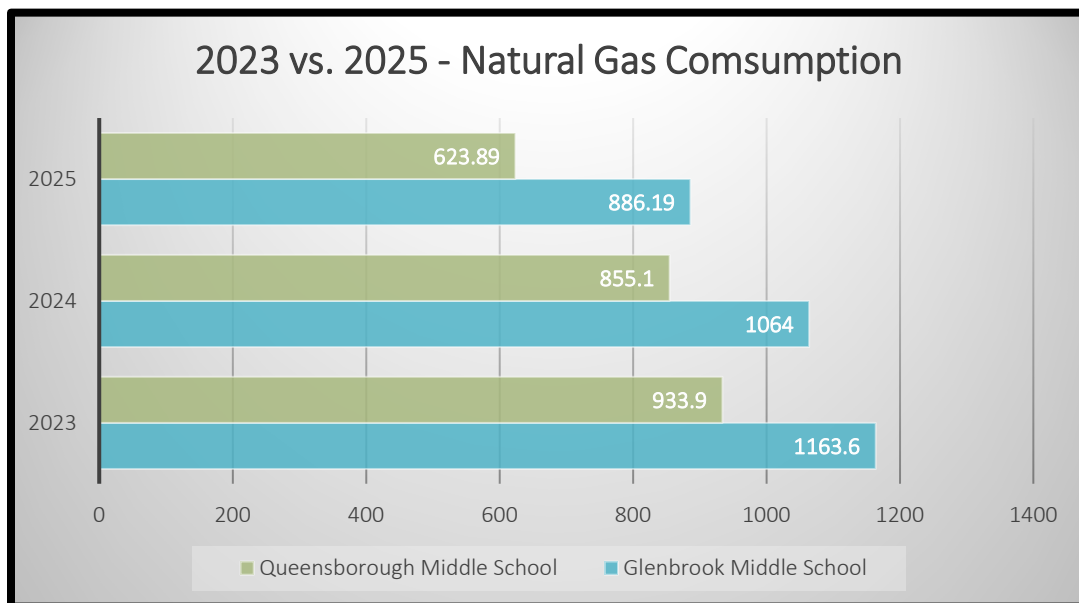


Figure 5: illustrates the decrease in natural gas consumption in gigajoules (GJ)



Looking back over the past 10 years, it is remarkable to see the progress we have made. We are extremely proud to have consistently reduced our tCO₂e offsets, even as our district has continued to grow. *Figure 5* illustrates the annual tCO₂e offsets over the past decade, highlighting the steady improvements we have achieved.

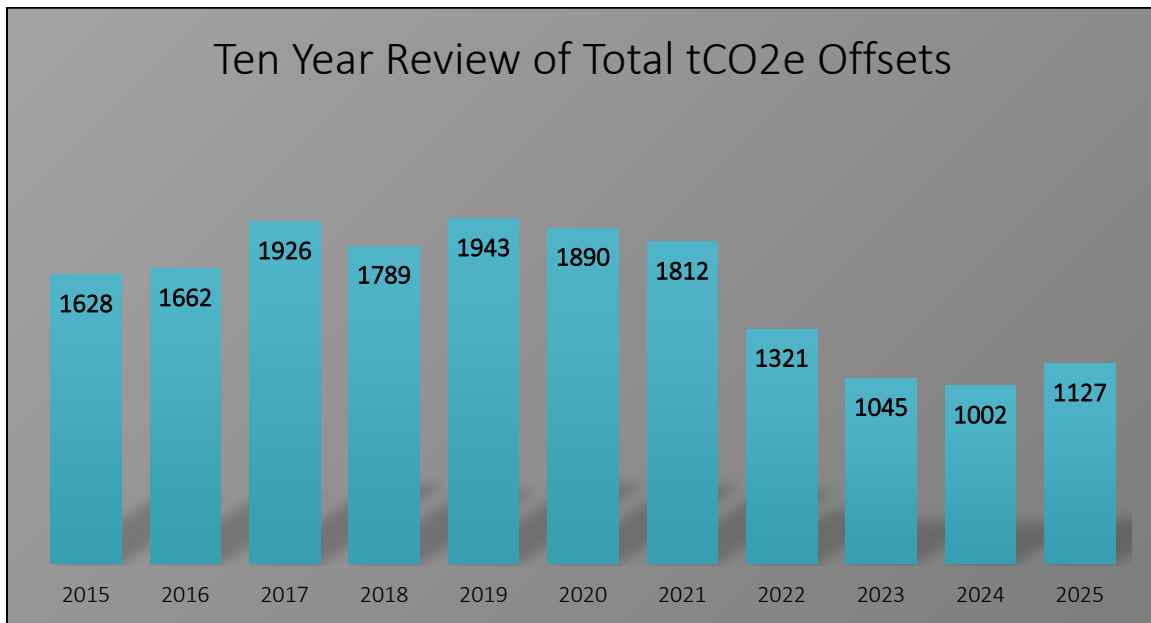


Figure 6: Ten Year Review of Total tCO₂e Offsets



EXECUTIVE SIGN-OFF



April 16, 2026

Signature

Date

Mark Davidson

Superintendent

Name (please print)

Title

