

# 2025 Climate Change Accountability Report



**Carbon Neutral**

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# LAND ACKNOWLEDGEMENT

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Burnaby is on Coast Salish territory in the traditional, ancestral, and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətaʔ (Tsleil-Waututh) Nations, where we teach, learn, and live.

# DECLARATION STATEMENT

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DECLARATION STATEMENT: This PSO Climate Change Accountability Report for the period January 1, 2025, to December 31, 2025, summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2025 to minimize our GHG emissions, and our plans to continue reducing emissions in 2026 and beyond.

# OVERVIEW

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On behalf of the Board of Education of Burnaby School district 41, we are pleased to present the **2025 Climate Change Accountability Report**. This report summarizes the school district's progress in reducing overall emissions from various sources, with a particular focus on absolute greenhouse gas (GHG) emissions from stationary (building) sources. These emissions are measured against a 2010 baseline, the earliest year for which consistent emissions data are available. These efforts align with the Province of British Columbia's target to reduce GHG emissions by **80% by 2050**.

The school district's total offsetable carbon emissions **slightly increased by approximately 1.8%** during this reporting year, rising from **5,499 tCO<sub>2</sub>e to 5,598 tCO<sub>2</sub>e** compared to the previous year. This change is due to **updates in emissions factors and improved emissions accounting**, rather than changes in operational activity alone. In 2024, two hydrofluorocarbon (HFC) emission factors were corrected, resulting in adjusted fugitive emissions calculations. In addition, in 2025 the electricity emissions factor increased substantially, approximately tripling relative to prior years. Fugitive emissions are also now being audited and reported with greater accuracy, contributing to a more complete and transparent representation of the school district's emissions profile. **While emissions slightly increased this year, we anticipate a downward trend in the coming years as major capital upgrades are completed and begin delivering efficiency improvements.**

Numerous stakeholders within the school district actively contribute to this collective endeavor, including school-based Green Teams, Instructional Leaders, the Business Services Group, the Facilities Management Group, and various other organizations and associations. While each operates independently, they share a common vision of fostering a culture of environmental responsibility and sustainability by prioritizing energy efficiency measures throughout educational facilities.

# ENVIRONMENTAL POLICY

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Since 2010, the school district has been adhering to its **Environmental Sustainability Policy** to mitigate climate change. It states that:

*"The Board acknowledges that Environmental Sustainability is a joint responsibility of trustees, students and staff and is committed to sound practices that focus on minimizing pollution and refuse, reducing energy use and water consumption, and promoting a healthy environment for students and staff within the limited financial resources available."*

**Read the full Environmental Sustainability Policy [here](#).**

In early 2020, the district collected input from various stakeholders in the Burnaby Schools community to create a formal Sustainability Strategic Plan that was adopted in 2022.

## **Sustainability Strategic Plan**

The plan is the reflection of the voices and values of the entire Burnaby Schools Community. It lays out the direction for implementation of goals, objectives, and actions to increase our climate action response, and aims to further empower youth in the school district to be the leaders of today and tomorrow in sustainability.

**Vision:** A sustainable learning community where we inspire action and take care of the environment for generations.

**Values:**

- Indigenous Knowledge and Perspectives
- Equity, Diversity, and Inclusion
- Collaboration, Creativity, and Innovation
- Leadership and Action
- Mindful Resource Use

**Goals and Objectives:**

1. Support meaningful and innovative educational practices in the curricular areas of sustainability.
  - a. Expand and support professional learning opportunities and nurture leadership around sustainability.
  - b. Create learning environments for experimentation and transformation.
  - c. Identify innovative means and additional opportunities to enhance and inspire student engagement with sustainability.
2. Include Indigenous knowledge as the foundation to understanding and leading sustainable practices.

- a. Understand local history and implement Indigenous knowledge and perspectives to guide sustainable practices.
- 3. Reduce the school district's environmental impact in the areas of energy, paper, waste, and procurement.
  - a. Reduce the overall greenhouse gas output and carbon footprint of the school district.
  - b. Reduce the school district's overall physical waste, diversion, and consumption.
  - c. Engage the Burnaby Youth Sustainability Network (BYSN) to deliver quantifiable environmental outcomes.
  - d. Build awareness of the efforts undertaken by the Burnaby School District as a model for environmental awareness and sustainability.
  - e. Review and strengthen policies and practices related to environmental impact.

[Read the full Sustainability Strategic Plan here.](#)

The district released an updated 5-year Strategic Plan in 2025 that outlines the overall Priorities, Goals and Objectives from Burnaby Schools from 2025 to 2030. The strategic priority of **Inspired Learning Environments** includes a commitment to:

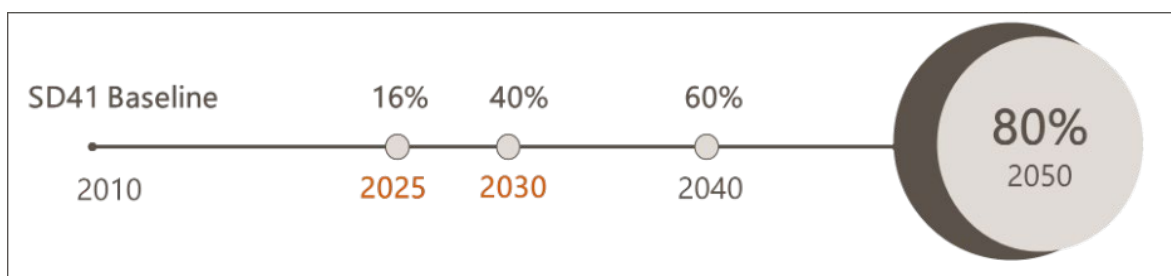
*"Prioritize environmental sustainability in infrastructure and space design, modelling and inspiring students to protect the planet for future generations."*

[Read the Strategic Plan 2025-2030 here.](#)

## GOALS AND TARGETS

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The school district's climate actions are guided by the vision set out in its Sustainability Strategic Plan: **a sustainable learning community where we inspire action and take care of the environment for generations**. In support of this long-term goal, the school district aligns its efforts with established provincial climate targets. Specifically, the school district observes the Province of British Columbia's target to achieve an **80% reduction in absolute greenhouse gas (GHG) emissions from stationary (building) sources in 2050**, as illustrated in **Figure 1**. These targets provide a measurable framework to track progress and ensure alignment with broader provincial climate commitments.

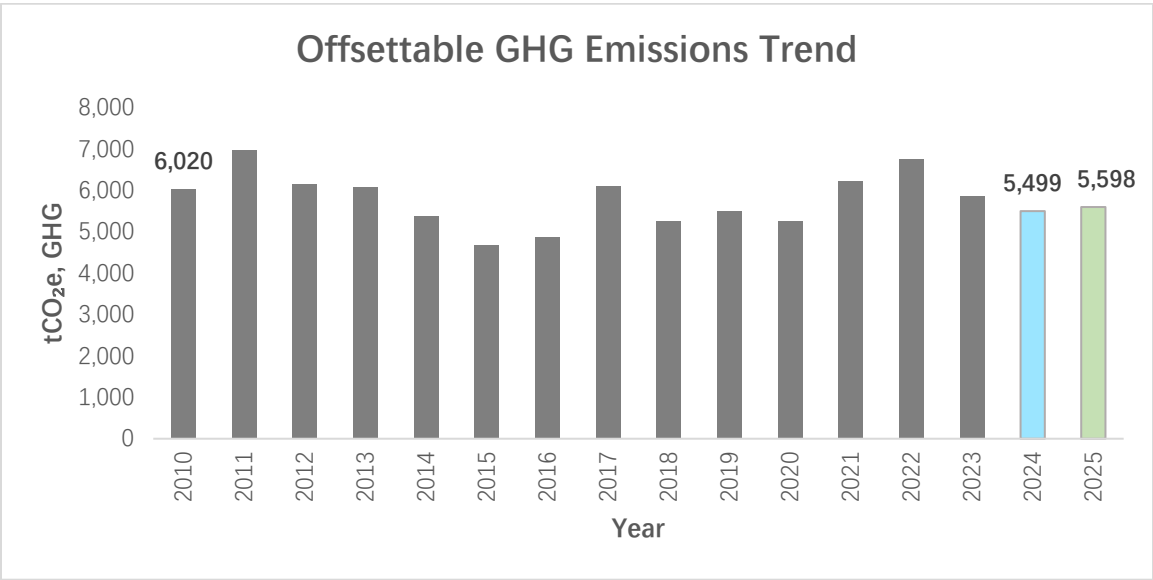


**Figure 1:** Long-term Provincial GHG Reduction Targets

# EMISSIONS REDUCTIONS

The school district's annual offsetable greenhouse gas (GHG) emissions , Figure 2, show a modest increase during the current reporting year. Total offsetable emissions rose by approximately **1.8%**, from **5,499 tCO<sub>2</sub>e** in the previous year to **5,598 tCO<sub>2</sub>e**. As noted earlier, the slight increase reflects updated emissions factors and improved accounting accuracy.

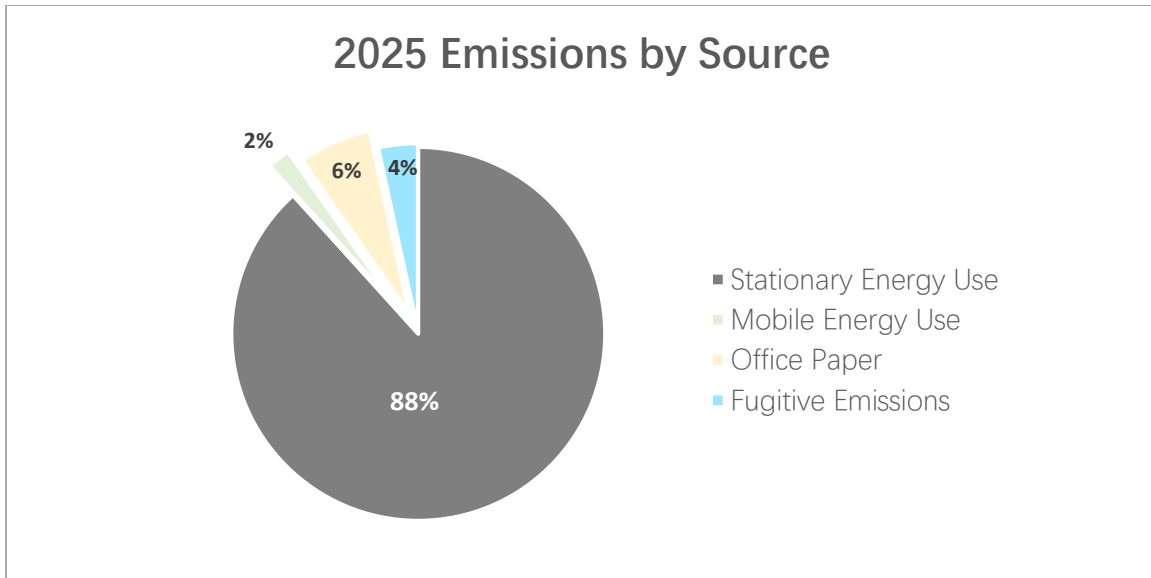
A detailed breakdown of offsetable GHG emissions by source is presented in the following sections of this report.



**Figure 2:** Offsetable GHG Emissions Trend from 2010 to 2025

The school district's sources of greenhouse gas (GHG) emissions are illustrated in Figure 3 and include the following:

- **Building energy use (Stationary):** This includes natural gas and propane used for heating, as well as electricity consumption to heat, cool, and power our buildings.
- **Fleet operations (Mobile):** Standard gasoline and diesel fuel used in our vehicle fleet.
- **Paper consumption**
- **Refrigerant use (Fugitive):** Emissions from refrigerants used in the school district's cooling systems, including heat pumps, refrigerators, coolers, rooftop units (RTUs) with direct expansion (DX), condensing units, and other cooling equipment such as refrigeration units, are included in the school district's emissions profile.



**Figure 3: 2025 Emissions by Source**

There is no significant change in the percentage contribution of emission sources compared to 2024. Emissions from **stationary sources (buildings)** continue to comprise the majority at **approximately 88%**, while emissions from **paper consumption remain steady at 6%**. **Fugitive emissions increased by 1%**, while emissions from **mobile sources decreased by 1%**, resulting in a largely stable overall emissions profile year over year.

#### **A. Actions Taken in 2025**

In 2025, **several actions were implemented to reduce stationary energy use, mobile emissions, paper consumption, and fugitive emissions.** These efforts included DDC and controls upgrades, lighting improvements, Keyscan integration, boiler upgrades and tune-ups, and controls optimization to improve building efficiency. Mobile emissions were addressed through the installation of additional EV chargers, while fugitive emissions were reduced by replacing an R22 chiller with a lower-GWP refrigerant. Behavioral programs were also introduced to encourage reduced energy use/emissions across operations.

##### **a. Stationary Sources (Buildings)**

The provincial target requires a reduction in absolute emissions relative to the 2010 baseline year. As shown in Figure 4, **the school district has achieved a 9.6% reduction in emissions by 2025.** While this demonstrates meaningful progress, it remains short of the provincial target, which **calls for a 16% reduction from baseline levels.** **This gap is expected at this stage, as many of the district's emissions-reduction projects are still in progress and will deliver reductions in future reporting years.**

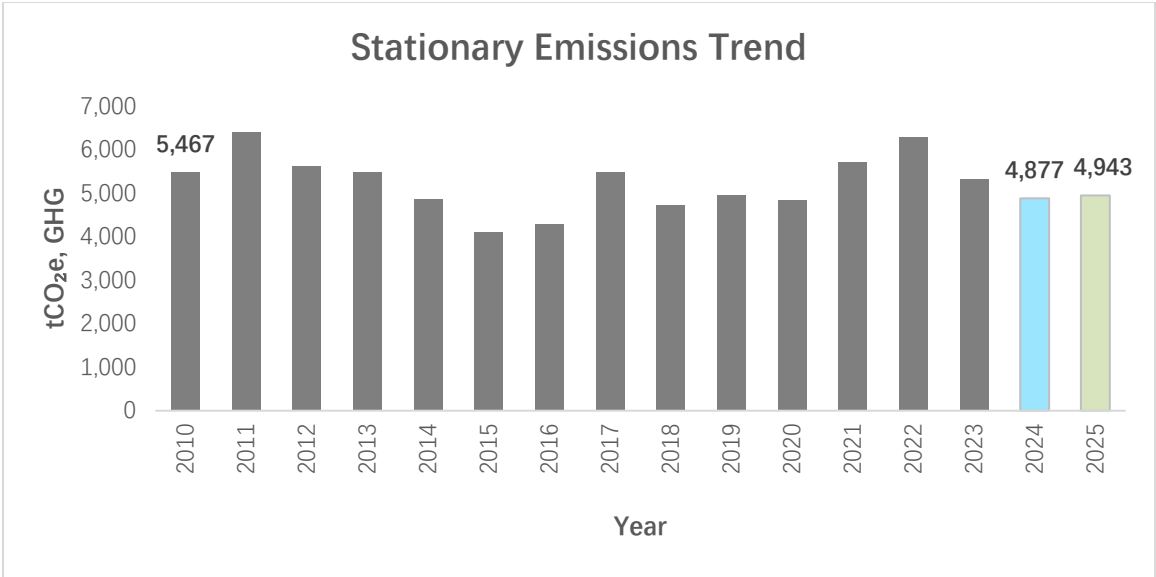


Figure 4: Stationary Emissions Trend from 2010 to 2025

Emissions from stationary energy use account for approximately 88% of the school district's total emissions. **Natural gas remains the dominant source of stationary emissions**, contributing about **90%** of building-related greenhouse gas emissions, while **electricity accounts for approximately 9%**. **Propane** use is minimal, representing **roughly 1%** or a negligible share of total emissions, as shown in Figure 5.

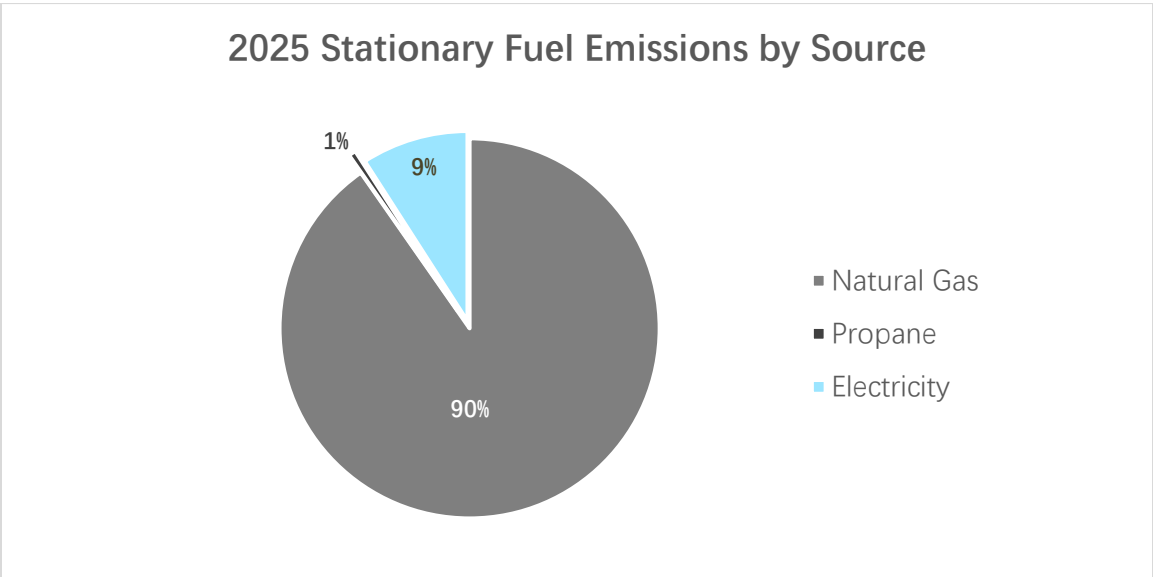


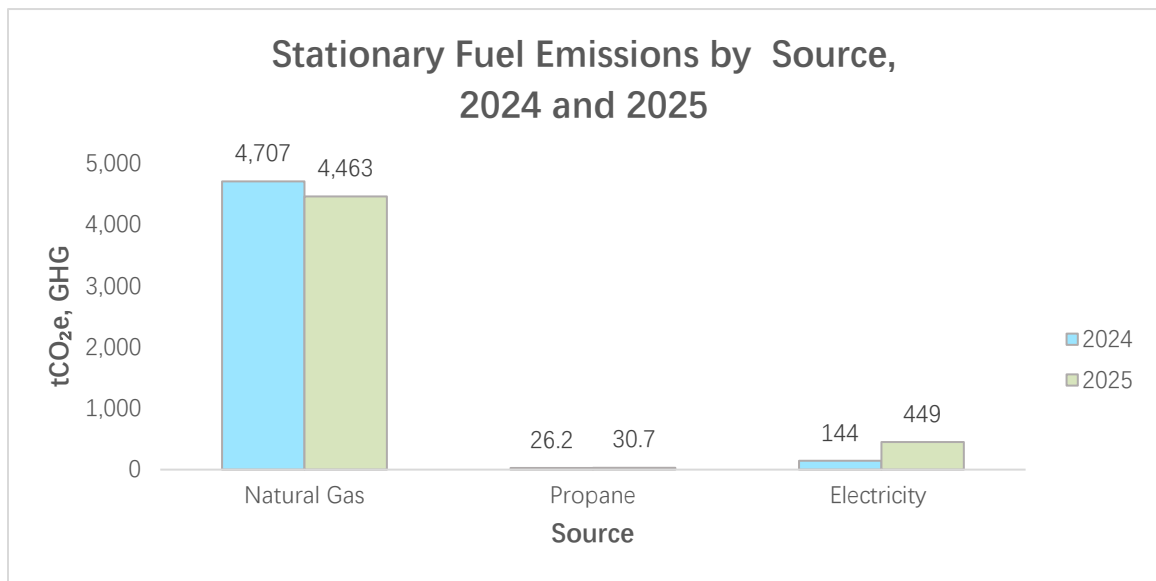
Figure 5: 2025 Stationary Fuel Emissions by Source

Given the significant share of emissions from natural gas, the school district has focused major efforts on reducing its consumption. However, other initiatives and upgrades to reduce electricity usage have also been implemented, as detailed in Table 1.

| School/Facility  | Project                       | Impact                          |
|------------------|-------------------------------|---------------------------------|
| Forest Grove     | DDC Upgrade                   | Reduces NG consumption          |
| Burnaby North    | Lighting Controls Integration | Reduces electricity consumption |
| Burnaby Central  | Lighting Upgrade              | Reduces electricity consumption |
| Multiple Sites   | Keyscan Integration           | Reduces electricity consumption |
| Burnaby Mountain | Boiler Upgrade                | Reduces gas consumption         |
| Multiple Schools | Boiler tune-up                | Reduces gas consumption         |
| Windsor          | Duct and Coil Cleaning        | Reduces electricity consumption |

**Table 1:** 2025 Completed Projects to Reduce Energy Consumption

These projects resulted in a **5.18% decrease in natural gas consumption from 2024**, as shown in Figure 6. In contrast, emissions from electricity increased by 211%, driven primarily by the tripling of the electricity emissions factor in 2025. Because electricity represents a relatively small share of total offsetable emissions, the large percentage increase has a limited impact on overall offsetable emissions.



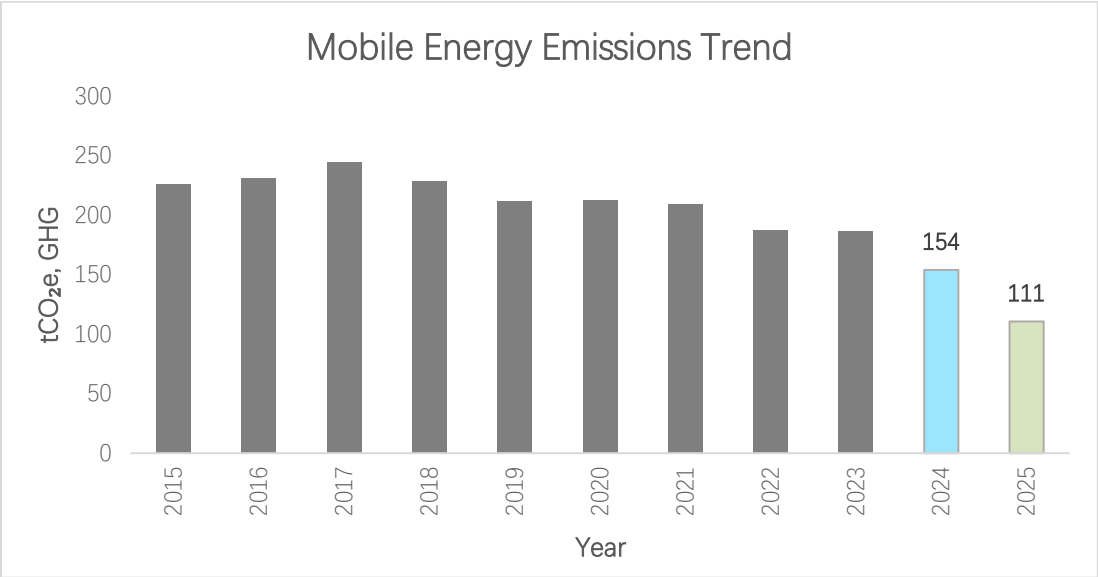
**Figure 6:** 2024 and 2025 Comparison of Stationary Fuel Emissions by Source

#### b. Mobile Sources (Fleet Vehicles)

As shown in the Figure 7, overall mobile-source emissions continue to decline, with a **27.9% reduction relative to 2024**. This decrease is driven primarily by the school district's transition to 100% renewable diesel, which has reduced diesel-related emissions to a

negligible level. The growing share of electric vehicles further supports this downward trend.

The school district has also **enhanced its reporting approach** by categorizing emissions according to vehicle type. Beginning in 2025, fleet activity is now reported separately for utility vehicles, pickup trucks, vans, and lawn-care equipment such as lawn mowers. This level of detail allows for more accurate accounting of fuel use and emission factors across different equipment classes and provides a clearer understanding of the school district's mobile-emission profile.



**Figure 7:** 2015 – 2025 Mobile Energy Emissions Trend

Mobile-source emissions are driven almost entirely by **gasoline use**, which represents **97% of the total**, as shown in Figure 8. **Electricity** accounts for **2%**, and **diesel** contributes **1%**, though diesel emissions are effectively negligible because the **school district operates on 100% renewable diesel**. Emissions from electric vehicles are also very low, reflecting the clean, hydro-based electricity supplied by B.C.'s grid. Together, the shift toward renewable diesel and EVs is already reducing the school district's transportation-related emissions.

There are currently **41 operational EV charging stations, supporting the district's transition to lower-emission transportation and enabling continued fleet electrification**. The school district's EV Ready Fleet Plan serves as a strategic guide for future vehicle purchases, optimizing electric vehicle selection, scheduling EV charging infrastructure upgrades, and accelerating fleet decarbonization efforts. The plan targets electrifying 92% of the fleet with available EV options, potentially reducing GHG emissions by 83% (180 tCO<sub>2</sub>e) by 2040.

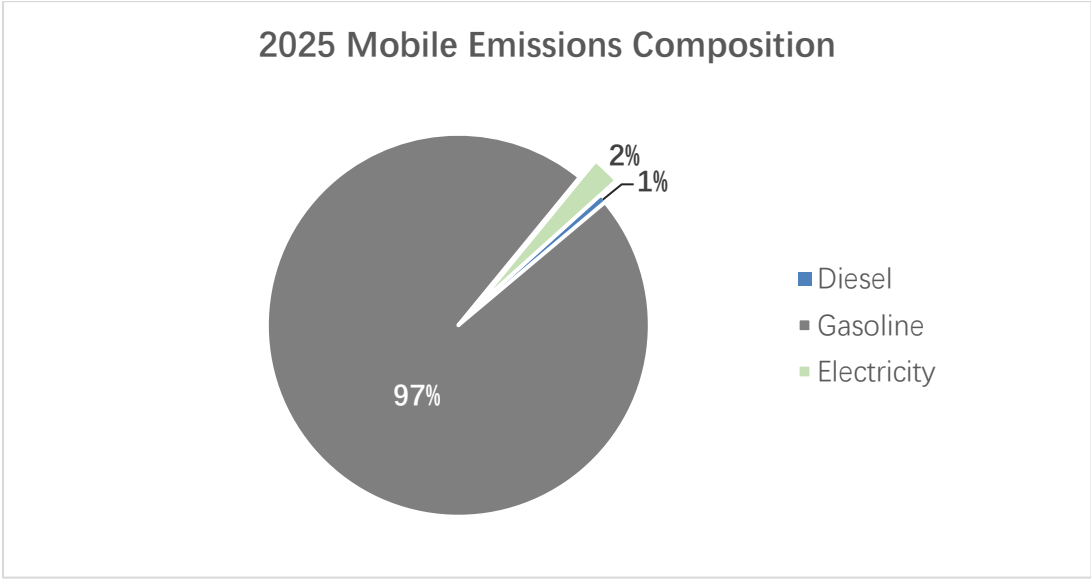
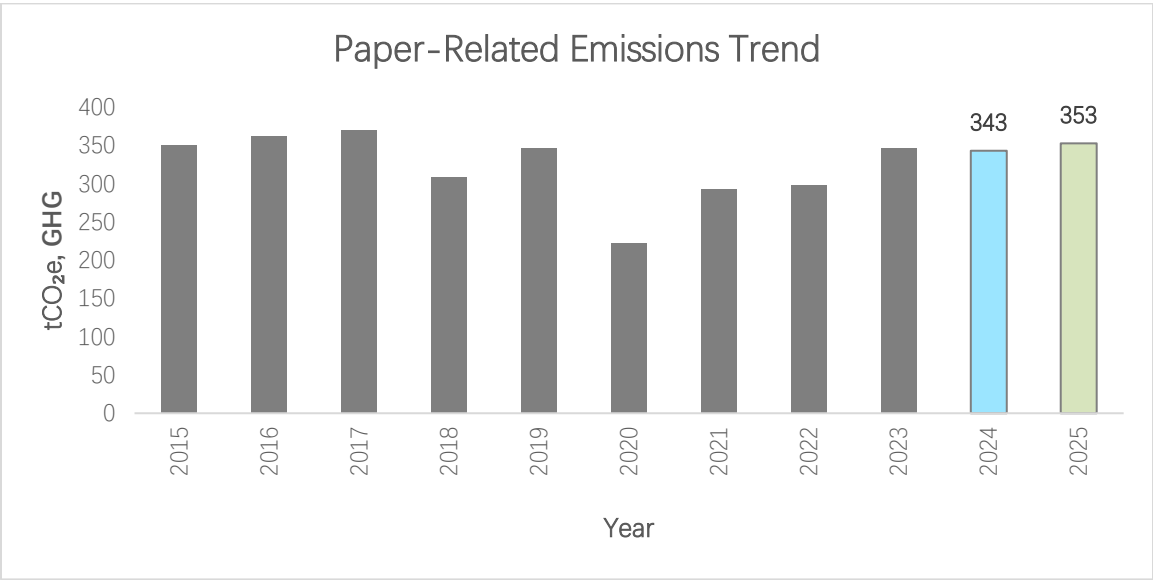


Figure 8: 2025 Mobile Emissions Composition

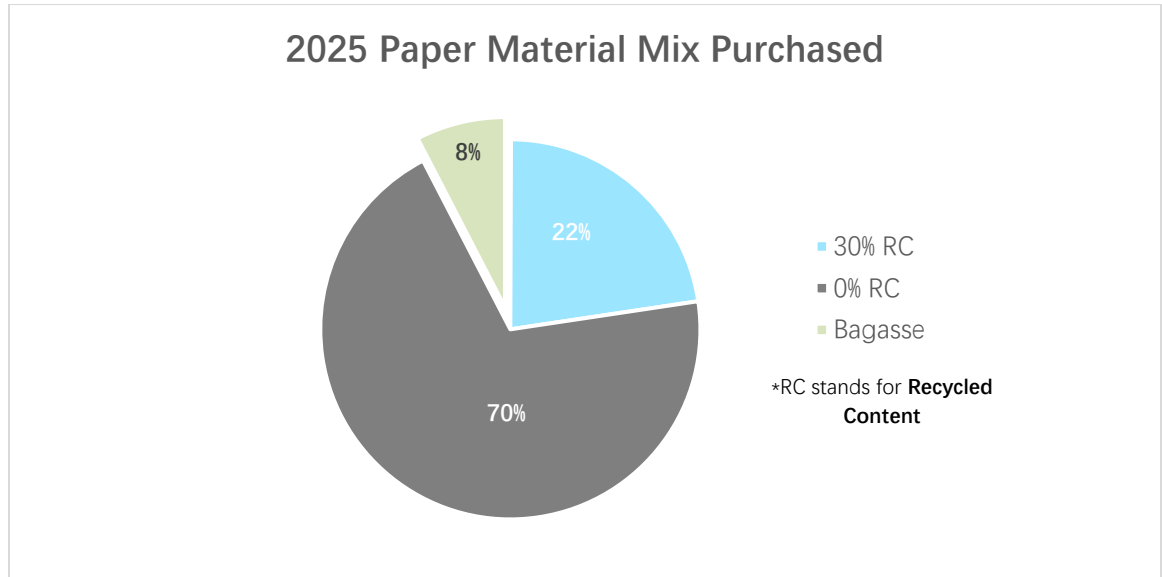
c. Paper Consumption

Under the paper-related emissions category, **both the amount of paper we use and the types of paper we purchase contribute to our overall emissions.** Based on Figure 9, there is **a slight increase of 2.92% from 2024**. The increase in emissions is the result of a **1.87% rise in overall printing volume** from 2024 to 2025, a slight increase in per-student paper consumption between SY 2023/2024 and SY 2024/2025, and **changes in the material mix.**



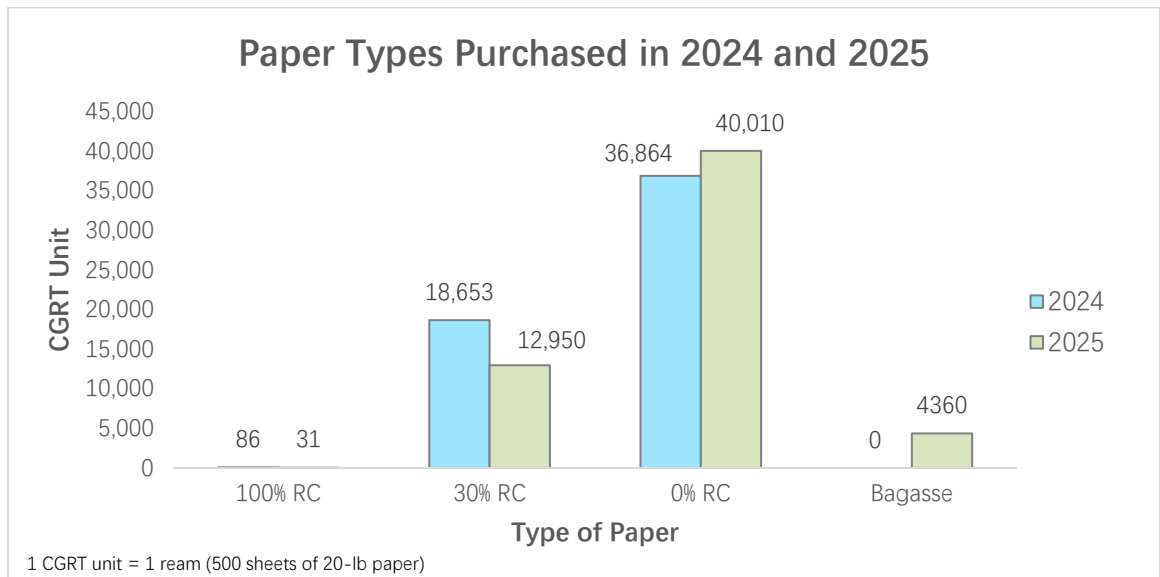
**Figure 9: Paper-Related Emissions Trend from 2015 to 2025**

In 2025, Figure 10 shows that **70%** of the paper purchased contained **0% recycled content**. On a positive note, the school district began purchasing **sugar bagasse paper**, which now represents **8% of the total mix** and reflects a growing commitment to sustainability despite higher prices. The 100% recycled content amount is negligible as compared to others.



**Figure 10: 2025 Paper Material Mix Purchased**

Figure 11 also shows an increase in purchases of **0% recycled content paper** and a decrease in **30% recycled content paper**, which contributed to the overall rise in emissions for this category.



**Figure 11: Paper Types Purchased in 2024 and 2025**

The school district **shares paper consumption data with schools to help raise awareness and encourage more responsible use**. In addition, the school district is **exploring digital tools** that would allow more student work to be completed online, which would further reduce paper demand. **Paper usage is also tracked** at the individual level through staff key-card printing, and the school district is currently evaluating how this data will be used to support future reduction strategies. The school district is conducting a **cost and emissions analysis of different paper types and is working with the purchasing team to identify more sustainable options**.

#### d. Fugitive Sources

Fugitive emissions account for approximately 4% of the school district's total emissions. The **major refrigerants** currently in use across school district facilities are **R-410a and R-404a**, shown in figure below.

For the 2024 report, first year we reported our fugitive emissions, general estimates were used for calculation. For 2025, the Facilities team provided a detailed inventory of all refrigerants, allowing us to shift to more accurate, equipment-specific estimates using the nameplate method.

With this updated inventory, equipment using R-22 has been identified for replacement, as these refrigerants are ozone-depleting and have been phased out. In addition, a 300-ton centrifugal chiller operating with R-123 is being replaced with heat pumps. Currently, three sites are undergoing R-22 replacement projects, transitioning to lower-GWP refrigerants.

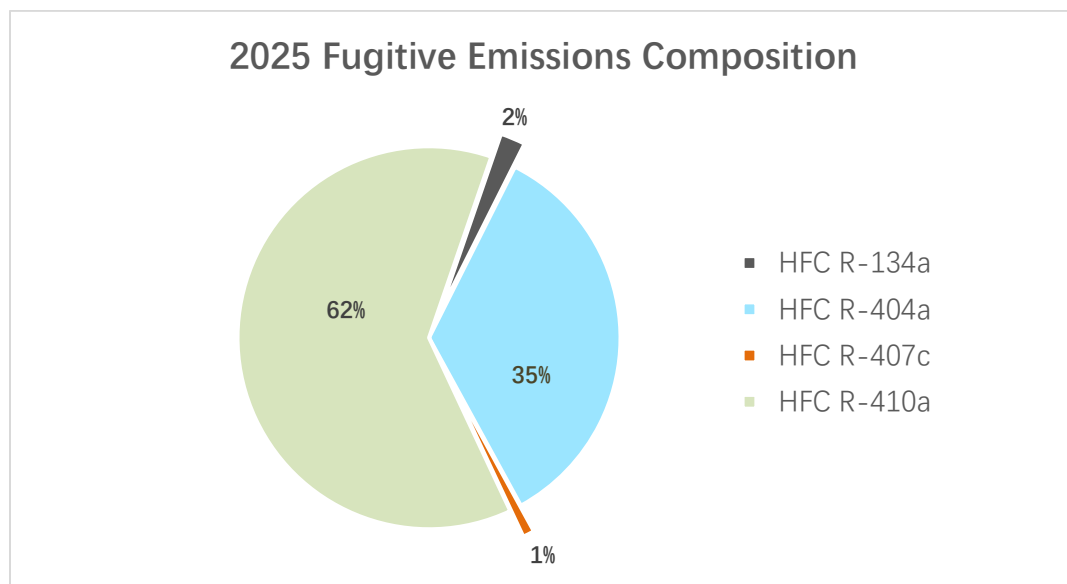


Figure 12: 2025 Fugitive Emissions Composition

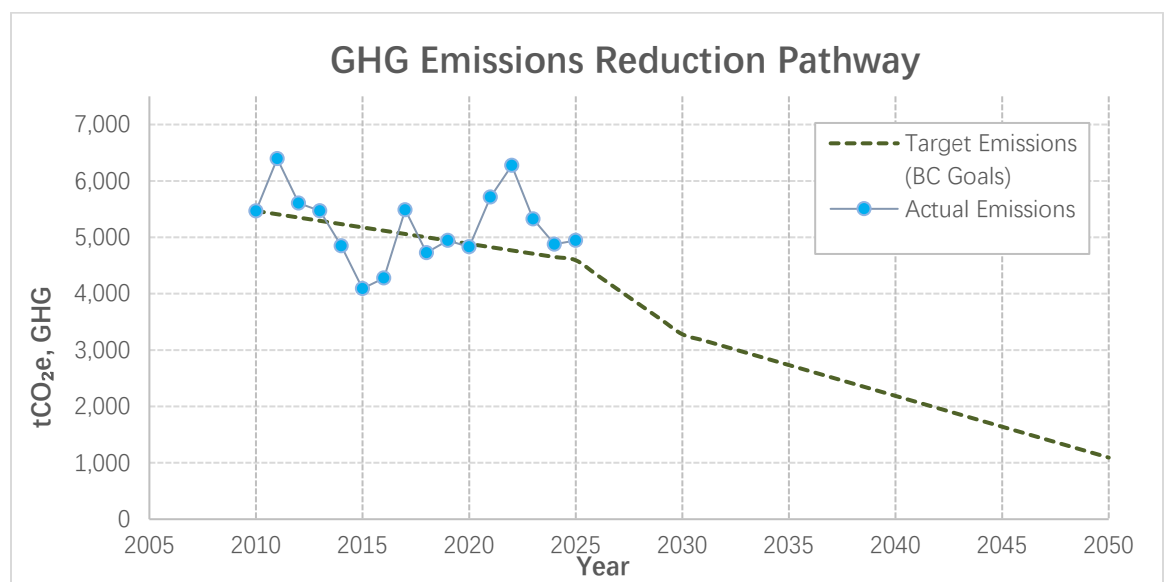
## B. Plans for 2026 and Beyond

In alignment with the Strategic Energy Management Plan, the school district has four main objectives: increase school energy efficiency, reduce greenhouse gas emissions and reliance on fossil fuels, ensure a healthy environment for students, and create seismically safe spaces for students.

### a. Stationary Sources (Buildings)

The Energy and Sustainability team follows a reduction pathway, Figure 13, to track annual GHG emissions and the required yearly decreases. While emissions have decreased relative to the baseline, **current trends indicate that additional measures will be required to accelerate reductions**. Progress toward the provincial emissions-reduction target will require continued Ministry of Infrastructure funding to support the capital upgrades necessary to modernize buildings and enhance energy efficiency.

The Energy and Sustainability team is continuing to incorporate data from energy studies and analyses to improve emissions forecasting and better identify the measures required to meet the 2050 target. Because the pathway moves from a 16% reduction in 2025 to a 40% reduction by 2030, **efforts must focus on the largest source of emissions, which is natural gas use in buildings**.



**Figure 13:** GHG Emissions Reduction Pathway

For stationary energy use, the school district focuses on two main areas: new construction and existing buildings. For **new construction**, **energy models ensure that buildings meet current efficiency requirements**, often including the use of heat pumps as a

heating source. A replacement school, **Stride Avenue Community School**, achieves approximately a **96% reduction in GHG emissions relative to the NECB baseline** (about **55.8 tCO<sub>2</sub>e/year avoided**), driven primarily by a heat pump system.

Several school sites are also undergoing expansions that are expected to reduce natural gas consumption. Brentwood Park Elementary and Alpha Secondary School are expected to incorporate dual-fuel rooftop units (RTUs), which will allow these facilities to shift part of their heating load away from natural gas. In addition, the Kitchener Elementary School project includes the installation of heat pumps, further reducing reliance on gas-fired heating systems and supporting the school district's transition toward lower-emission technologies. Also, the prefabricated addition at Nelson Elementary School demonstrates improved environmental performance, achieving approximately a 7% reduction in annual GHG emissions compared to the baseline.

For **existing buildings**, the Energy and Sustainability team **uses a project-prioritization tool to identify upgrades that will deliver the greatest energy and emissions reductions**. At the same time, the Facilities team has several planned initiatives that will further reduce energy use across the school district. The table below lists both ongoing projects and potential future projects that support these goals.

| School/Facility                            | Project                                            | Impact                                  |
|--------------------------------------------|----------------------------------------------------|-----------------------------------------|
| Burnaby South                              | HVAC & DDC upgrade                                 | Reduces gas and electricity consumption |
| Aubrey, Gilmore, Lakeview                  | Lighting Upgrade with Keyscan Controls Integration | Reduces electricity consumption         |
| Marlborough                                | Electrical service upgrade                         | Reduces electricity consumption         |
| Confederation Park                         | DDC Upgrade                                        | Reduces gas consumption                 |
| Gilpin                                     | DDC Upgrade                                        | Reduces gas and electricity consumption |
| Windsor                                    | Boiler Upgrade                                     | Reduces gas consumption                 |
| Burnaby Mountain, Marlborough, Taylor Park | RTU Replacement                                    | Reduces gas consumption                 |
| Mountain, Burnaby North, Edmonds           | Continuous Optimization                            | Reduces gas and electricity consumption |
| Aubrey, Central, Moscrop, Parkcrest        | Duct and Coil Cleaning                             | Reduces electricity consumption         |
| Multi schools                              | Schedule Optimization                              | Reduces gas and electricity consumption |

**Table 2:** 2026 Planned Projects to Reduce Energy Consumption

The school district will continue to expand Continuous Optimization initiatives to support the ongoing identification and correction of operational inefficiencies, ensuring that building systems perform as intended and that energy savings are sustained over time. **These measures can typically result in energy reductions in the range of 5–15%, depending on the facility.**

Studies are also continually planned to identify energy conservation measures, not only to reduce energy consumption but to improve occupant comfort and support a more conducive learning and working environment.

**b. Mobile Sources (Fleet Vehicles)**

In alignment with our long-term sustainability goals, we also ensure that all new buildings are EV-ready and can accommodate potential future demand for EV chargers. Furthermore, we remain dedicated to implementing our EV Ready Fleet Plan, supporting the transition to cleaner transportation across our facilities.

**c. Supplies (Paper and Refrigerant)**

The school district is exploring several strategies to reduce paper-related emissions over the long term. Currently, bagasse-based products make up approximately 8% of the total paper mix, and the Energy and Sustainability team is **considering options to increase the use of sustainable paper without creating significant cost impacts.** The following are being explored:



The Facilities team is continuing to work to reduce fugitive emissions from refrigerants. While several R-22 units are currently being replaced, the team is also planning for the **replacement of the remaining R-22 equipment. Since R-22 is ozone-depleting, this will remain a priority in the coming years.**

For new mechanical upgrades, the school district is already choosing equipment that uses low-GWP refrigerants, and this approach will continue moving forward. This will help ensure consistency across the school district as older systems are replaced.

# PUBLIC SECTOR CLIMATE LEADERSHIP

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## CLIMATE RISK MANAGEMENT

As part of our ongoing sustainability efforts, we plan to conduct formal climate risk assessments in future years to better understand our exposure to climate-related risks and support informed, long-term decision-making across the district. In the interim, tools such as PUMA are used to identify high-emission schools, allowing us to prioritize sites for detailed studies and targeted energy efficiency and decarbonization initiatives.

We have taken steps to both respond to and prepare for climate impacts. Operational procedures are in place to address extreme weather events, including school closures when necessary, and upgrades are underway, such as the addition of cooling in schools and the transition to heat pump systems. Sustainability considerations are also integrated into broader district practices. Procurement processes include evaluation of vendors' environmental performance.

## ADDITIONAL SUSTAINABILITY INITIATIVES

The school district also continues to support several sustainability initiatives that focus on awareness, engagement, and day-to-day operational improvements. These efforts help build a stronger culture of sustainability across schools and departments while supporting long-term emissions-reduction goals. Below are several initiatives the school district is still looking into:

### 1. Awareness and Education

Quarterly, the school district sends out an Energy and Sustainability Newsletter. This includes upcoming **opportunities for energy savings, ongoing sustainability activities, and features highlighting a school or team that is currently implementing initiatives worth showcasing**. The newsletter also serves as the main avenue for sharing our emissions data with a broader audience, helping increase transparency and awareness across the school district.

### 2. Engagement and Collaboration

The school district has an Environmental Sustainability and Climate Action Committee featuring trustees, directors, managers, principals, teachers, parents and students. The goal of the committee is to **implement measures of the school district Sustainability Strategic Plan by incorporating input from a variety of stakeholders**. Several goals include reducing organizational energy use and GHG emissions, reducing waste produced by the school district and promoting sustainability throughout schools.

For 2025, a major focus of the committee was on Active Travel initiatives. The school district partnered with the City of Burnaby to participate in a pilot program called School Streets. The initiative involves closing a street fronting a school to vehicular traffic during peak drop-off and pick-

up times. **Goal of the program is to encourage walking, rolling and/or cycling to schools which will reduce vehicle emissions, improve traffic safety and create opportunities for physical activity.** The school district worked with the City of Burnaby to identify suitable sites and the program is planned for implementation in 2026. To further promote sustainable transportation, the school district is partnering with SFU to develop an active travel survey. The survey will identify student barriers to reducing vehicle usage and assist long-term community planning with local partners.

### 3. Waste Reduction and Operational Improvements

The school district completed the second phase of our recycling rollout project this year. A standardized **recycling system is now in place at all 8 secondary schools and 41 elementary schools.** The new uniform bins system, Figure 14, will support reducing the amount of garbage produced in Burnaby schools, diverting organic and recyclable materials away from local landfills and reducing greenhouse gas emissions. The sustainability team plans to continue providing educational recycling resources for schools moving forward and track performance of the system through waste audits in collaboration with the City of Burnaby.



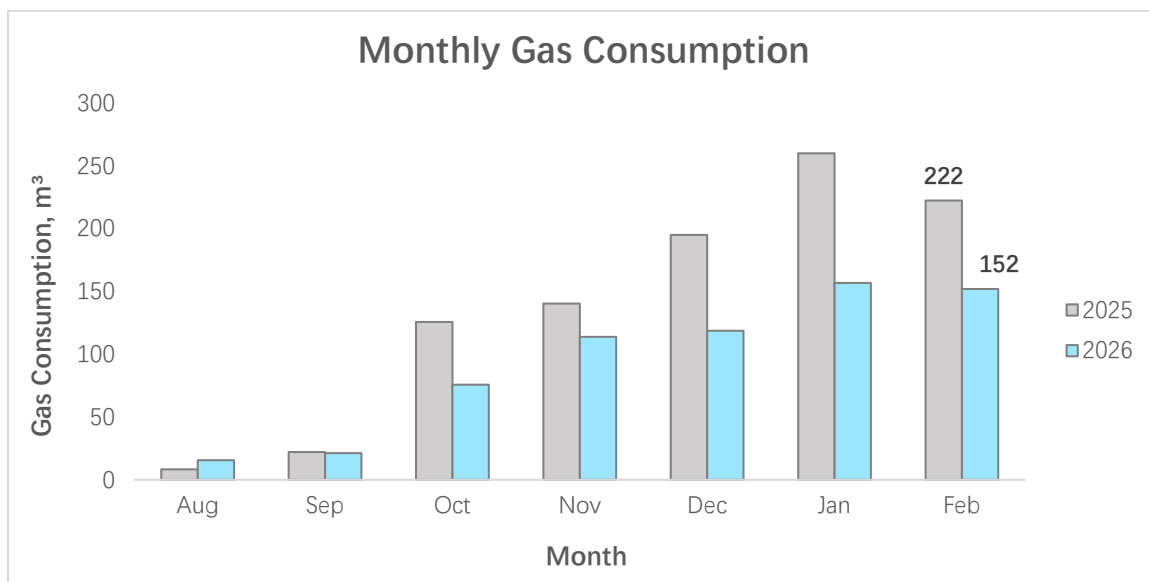
**Figure 14:** Recycling System

## SUCCESS STORIES

The school district has also implemented several initiatives that highlight recent progress in energy efficiency and operational improvements. These success stories demonstrate how ongoing upgrades, staff engagement, and coordinated practices help reduce emissions and support long-term sustainability goals. Below are some of the key initiatives we continue to build on:

## 1. Operational Efficiency Improvements

One project, the DDC upgrade at Forest Grove, has demonstrated a significant reduction in natural gas consumption. The project was completed around October 2025, after which a clear downward trend can be observed in monthly gas usage, as illustrated in Figure 15. These savings have also been verified using RETScreen, which accounts for weather normalization, and indicate that savings are approximately **30–35% on a monthly basis**. This reduction in gas consumption directly translates into a corresponding decrease in **greenhouse gas emissions, which can likewise be estimated at approximately 30%**, reflecting the strong environmental impact of the upgrade.



**Figure 15:** Impact of DDC Upgrade on Gas Use (2025-2026) at Forest Grove Elementary

The school district also participated in the BC Hydro Demand Response program for the first time in 2025. By reducing electricity use during peak demand periods, the **school district will help BC Hydro maintain a resilient power system and increase overall awareness of energy usage within the organization**. The energy team partnered with custodial staff to reduce lighting usage at schools during peak demand periods. Overall, the school district saw **a reduction in electricity usage during peak demand periods at 46 out of 49 schools and an additional 5 school district buildings**. The energy team is developing plans to expand the program for future years.

## 2. Capacity Building and Staff Engagement

One key initiative is the **Building Operators Training for DDC systems**, which provides both the Facilities team and the Energy team with hands-on skills to better manage building controls and optimize system performance. With better-optimized systems, the school district can achieve meaningful energy savings that directly contribute to emissions reductions.

### 3. Seasonal and Behavioral Initiatives

The Energy and Sustainability team runs shutdown campaigns during major breaks, including Spring Break and the winter holiday period. These campaigns help reinforce positive behavioral habits across schools by encouraging staff and students to turn off lights, unplug equipment, and shut down devices before leaving for the break. **Beyond the immediate energy savings, these efforts help build long-term awareness and support a culture of shared responsibility for reducing emissions.**

Through our annual Climate Project Challenge, the Energy and Sustainability team is able to support student-led sustainability projects. **Three student projects were supported this year that related to sustainable food production, native plant restoration and waste reduction.** The initiative promotes awareness of environmental issues and allows the school district to highlight sustainability champions among schools.

## 2025 GHG EMISSIONS and OFFSETS SUMMARY TABLE

The 2025 GHG Emissions and Offsets Summary Table below breaks down the total amount of greenhouse gases, calculated as tonnes of carbon dioxide equivalent (tCO<sub>2</sub>e), we emitted as a school district in 2025 and how much we pay to retire the equivalent amount of carbon offsets as our emissions so we can achieve carbon neutrality. The British Columbia Carbon Neutral Government Regulation establishes a price on greenhouse gas emissions (GHGs) which remains unchanged for 2025 at \$25 per tCO<sub>2</sub>e. Based on this rate we are mandated to purchase offsets for a total of \$138,950 plus GST. With this purchase, the Burnaby School District, along with the entirety of BC's public sector, can claim carbon neutrality.

| Board of Education Burnaby School District 41 2025 GHG Emissions and Offsets Summary |         |
|--------------------------------------------------------------------------------------|---------|
| GHG emissions for the period January 1 - December 31, 2025                           |         |
| Total BioCO <sub>2</sub>                                                             | 143     |
| Total Emissions (tCO <sub>2</sub> e)                                                 | 5,741   |
| Total Offsets (tCO <sub>2</sub> e)                                                   | 5,598   |
| Adjustments to Offset Required GHG Emissions Reported in Prior Years                 |         |
| Total Offsets Adjustment (tCO <sub>2</sub> e)                                        | -39.68  |
| Grand Total Offsets for the 2025 Reporting Year                                      |         |
| Grand Total Offsets to be Retired for 2025 Reporting Year (tCO <sub>2</sub> e)       | 5,558   |
| Offset Investment (\$)                                                               | 138,950 |

# RETIREMENT OFFSETS

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In accordance with the requirements of the Climate Change Accountability Act and the Carbon Neutral Government Regulation, **Board of Education Burnaby School District 41 (the Organization)** is **responsible for arranging for the retirement of the offsets obligation reported above for the 2025 calendar year**, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Energy and Climate Solutions **(the Ministry)** 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



May 20, 2026

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Signature

Date

Ishver Khunguray

Secretary-Treasurer

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Name

Title