

# ENVIRONMENTAL SUSTAINABILITY PLAN

## Five Year Review

January 2024



# Summary

In 2018, the Vancouver Board of Education approved the Vancouver School District's first [Environmental Sustainability Plan](#) (the Plan), which established eight goals and 17 actions structured within five theme areas. This document provides an internal review of the Plan, which will serve as the five-year review as stated in Action 17: Report on Progress (page 12 of the Plan).

The Plan was developed to guide the District's sustainability efforts in Facilities, Operations, and Education, and to provide the opportunity to follow students' and teachers' sustainability priorities. It is now time to consider the future of the Plan to ensure current relevancy and integration.

This internal review of the Plan:

- Evaluates the District's progress on the Plan's goals and actions.
- Summarizes major sustainability projects and activities.
- Assesses whether the Plan's goals and actions are relevant today and for the next five years.

Key findings include:

- Each of the Plan's five theme areas has seen activity from multiple departments.
- The creation of sustainability guidelines has benefited District operations.
- Relationships with external organizations have contributed opportunities and resources to VSB.
- The Plan's implementation necessitates the committed participation of all VSB departments and stakeholders.

Over the next five years the Plan will continue to shape the development of our learners into environmentally conscientious citizens, and lessen the environmental impact of VSB operations through:

- Continuing to implement the Plan's framework and principles.
- Updating the goals and actions within the plan's framework to reflect the review and engagement conducted in 2025.
- Increasing awareness of the Plan and the role that all VSB stakeholders have in contributing to the Plan's goals and actions.

# Table of Contents

- Summary.....i
- Background and Context .....1
  - 2018-2024 Context .....3
  - Student learning as a Priority .....3
- Review .....4
  - Evaluation .....4
    - Theme 1: Sustainability in Education.....5
    - Theme 2: Green Spaces .....6
    - Theme 3: Resource Conservation and Climate Change.....7
    - Theme 4: Sustainable Transportation.....8
    - Theme 5: Leadership .....9
- Conclusion ..... 10
- Appendix A: Environmental Sustainability Plan Brochure ..... 11
- Appendix B: Environmental Engagement Infographic ..... 12
- Appendix C: Previous Activities and Current Highlights ..... 13

# Background and Context

In 2018, the Vancouver Board of Education approved the Vancouver School District's first [Environmental Sustainability Plan](#) (the Plan), which established eight goals and 17 actions structured within five theme areas. The Plan was developed under the guidance of a Sustainability Advisory Committee representing the District's stakeholder groups; was based on the [Board-approved "Sustainability Vision and Framework"](#) from 2010; and incorporated input from the organization at multiple levels.

The Plan's eight goals and 17 actions are structured into five theme areas:

## **Theme 1: Sustainability in Education**

- Goal 1: Foster a connection to the natural world.
- Goal 2: Support learning initiatives that develop environmentally conscientious citizens.
  - Action 1: Support nature-focused learning.
  - Action 2: Develop professional development and other resource materials.
  - Action 3: Support networks and relationships between educators.
  - Action 4: Make our facility activities learning opportunities.
  - Action 5: Support Student networks for dialogue and sharing.

## **Theme 2: VSB Green Spaces**

- Goal 3: Support outdoor-focused spaces and activities at school sites.
  - Action 6: Develop guidelines for new types of infrastructure.
  - Action 7: Engage community partner groups and First Nations to enhance outdoor learning activities.

## **Theme 3: Resource Conservation and Climate Change**

- Goal 4: Reduce Energy consumption and greenhouse gas emissions.
- Goal 5: Reduce consumption of resources and waste generation.
  - Action 8: Maintain an active energy management program.
  - Action 9: Develop a Climate Change Adaptation Strategy.
  - Action 10: Implement long-term resource conservation initiatives.
  - Action 11: Support school-level conservation projects.
  - Action 12: Develop VSB-relevant resources and guides for schools.

## **Theme 4: Sustainable Transportation**

- Goal 6: Support active transportation choices for school communities.
- Goal 7: Support low-carbon transportation.
  - Action 13: Promote active transportation events and training.
  - Action 14: Improve infrastructure for cycling, wheeling, and walking.
  - Action 15: Promote low-carbon transportation within the VSB.

## **Theme 5: Leadership in Sustainability**

- Goal 8: Lead by example.
  - Action 16: Continuously improve and update policies and practices.
  - Action 17: Report on progress.

In the creation of the Plan, three guiding principles were developed (also referred to as implementation principles, page 16 of the Plan). These principles provide direction to focus resources and aid implementation.

1. **Education is our leverage** - we can utilize the curriculum to help students reach their potential as conscientious, critical thinkers.
2. **Our people are our leaders** - we support the sustainability interests and priorities of our teachers and students foremost.
3. **Our efforts are lasting** - our precious resources are invested in opportunities that will grow and become sustainable in our organization.

These guiding principles have become the criteria through which activities, both planned and opportunistic, are evaluated. Sustainability activities that the District supports should be educational, should support our learners, and should provide a lasting impact. See [Appendix A](#) for a brochure summarizing the Plan.

## 2018-2024 Context

Since 2018, the District has experienced a number of external influences that have had an effect on sustainability operations and progress.

- The [Board of Trustees' Declaration of a Climate Emergency and related motion in support of student advocacy](#)
- The global COVID-19 pandemic
- The implementation of, and amendments to, sustainability-related Provincial, Regional and municipal policies and bylaws regarding waste, climate change, development and construction, transportation, and trees

Thus, the sustainability practices of students, educators, and District staff have shifted over time.

## Student Learning as a Priority

The recognition of learners as developing citizens is integrated into the Plan. From page 3 of the Plan, (in response to [the 2010 Board motion to approve the District's Vision of becoming the most sustainable school district](#)):

*"A 'sustainable school district' must provide positive exposure to the natural world – not only environmental crises. A positive connection to nature [leads] to deeper engagement and action. Our most significant opportunity as educators is to develop conscientious citizens."*

The importance of this progression has become more evident. Students begin navigating environmental engagement in a phase of Discovery in the primary years, move into Awareness in the intermediate years, and transition to Action in the secondary years. See [Appendix B](#) for an infographic that illustrates these profiles of engagement.

The guiding principles and age-appropriate engagement provide important assistance for implementing the Plan.

### **Pandemic Impact**

The COVID-19 pandemic caused the focus to shift towards the goals and actions related to outdoor learning. VSB leveraged new digital tools to foster networks and resource sharing in a time when close, in-person contact wasn't possible.

Two online professional learning communities (PLCs) were established and continue to grow:

- Outdoor Learning (for all educators) at 265 members
- Sustainability (Secondary Teachers) at 50 members

The pandemic also influenced the creation of the Vancouver chapter of the Environmental Educators Provincial Specialist Association (EEPSA). Current membership is 45 educators.

# Review

This internal review of the Plan will:

1. Evaluate the District’s progress on the Plan’s goals and actions since Board approval in 2018.
2. Summarize major sustainability projects and activities throughout the District.
3. Assess whether the Plan’s goals and actions are relevant today and for the next five years.

## Evaluation

Every theme area in the Plan has seen progress towards its goals and actions. The number of activities provides only part of the picture; this review considers the activities tracked by the Sustainability team. Many sustainability-related activities are undertaken daily at school sites, by educators, students, and staff, that are not recorded centrally. These activities are difficult to quantify, and they depend on schools sharing details about the learnings, relationships, and incremental changes made at their schools. Where possible, this review includes details shared by schools and educators about their sustainability activities.

To evaluate the quality of progress in each action, a rubric was modeled after student self-assessment scales. The four levels of progress are **planting**, **sprouting**, **growing**, and **thriving**. Actions in the planting stage are in the earliest stages of planning or implementation and are ready for next steps. At the other end of the scale, actions in the thriving stage have developed extensively and are ready for evolution. In between these, actions in the sprouting and growing stages have gained momentum and require sustained stewardship to thrive.



## Theme 1: Sustainability in Education

Efforts have been made to support activities that shape learners into environmentally conscientious citizens.

### Highlights and achievements:

- Expanded and delivered the sustainability grant program which funded 246 student and teacher-led sustainability activities since 2018.
- Built and expanded peer networks of both educators and learners and offered ongoing facilitation and administrative support.
- Offered relevant and engaging professional development opportunities and resources for educators.
- Facilitated connections between educators and numerous experts in non-profit, public sector, and post-secondary organizations.
- Connected educators with district facilities and operations to extend the learning environments beyond classrooms.

### Deferred or incomplete actions:

- Action 4 specified the intention to use sustainability features and practices in VSB facilities to enhance student learning. While there have been numerous sustainability improvements deployed in the operations at many sites, the opportunities to showcase these for learning have been minimal. Conversely, when students are directly involved in implementing school-based sustainability practices, learning is abundant.

### Recommendations for the future:

- Increase opportunities for experiential learning through student-led action.
- Increase professional development and peer mentorship opportunities for educators with an emphasis on capacity building.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Foster a connection to the natural world</b>				
Action 1: Support nature-focused learning			✓	
<b>Goal: Support learning initiatives that develop environmentally conscientious citizens</b>				
Action 2: Develop professional development and other resource materials			✓	
Action 3: Support networks and relationships between educators				✓
Action 4: Make our facilities learning opportunities		✓		
Action 5: Support student networks for dialogue and sharing			✓	

## Theme 2: Green Spaces

Support for outdoor-focused spaces and activities at school has increased since 2018.

### Highlights and achievements:

- Developed guidelines for outdoor learning infrastructure improvements on school grounds, leading to streamlined approvals and decreased timelines for installation (school gardens, outdoor learning areas, and tree plantings).
- Deployed 32 outdoor learning areas and numerous other school ground initiatives during the Covid-19 pandemic to support the need for increased outdoor learning.
- Explored new opportunities for outdoor learning via collaborative pilot projects including the Think and Eat Green initiative and the Indigenous Foodscapes project.
- Supported educators in peer mentorship by sharing success stories and proven resources (such as the “Take it Outside” and “(Un)Learning” teacher-led Pro-D conferences).

### Deferred or incomplete actions:

- Action 7 specified engagement with local host nations to enhance outdoor learning activities. While there has been overall progress in integrating [First People’s Principles of Learning](#) and [Aboriginal Ways of Knowing and Being](#) into VSB practice (i.e. learning is connected to the land), direct engagement with local host nations for the purpose of enhancing outdoor learning is ongoing through VSB’s Indigenous Education team.

### Recommendations for the future:

- Offer professional development opportunities and resources for educators to support experiential, land-based learning at school and in the broader community.
- Support K-7 teachers to focus on outdoor learning and small-scale action projects to prepare elementary students for further engagement when they reach secondary school.
- Work with the Indigenous Education department to facilitate more opportunities for educators to incorporate local land-based Indigenous knowledge into their practice.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Support outdoor focused spaces and activities at schools</b>				
Action 6: Develop guidelines for new types of infrastructure			✓	
Action 7: Engage community partner groups and First Nations to enhance outdoor learning activities			✓	

### Theme 3: Resource Conservation and Climate Change

The activities supporting the reduction of energy consumption and greenhouse gas emissions contribute progress towards the provincial targets laid out in the VSB Strategic Energy Management Plan (SEMP).

**Highlights and achievements:**

- Completed 57 energy conservation projects since the 2018/19 school year. Combined, these projects result in savings (or avoided increases) of \$552,000 annually.
- Funded and installed two solar photovoltaic arrays on schools.
- Implemented a pilot project to convert high-flow water fixtures to low-flow technologies in schools.
- Developed a waste reduction toolkit for schools.
- Maintained and communicated waste sorting guidelines and encouragement.
- Facilitated school-level initiatives for enhanced recycling and waste reduction.

**Deferred or incomplete actions:**

- Action 9, “developing a climate change adaptation plan,” was created as a requirement of BC’s “Climate Leadership Plan” which was eventually removed in favour of the “CleanBC” plan, with no such requirement. However, as climate change has advanced, VSB has acknowledged that regardless of a provincial mandate, an adaptation strategy will be essential for preparing for the anticipated potential impacts of climate change on VSB facilities, operations, and school communities.

**Recommendations for the future:**

- Set specific Greenhouse gas reduction targets.
- Develop a climate change adaptation strategy informed by a study of facility vulnerabilities.
- Increase participation in resource conservation initiatives, expanding on energy conservation, water conservation and waste diversion programs.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Reduce Energy consumption and greenhouse gas emissions.</b>				
Maintain an active energy management program.			✓	
Develop a Climate Change Adaptation Strategy.	✓			
<b>Goal: Reduce consumption of resources and waste generation.</b>				
Implement long-term resource conservation initiatives.		✓		
Support school-level conservation projects.			✓	
Develop VSB-relevant resources and guides for schools.			✓	

# Theme 4: Sustainable Transportation

Active transportation to and from school promotes health, reduces carbon emissions, and reduces vehicle congestion at school sites. With support from the City of Vancouver, the District has seen a surge in the available options for families to choose active travel to and from school.

**Highlights and achievements:**

- City of Vancouver funded programs:
  - School active travel planning program
  - Walk Bike Roll Mini Grants to support school-level projects
  - School Streets program
  - Ride the Road bike instruction program (delivered by HUB Cycling)
  - Walking School Bus pilot (with TransLink)
  - Better Bike Parking initiative
- Bike to School Week/Go by Bike Week
- Partnership with Vancouver Bike Share (aka Mobi) to provide subsidy memberships for students
- Installation of 30 EV charging stations
- Deployment of one fully electric fleet van

**Recommendations for the future:**

- Support the lowest-carbon emitting options:
  - The deployment of additional electric vehicle (EV) charging infrastructure is underway to support staff in shifting from gas-powered to electric vehicles.
  - Continue to evaluate the feasibility and seek opportunities for electrifying fleet vehicles as leases expire on current fleet.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Support active transportation choices for school communities</b>				
Action 13: Promote active transportation events and training			✓	
Action 14: Improve infrastructure for cycling, wheeling, and walking			✓	
<b>Goal: Support low-carbon transportation</b>				
Action 15: Promote low-carbon transportation within the VSB			✓	

## Theme 5: Leadership

Sustainability improvements have been cumulative and continuous. Clarifying policies and standardizing practices places the district as a sustainability leader for educators and students, as well as for other school districts and regional partners.

### Highlights and achievements:

- Maintained annual climate change accountability report.
- Maintained strategic energy management plan.
- Member of BC Hydro Energy Management program.
- Shifted purchasing practices in Food Services department to prioritize energy efficiency and waste reduction.
- Piloted electrification of 20 landscaping tools to move away from gas-powered tools.
- Fostered knowledge exchange with other school districts, local governments, and post-secondary institutions.

### Deferred or incomplete actions:

- Action 16 (“continuously improve and update policies and practices”) has seen some progress, and there remain abundant opportunities to review and update policies and practices to improve the VSB’s overall sustainability.

### Recommendations for the future:

- Foster sustainability in VSB’s organizational culture.
- Improve awareness of the VSB’s sustainability plan through regular communication with all levels of the VSB and its stakeholders.
- Embed sustainability objectives in interdepartmental policies and practices.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Lead by example</b>				
Action 16: Continuously improve and update policies and practices		✓		
Action 17: Report on progress			✓	

## Conclusion

The sustainability activities undertaken since 2018 have contributed to all five theme areas of the Plan.

- Each of the Plan's five theme areas has seen activity, which is carried out at all levels of the District in multiple departments.
- The breadth of the Plan has allowed for both planned and opportunistic activities, and the guiding principles have provided a focused way to evaluate activities as they arise.
- Guidelines for sustainability-related infrastructure and initiatives have been well-received by schools and District departments and have made approval processes easier.
- Relationships with the City of Vancouver, post-secondary institutions, and community organizations have contributed to the goals and actions in the Plan by increasing the number of opportunities and resources available to educators and students.
- While the Sustainability Team initiated the Plan, and helps facilitate its realization, its scope spans all aspects of District operations. The goals and actions outlined in the Plan necessitate the committed participation of District Departments and stakeholders.

### **Suggestions for the future Environmental Sustainability Plan:**

Continue to use the Environmental Sustainability Plan framework and principles as approved in 2018 with updated language where required. It is aligned with the [District's Education Plan](#) and has been proven to allow for evolution of the District's needs, and for opportunities to follow student and teacher priorities.

Update the goals and actions within the plan's framework to reflect the review and engagement conducted in 2025.

Increase interdepartmental awareness of the Environmental Sustainability Plan and the role that all District departments have in contributing towards the achievement of goals and actions in the plan.

# Appendix A: Environmental Sustainability Plan Brochure

## EDUCATION

connect to nature and to each other to be better environmental citizens

### GOALS

Foster a connection to the natural world

Support learning initiatives that develop environmentally conscientious citizens

### ACTIONS

Support nature-focused learning

Develop professional development and other resource materials

Support networks and relationships between educators

Make our facility activities learning opportunities

Support student networks for dialogue and sharing

## GREEN SPACES

enhance our outdoor spaces for learning

### GOALS

Support outdoor-focused spaces and activities at school sites

### ACTIONS

Develop guidelines for new types of infrastructure

Engage community partner groups and First Nations to enhance outdoor learning activities



## RESOURCE CONSERVATION & CLIMATE CHANGE

use less and shrink our footprint

### GOALS

Reduce energy consumption and greenhouse gas emissions

Reduce consumption of resources and waste generation

### ACTIONS

Maintain an active energy management program

Develop a Climate Change Adaptation Strategy

Implement long-term resource conservation initiatives

Support school-level conservation projects

Develop VSB-relevant resources and guides for schools

## TRANSPORTATION

make active transportation easier

### GOALS

Support active transportation choices for school communities

Support low-carbon transportation

### ACTIONS

Promote active transportation events and training

Improve infrastructure for cycling, wheeling, and walking

Promote low-carbon transportation within the VSB

## LEADERSHIP

share our work and build relationships

### GOALS

Lead by example

### ACTIONS

Continuously improve

## Guiding Principles

### LEVERAGE EDUCATION

Activities will support and enrich our students' education

### FOLLOW AND SUPPORT OUR PEOPLE

Actions will be guided by student and educator needs and interests

### MAKE OUR EFFORTS LASTING

Efforts will endeavour to create lasting impact through infrastructure changes and program development



VSB Vancouver School Board

## Environmental Sustainability Plan

A "sustainable school district" must provide positive exposure to the natural world – not only environmental crises. A positive connection to nature is a seed from which will grow empathy and understanding, leading to deeper engagement and action. Our most significant opportunity as educators is to develop conscientious citizens.



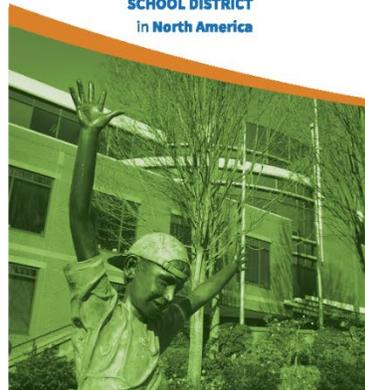
WE WILL GET THERE, TOGETHER. LET'S BE THE GREENEST SCHOOL DISTRICT.

[sustainability@vsb.bc.ca](mailto:sustainability@vsb.bc.ca)

[govsb.ca/sustainability](http://govsb.ca/sustainability)



OUR VISION TO BE the GREENEST, most SUSTAINABLE SCHOOL DISTRICT in North America



If we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it.

– David Sobel, "Beyond Ecophobia"

# Appendix B: Environmental Engagement Infographic

“Navigating Environmental Engagement” infographic developed by the VSB’s Sustainability Team:

**NAVIGATING ENVIRONMENTAL ENGAGEMENT**

**DISCOVERY**  
PRIMARY K-3

- I am having fun outside.
- I am aware of the world around me and can make observations.
- I am getting familiar with my usual places.
- I am building healthy attachments to the places that matter to me.

**WHAT'S IN MY BACKPACK?**

Curiosity  
Openness  
Joy

**AWARENESS**  
INTERMEDIATE 4-7

- I am gaining confidence in myself and my actions.
- I know that my actions can affect my environment.
- I can do small things to make a difference.
- I can interact with my environment in a thoughtful and respectful way.

Thoughtfulness  
Enthusiasm  
Independence

**ACTION**  
SECONDARY 8-12

- I am planning for my future.
- I can think critically about complex issues.
- I can advocate for big changes in my community.
- I have deep positive relationships with my environment and diverse people.
- I am becoming a mentor.

Knowledge  
Resilience  
Perspective

A VSB SUSTAINABILITY RESOURCE

OUR VSB

# Appendix C: Previous Activities and Current Highlights

Sustainability in Education	Actions
<p>Administering the annual Sustainability Grant program for elementary and secondary schools, supporting both educator- and student-led sustainability projects. Since the 2018-19 school year, we have funded:</p> <ul style="list-style-type: none"> <li>Elementary: 98 projects totaling \$47,200</li> <li>Secondary: 61 projects totaling \$51,410</li> </ul>	1, 3, 4, 5, 7, 11, 13, 14, 16, 17
<p>Developed the “<b>Rooted in Place</b>” Pro-D book and workshop, delivered annually, including follow-up garden consultations with Society Promoting Environmental Conservation (SPEC).</p>	1, 2, 3, 4, 6, 7, 12, 16
<p>Developed “<b>Your Community, Your Climate</b>” Pro-D program for teachers to engage their students on Climate Change in an action-oriented way. Collaboration with UBC’s Faculty of Forestry (CALP: Collaborative for Advanced Landscape Planning). Expanding the format and offering again in 2024.</p>	2, 3, 7, 11, 12, 16
<p>Facilitating connections with numerous local non-profit and public sector organizations working in the areas of sustainability, outdoor learning, active travel, conservation, and climate change. Examples include:</p> <ul style="list-style-type: none"> <li>Classrooms to Communities</li> <li>Be the Change Earth Alliance</li> <li>Fresh Roots Urban Farm Society</li> <li>Elements Society</li> <li>HUB Cycling</li> <li>Farm to School BC</li> <li>DreamRider Theatre and Planet Protector Academy</li> <li>Society Promoting Environmental Conservation</li> <li>Earthbites</li> <li>City of Vancouver</li> <li>Vancouver Coastal Health</li> <li>Metro Vancouver</li> <li>The University of British Columbia</li> <li>Simon Fraser University</li> </ul>	1, 2, 3, 4, 5, 7, 16
<p>Established two MS Teams Professional Learning Communities to facilitate online networking and collaboration between educators (“Outdoor Learning” and “Sustainability (Secondary Teachers)”). Providing ongoing management of and support for these communities.</p>	3, 16
<p>Supported and facilitated the creation of the first Vancouver chapter of the Environmental Educators Provincial Specialists Association (EEPSA) (named UNITE: Urban Nature Inclusive Teaching Environment) in 2021. Providing ongoing facilitation and administration support.</p>	1, 2, 3, 7, 16
<p>Coordinated the first “<b>Take it Outside</b>” Pro-D conference in collaboration with UNITE and the VSB’s Curriculum Assessment Mentorship team in 2023. Planning subsequent conference for 2024.</p>	1, 2, 3, 4, 7, 16
<p>Providing ongoing support for the annual Student-led VSB Sustainability Conference (VSBSC) and the team’s associated year-round activities.</p>	5
Green Spaces	Actions
<p>Supported the City-funded reboot of <b>Think and Eat Green at School</b> (TEGS) in collaboration with UBC’ Faculty of Land and Food Systems.</p>	1, 2, 3, 7
<p>Developed and maintaining numerous guidelines and toolkits for our staff, educators, learners, and caregivers, including:</p> <ul style="list-style-type: none"> <li><a href="#">Garden Guide</a></li> <li><a href="#">Outdoor Learning Areas Guide</a></li> <li><a href="#">Tree Planting Guide</a></li> </ul>	1, 2, 4, 6, 16

Co-piloted the Indigenous Foodscapes initiative with Farm to School BC, the VSB's Indigenous Education department, and the nine participating schools.	1, 2, 3, 4, 7
Providing ongoing administrative, programming, and utility support to Fresh Roots Urban Farm Society involving their educational farm operations at Vancouver Technical Secondary and David Thompson Secondary schools.	1, 4, 7
<b>Resource Conservation &amp; Climate Change</b>	<b>Actions</b>
Created the "Where does this go?" poster series targeting problem items in the organics, recycling and garbage system. Providing ongoing expansion as needed.	12
Developed and maintaining numerous guidelines and toolkits for our staff, teachers, learners, and caregivers, including: <ul style="list-style-type: none"> <li>• <a href="#">Waste Reduction Toolkit</a></li> <li>• <a href="#">Recycling and Organics Guide</a></li> </ul>	11, 12, 16
Completion of 57 energy conservation projects since the 2018-2019 school year. Combined, these projects result in savings (or avoided increases) of \$552,000 of utility costs annually. Projects are divided into the following categories: <p>Continuous Optimization Program (C.Op)</p> <ul style="list-style-type: none"> <li>• Improving the efficiency of heating, ventilation, and air conditioning (HVAC) systems through tune-up and recommissioning of automated programs and controls.</li> <li>• Displacing fossil fuel consumption through heat pump recommissioning for existing buildings.</li> <li>• Improving the comfort of the learning environment for educators and students.</li> </ul> <p>Lighting Improvements</p> <ul style="list-style-type: none"> <li>• Upgrading low efficiency fluorescent tubes to high efficiency light-emitting diode (LED) technology.</li> <li>• Removing banned fixtures and tubes (i.e., incandescent lightbulbs, mercury vapor lamps, and fluorescent tubes as of 2025).</li> <li>• Enhancing the learning environment for educators and students.</li> </ul> <p>Boiler replacements and heat pump installations</p> <ul style="list-style-type: none"> <li>• Collaborating with the Maintenance Department to upgrade ageing low efficiency equipment to high efficiency options.</li> <li>• Advocating for the installation of low carbon heat pumps in new schools.</li> </ul>	8, 10, 16
Championed and funded the installation of two solar photovoltaic arrays (at Tupper Secondary and wək'wəh əs tə syaq'wəm (formerly Begbie) Elementary).	10, 16
Collaborated with the Vancouver Project Office to update electrical and mechanical construction standards to maximize energy efficiency of new schools.	8, 10, 16
Reducing the use of virgin paper by limiting the purchase of paper to 30%, 50% or 100% recycled content (from contracted suppliers). Reducing transport costs and emissions by limiting paper deliveries to District sites to once weekly.	10
Collecting water usage data to identify usage problems and opportunities to make repairs and influence water conservation behaviours.	10
Switching to electric vehicles and equipment at the Workshop, Grounds department, and in the procurement of appliances for food preparation.	15, 16
<b>Transportation</b>	<b>Actions</b>
Established the "School Active Travel Encouragement Partnership" with the City of Vancouver's Community Transportation team to facilitate: <ul style="list-style-type: none"> <li>• School Streets pilot</li> </ul>	13, 14, 15

<ul style="list-style-type: none"> <li>• Walk Bike Roll mini grants</li> <li>• HUB Ride the Road program and companion teacher Pro-D</li> <li>• Walking school bus pilot</li> <li>• Bike to School Week/Go by Bike Week activities and promotion</li> </ul>	
Working with VSB Planning and City of Vancouver Transportation on the <b>School Active Travel Planning Program</b> .	13, 14, 15, 16, 17
Partnered with Mobi to pilot the community pass subsidy program for Britannia Secondary students. Working to expand to six more secondary schools in 2023-24.	13, 15
Developed and maintaining numerous guidelines and toolkits for our staff, teachers, learners, and caregivers, including: <ul style="list-style-type: none"> <li>• <a href="#">Active Travel Toolkit</a></li> <li>• <a href="#">Bike Parking Guide</a></li> </ul>	13, 14, 15
Installed and upgraded electric vehicle charging facilities at various sites across the District as a part of the seismic mitigation program.	15
<b>Leadership</b>	<b>Actions</b>
Maintaining the annual <a href="#">Climate Change Accountability Report</a> .	17
Maintaining the annual <a href="#">Strategic Energy Management Plan</a> .	17
Contributing to BC Hydro’s K-12 energy management network by sharing progress, achievements, and best practices. Maintaining accountability to BC Hydro.	16, 17
Working to influence energy efficiency standards throughout the District.	16
Collaborating with North Vancouver School District on Regional Initiatives, amplifying school district presence in municipal and regional sustainability activities.	16, 17