



EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, JANUARY 17, 2023
2:30 p.m.
VIA ZOOM

Facilitator: Julie Austin

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/63584706285?pwd=RIFHeHRjNGxZRzlicnl0eGU0N3ZVdz09>

Meeting ID: 635 8470 6285

Passcode: 540561

AGENDA

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
2. **REWORDING OF MANDATE**
Mandate:
To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.

Proposed Mandate:
To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day
3. **PRESENTATION**
 - a. District Processes to Support Students Towards Graduation
 - b. Graduation Credits/Reporting Order
 - c. Principles of Learning
4. **SCHOOLS AND/OR PROGRAMS**
5. **ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION**
 - a. Chris Brown (NBES) and guest, Tessa Stiven, from *Farm to School BC*
 - b. Resource Available - BCSTA Climate Change Working Group Report (Attachment)
6. **SOCIAL JUSTICE AND EQUITY**
 - a. Youth Development Index (YDI) Session – Student Action Plan
7. **SHARED LEARNING**
 - a. Update from Director of Instruction
8. **INFORMATION**
9. **ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING**
10. **FUTURE TOPICS**
 - a. Question about items for the Education Committee
11. **NEXT MEETING DATE:** Tuesday, February 21 at 2:30 p.m. (via Zoom)
12. **ADJOURNMENT**



BCSTA

Climate Change Working Group
Report, September 2022

Contents

Members.....	3
Executive Summary.....	3
Context	4
Background	4
Terms of Reference	4
Report on Terms of Reference.....	6
1. Review of Relevant BCSTA Motions.....	6
2. Best Practices of Schools/School Districts	8
3. Current Related Resources for Districts	11
3.1 Summary of District Policies:	17
4. Recommended Guidelines and External Resources for BCSTA to Assist Districts	20
5. Liaison and Collaboration Opportunities for BCSTA	23
Recommendations for the BCSTA Board of Directors	28
I. Climate Strategy Plan: Including a Framework for Districts	28
II. Climate Literacy/Professional Development	28
III. Advocacy	28
IV. Partnerships.....	29
Recommendations for Trustees and Districts	30

Members

BCSTA Board of Directors Members: Tim Bennett (Vice President), John Chenoweth (Director) BCSTA

BCSTA Staff Member: Gordon Li

Chair: Allison Watson (SD62)

Members: Helen Gilbert (SD60), Tonya Ste. Marie (SD46), Catherine Zaitsoff (SD20), Estrellita Gonzalez (SD39), Adeana Young (SD50)

Executive Summary

1. The Climate Change Working Group (CCWG) formed to deliver on the BCSTA motion from October 2020;
2. Work was conducted to address each of the points in the CCWG's terms of reference as defined by the BCSTA's Board of Directors; and
3. Several recommendations have been developed for both the BCSTA's Board and local school districts to consider in their work towards reducing their carbon footprint and meeting emission targets

Context

BACKGROUND

During the October 2020 Provincial Council meeting of the BCSTA, Provincial Councilors adopted the following motion:

That BCSTA establish a CCWG comprised of staff and trustees to:

- *inform the BCSTA Board of Directors about the ability of school districts, under the provincial government's current capital funding programs (including the Carbon Neutral Capital Program (CNCP)), to meet the CleanBC goal for public buildings to reduce emissions by 50% by 2030;*
- *consider examples of schools that demonstrate low/no emissions;*
- *provide recommendations on how the 50% emissions reduction target could be achieved; and,*
- *assist BCSTA in collaborating with the relevant provincial ministries to create and implement a plan to achieve the 50% emissions reduction target.*

Due to unforeseen circumstances (pandemic and BCSTA Board of Directors elections) the CCWG was unable to begin their work until late November 2021.

TERMS OF REFERENCE

The Terms of Reference as laid out by the BCSTA Board of Directors:

1. Review all **relevant motions** previously adopted by the membership regarding Climate Change and/or climate mitigation strategies.
2. Review and document current **best practices of schools/school districts** that achieve the goal of lowering/no emissions.
3. Review and document **current related BCSTA resources** as well as appropriate external resources that might assist Boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
4. Create guidelines and make recommendations for the development of new BCSTA resources to assist member boards in implementing 'best practice' local policies and good governance to accomplish the goals as laid out in CleanBC.
5. Identify and recommend to the Board of Directors possible liaison and collaboration opportunities with relevant provincial ministries and existing advocacy organizations in regard to assisting boards with their climate change goals.

6. Produce a summary report, including all of the recommended template resources and guidelines, to the Board of Directors regarding the work of the Group and its recommendations by no later than June 30, 2022.

Report on Terms of Reference

The following sections reflect the work of the CCWG on each Term of Reference laid out by the BCSTA Board of Directors.

**** Please note, the information provided through survey was based off BCSTA member participation and feedback and may not reflect every district equally. In addition, the CCWG accessed policies and plans through the BCSTA database and district websites; as a result, the collected information may not reflect the most current documents.*

1. REVIEW OF RELEVANT BCSTA MOTIONS

BACKGROUND:

The Terms of Reference for the CCWG lists: “the purpose of the Board Working Group on Climate Change is to: Review all relevant motions previously adopted by the membership regarding Climate Change and/or climate mitigation strategies. “

THEMES	MOTIONS
Carbon Offsets	1) <u>Return of Pacific Carbon Tax Funds, 2011</u> – No longer applicable. The provincial government stopped using the Pacific Carbon Trust Crown Corporation in 2013. <i>Outcome: Not Specified</i> 2) <u>Retention of Carbon Offset Charges, 2012</u> – No longer applicable. <i>Outcome: Not Specified</i> 3) <u>Moratorium on the Carbon Emission Offset Purchase Plan, 2010</u> - No longer applicable. <i>Outcome: Not Specified</i> 4) <u>Amendment to Greenhouse Gas Reduction Targets Act, 2011</u> - No longer applicable. <i>Outcome: Not Specified</i>
Education/ Climate literacy	5) <u>Request for Climate Literacy Funding and Supports, 2021</u> – This motion addresses combating climate change through climate literacy and education in our schools. <i>Outcome: no additional funding has been introduced and MoECC does not provide targeted funding for specific learning resources but instead leaves the use of general funding to be determined at the school district level.</i>

	<p><i>The Ministry of Education and Child Care wrote a letter committing to the following priorities:</i></p> <ol style="list-style-type: none"> <i>1. Update the Environmental Learning and Experience Interdisciplinary Guide for Teachers</i> <i>2. Identify and highlight K-12 climate change curriculum elaborations across learning areas</i> <i>3. Support the development of a validated and curated climate education resource collection</i>
<p>Funding and Operations</p>	<ol style="list-style-type: none"> 6) <u>Renewable or Alternative Energy Strategies for Capital Projects, 2018</u> – Request for additional capital funding for new builds and seismic upgrades. Outcome: <i>Under consideration by MoECC on a case by case basis</i> 7) <u>Funding for Climate Action Charter and Carbon Neutral Initiatives, 2009</u> – Though the request in this motion is out of date, the intent is similar to more recent motions Outcome: <i>Not Specified</i> 8) <u>Implementing CleanBC Plan in School Districts, 2019</u> – Outcome: <i>This remains an item of discussion between BCSTA and the MoECC. While the Ministry has moved to improve the energy efficiency of all new schools, there have been no operational guidelines provided. Additionally, the greatest hurdle is the retrofitting of existing buildings, where there is no significant plan in place. Individual school districts can independently work toward the 2032 standards, but there is not enough government funding to support that move.</i> 9) <u>Carbon Neutral Plan for School Districts, 2009</u> - No longer applicable Outcome: <i>Not Specified</i> 10) <u>Climate Action – Remove BC Hydro Metering Caps, 2022</u> – Outcome: <i>Letter sent May 31, 2022</i>

SUMMARY:

In response to the direction of the BCSTA board’s Terms of Reference, 10 motions were compiled based off the following search terms: climate, energy, environment, carbon, nature, footprint, emissions. Three themes emerged from the motions: reduction and retention of carbon offsets; funding to support climate literacy; and funding and operational guidelines. Five out of the ten motions were no longer applicable due to the request in the motion not applying to the current systems in place.

Themes:

- 1) **Carbon offsets (All motions addressing carbon offsets are no longer applicable):** There were four motions requesting to redirect or retain offsets to go back into the schools and to invest in reducing carbon emissions. This process has changed a fair amount since the most recent motion in 2012. See the [2020 Climate Change Accountability Report](#) for information on carbon offsets.
- 2) **Education and Climate Literacy:** The MoECC responded that they do not provide targeted funding for specific learning resources but instead leave the use of general funding to be determined at the school district level. The Ministry wrote a letter committing to the following priorities:
 - a) Update the Environmental Learning and Experience Interdisciplinary Guide for Teachers
 - b) Identify and highlight K-12 climate change curriculum elaborations across learning areas
 - c) Support the development of a validated and curated climate education resource collection

This motion raises an important consideration in responding to climate change through education and climate literacy. There is a lot of work that can be done to continue to advocate for climate literacy.

- 3) **Funding and Operational guidelines – Meeting CleanBC targets:** There has been an \$11M increase in capital funding through Carbon Neutral Capital Plan (CNCNP) from \$5M to \$16.7M in the past year. \$40M in funding was requested by districts in 2021/22 and 16.7M was given to districts (42% of the requested funds). In [BCSTA's Lifecycle Funding Report](#) it was requested that the CNCNP funds be raised to 33.4M in 2021/22 and about half at 16.7M was distributed to 67 districts.

The CCWG cannot find information on actions taken by the Ministry regarding operational guidelines for districts to meet emissions targets.

2. BEST PRACTICES OF SCHOOLS/SCHOOL DISTRICTS

Background:

The Climate Change Working Group conducted a survey in April 2022, asking Board Chairs and/or Secretary Treasurers the following questions:

- i. In the past year, has your board had any discussion related to CleanBC Goals, Carbon Neutral Program, or Climate Change?
- ii. Does your board have climate action goals, energy conservation goals, environmental stewardship goals or a curricular focus on climate change initiatives as part of your strategic plan, FESL or policy?
- iii. Does your district have any strategies/best practices in place for lowering greenhouse gas emissions?
- iv. Do you have any resources that you could share related to the goals of CleanBC that the Climate Change Work Group can use?

The survey generated an 50% district response rate.

Below is a summary of the Survey Results:

Discussing Climate Change	Question: In the past year, has your board had any discussion related to CleanBC Goals, Carbon Neutral Program, or Climate Change?	
ANSWER CHOICES	RESPONSES	
Yes, definitely..., and in some detail.	63.33%	19
We have touched on the topic.	23.33%	7
No, not yet but we plan to do so.	3.33%	1
Not on the radar	10.00%	3
TOTAL		30

Planning & Programs

Question: Does your board have climate action goals, energy conservation goals, environmental stewardship goals or a curricular focus on climate change initiatives as part of your strategic plan, FESL or policy?

ANSWER CHOICES	RESPONSES	
Yes	60.00%	18
No	40.00%	12
TOTAL		30

Goals

- Establishing a collective responsibility to reduce greenhouse gas emissions (students, education staff, operations staff, community that uses facilities)
- Board involvement in setting district targets for greenhouse gas reduction
- Annual review of what has been done to reduce emissions and set intentions for the following year

- Practicing climate literacy and nature education

Plans

- Climate Action and stewardship is embedded in Strategic Plans
- District Energy Management Plans or Energy Sustainability Plans: Operational plans with ongoing integrated and systemic approach to energy management
- Quarterly reports to the board related to energy conservation practices
- Establishing Board Climate Action committees
- Using various Capital Projects to reduce emissions, i.e. building envelope, CNCP

Policy

- Boards have policies related to environmental sustainability and reduction of the district carbon footprint
 - Elements of policy include:
 - delivery of effective environmental education
 - modelling environmentally responsible practices
 - alignment of what is taught in classrooms with school operations
 - Reduction targets
- Board policy related to environmental stewardship and sustainability is reflected in strategic plans, district FESL, school FESL, operational plans
- Aligning policy with district practices and spending to support initiatives

Strategy	Question: Does your district have any strategies/best practices in place for lowering greenhouse gas emissions?
ANSWER CHOICES	RESPONSES
Yes	83.33%
No	16.67%
TOTAL	

Strategy / Best Practices

- Providing land based environmental education opportunities
- Inclusion of indigenous perspectives in environmental curriculum
- Recognition that climate literacy is important
- Focus on capital upgrades on facilities – boiler replacements, electric buses and white fleet, lighting to LED, building envelope thermal improvements, heat pumps
- Hire Energy Specialist (position pays for itself in energy cost savings)
- Electric bus purchasing program
- LEED gold standards in new builds – geothermal and solar
- Commitment to end the use of fossil fuels
- Partnerships with local governments and community organizations
- Technology – remote direct digital controls for heating systems and virtual meetings

- Awareness of all government expectations and have them embedded in district practice
- Created district-wide grant incentive program to engage schools in climate action through behavioral changes (Green Teams)

Partnerships & Community Engagement		Question: Do you have any resources that you could share related to the goals of CleanBC that the Climate Change Work Group can use?	
ANSWER CHOICES		RESPONSES	
Yes		23.33%	7
No		76.67%	23
TOTAL			30

- Most districts have a contact person who is willing to share resources, but many districts didn't feel they had resources to share (see recommendations)
- Sharing energy surplus with utility providers from solar installations
- Using the BC Sustainable Schools Best Practices Guide when creating regulations and policies

3. CURRENT RELATED RESOURCES FOR DISTRICTS

Provincial, National and International Mitigation Plans and Reports

This section can help us understand the impact of climate change and Provincial and National mitigation strategies. By understanding global targets and our governments' commitments we can work toward accountability in lowering emissions in the public education sector.

Provincial:

- **CleanBC Roadmap to 2030**

Trustees can understand the BC governments plan to meet net zero by 2050 and how the public sector is included in those plans.

Link: https://www2.gov.bc.ca/assets/gov/environment/climate-change/action/cleanbc/cleanbc_roadmap_2030.pdf

National:

- **Pan-Canadian Framework on Clean Growth and Climate Change**

Here is a national climate plan that was developed with provinces and territories, and in consultation with Indigenous peoples.

Link: <https://www.canada.ca/en/services/environment/weather/climatechange/pan-canadian-framework/fourth-annual-report.html>

International:

- **Intergovernmental Panel on Climate Change (IPCC)**

The IPCC is an intergovernmental body of the United Nations responsible for advancing knowledge on human-induced climate change. Below is a link that identifies ways political leaders (trustees) can educate, support and empower their district communities to move toward a sustainable future.

Public Education and Information Mechanisms:

Link: https://www.ipcc.ch/site/assets/uploads/2018/03/ipcc_far_wg_III_chapter_07.pdf

IPCC final draft of Working Group III report to governments:

Link: https://www.ipcc.ch/report/ar6/wg3/downloads/report/IPCC_AR6_WGIII_SPM.pdf

BC Provincial Reporting and legislation

- **Climate Change Accountability Act**

This Act includes public sector accountability reporting that requires districts to report their emissions to the BC government.

Link: https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/07042_01

- **Becoming Carbon Neutral –B.C.’S Provincial Public 2021 Year (January 2022)**

Provides guidance to public sector organizations related to carbon neutral reporting requirements and expectations. The document assists trustees in understanding the Climate Change Accountability Report that each district is required to submit. The report contains links to regulations and resources that allow trustees to build a deeper understanding of carbon neutrality measures.

Link: https://www2.gov.bc.ca/assets/gov/environment/climate-change/cng/guidance-documents/becoming_carbon_neutral.pdf

- **Canadian Net-Zero Emissions Accountability Act**

The Canadian government's commitment to achieve net-zero greenhouse gas emissions by 2050.

Link: <https://www.canada.ca/en/services/environment/weather/climatechange/climate-plan/net-zero-emissions-2050/canadian-net-zero-emissions-accountability-act.html>

Emissions and BC Public Schools

- **Climate Change Accountability Reports (CCAR)**

Annual Reports and CCAR's table section of the BC Government Climate Change website contains summary information that would allow a trustee to look at historical patterns of emissions as well as emission reports for their district and others.

The annual public sector summary reports provide a district comparison of greenhouse gas emissions. The most recent reports contain an explanation of weather normalization and helps us understand emissions figures. A brief summary of the weather impacts in the given year provides some historic context.

In 2020, a Climate Change Accountability Survey was done by public sector organizations. The Summary table CCAR Survey Responses provides information from survey respondents related to strategies to reduce emissions from stationary sources, strategies and goals related to emissions reductions for building retrofits, emission reduction strategies from mobile sources and fleet details. There is contact information in the survey that would allow follow up with another public sector organization that has programs of interest.

Links: <https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/cnar/annual-reports-cnars-table>

https://www2.gov.bc.ca/assets/gov/environment/climate-change/action/cleanbc/2021_climate_change_accountability_report.pdf

<https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/reducing-emissions>

- **2020 B.C. Best Practices Methodology for Quantifying Greenhouse Gas Emissions**

This report provides information on types of emissions and measurement of them.

Link: <https://www2.gov.bc.ca/assets/gov/environment/climate-change/cng/methodology/2020-pso-methodology.pdf>

Private Sector Energy Audit

- **PUMA Utility Monitoring Inc/Prism Engineering**

PUMA comprises a combination of software and services that track over 23,000 electrical, natural gas, water, and other fuel accounts for government. Each year PUMA puts together a benchmarking report for school districts, advanced education and local governments.

9th Annual Puma Benchmarking Summary for BC School Districts: 2021 Calendar Year:

Link: [AnnualPUMABenchmarkingReports-SchoolDistrictsCY2021-web.pdf \(squarespace.com\)](#)

Prism Engineering is the company that conducts the PUMA Monitoring. Prism also conducts energy audits.

Link: [Energy Management - Prism Engineering](#)

Additional Resources

- **Sustainable Schools: Best Practice Guide**

The Sustainable Schools Best Practices Guide (2010) was developed to help schools implement actions that support reduction of greenhouse gases. It promotes behavioural changes that result in a culture of environmental sustainability.

Link: [sustbestpractices.pdf \(gov.bc.ca\)](#)

- **Climate Caucus**

Climate Caucus is an organization that allows elected leaders to connect around climate change. They provide research led resources. There is a BC chapter of this organization.

Link: <https://www.climatecaucus.ca/>

- **Sustainability Education Framework**

Developed by the Ministry of Education, this document “...encourages the K-12 education system to show leadership in adopting and promoting

- environmentally sustainable practices, and
- learning opportunities for students that support healthy and natural environments for current and future generations.”

Link: <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/environmental-learning/sustbestpractices.pdf>

- **The Sustainability and Education Policy Network**

Responding to Climate Change: A Primer for K-12 Education

Link: <https://sepn.ca/wp-content/uploads/2021/01/SEPN-CCEd-Primer-January-11-2021.pdf>

- **Climate Education Reform BC (CERBC)**

BC students have added their voice to the need for climate action. The Education Minister Jennifer Whiteside has met with students from Climate Education Reform BC. These students would like to see more climate literacy embedded in school curriculum. Student voice is important for trustees to be aware of.

Link: <https://www.climateeducationreformbc.ca/>

- **Ecoschools Canada**

Certifying as an EcoSchool is an opportunity to join a global movement of over 19 million environmental leaders around the globe. It sets the stage for students and educators to learn about climate change, engage in sustainable solutions, develop skills, and form partnerships in their school communities. Trustees can encourage their district to join programs like this to support climate conscious behavioral changes in their districts.

Link: [Publicly-Funded Schools – EcoSchools Canada](#)

Samples of Climate Change Plans in Canadian Provinces

- **Green Schools Resource Guide A Practical Resource for Planning and Building Schools in Ontario**

Released in January 2010 as a one-stop reference manual to help boards plan, design and build an energy efficient green school. Although aspects of the report are not current, Section 2.0 Green School Planning would still be relevant to new school builds. The Green

School Planning checklist could be used in number of ways to facilitate planning. There is a section on Whole Life budget. The concept of moving to looking at life cycle planning and budgeting is included in the March 2021 BCSTA report; The Case for Increased Life Cycle Funding.

Link: http://www.edu.gov.on.ca/eng/policyfunding/greenschools_guide.pdf

3.1 SUMMARY OF DISTRICT POLICIES:

The CCWG has created a spread sheet that indicates individual district’s Sustainability Plans, Strategic Energy Management Plans, Climate Change Accountability Reports and Sustainability Webpages.

SEMP – Strategic Energy Management Plan

CCAR – Climate Change Accountability Report – this report is sent to the Ministry annually. Districts usually publish this information as their sustainability plan.

The CCAR webpage in the K-12, 2020 section will filter all the reports submitted from districts for 2020. The reports on the spreadsheet have been hyperlinked for easy reference.

Policies & Administrative Procedures (AP) or Regulations – For Districts without a sustainability plan, some are guided by policies and admin procedures. Wherever possible, this information has been included.

District #	District Name	Sustainability Plan	SEMP	<u>CCAR (2020)</u>	Sustainability Webpage
005	Southeast Kootenay	No	No	<u>Yes</u>	
006	Rocky Mountain	<u>No</u>	No	<u>Yes</u>	
008	Kootenay Lake	<u>No, but initiatives</u>	No	<u>Yes</u>	
010	Arrow Lakes	No	No	<u>Yes</u>	
019	Revelstoke	No	No	<u>Yes</u>	
020	Kootenay-Columbia	No	No	<u>Yes</u>	
022	Vernon	No	No	<u>Yes</u>	
023	Central Okanagan	No	No	<u>Yes</u>	
027	Cariboo-Chilcotin	No	No	<u>Yes</u>	
028	Quesnel	No	No	<u>Yes</u>	
033	Chilliwack	<u>Yes</u>	No	<u>Yes</u>	
034	Abbotsford	No	No	<u>Yes</u>	<u>Webpage</u>
035	Langley	<u>AP546</u>	No	<u>Yes</u>	
036	Surrey	<u>Yes</u>	No	<u>Yes</u>	
037	Delta	<u>AP544</u>	No	<u>Yes</u>	
038	Richmond	<u>Yes</u>	No	<u>Yes</u>	<u>Webpage</u>
039	Vancouver	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	
040	New Westminster	No	No	<u>Yes</u>	

District #	District Name	Sustainability Plan	SEMP	CCAR (2020)	Sustainability Webpage
041	Burnaby	No	No	<u>Yes</u>	<u>Webpage</u>
042	Maple Ridge-Pitt Meadows	<u>Policy 6530</u>	<u>Yes</u>	<u>Yes</u>	
043	Coquitlam	No	No	<u>Yes</u>	
044	North Vancouver	<u>Yes</u>	No	<u>Yes</u>	<u>Webpage</u>
045	West Vancouver	No	No	<u>Yes</u>	
046	Sunshine Coast	No	No	<u>Yes</u>	
047	Powell River	<u>Yes (2008)</u>	No	<u>Yes</u>	<u>Webpage</u>
048	Sea to Sky	No	<u>Yes</u>	<u>Yes</u>	
049	Central Coast	No	No	<u>Yes</u>	
050	Haida Gwaii	No	No	<u>Yes</u>	
051	Boundary	No	No	<u>Yes</u>	
052	Prince Rupert	No	No	<u>Yes</u>	
053	Okanagan Similkameen	No	No	<u>Yes</u>	
054	Bulkley Valley	No	No	<u>Yes (2021)</u>	
057	Prince George	No	No	<u>Yes</u>	
058	Nicola-Similkameen	No	No	<u>Yes</u>	
059	Peace River South	<u>AP4209</u>	No	<u>Yes</u>	
060	Peace River North	No	No	<u>Yes</u>	
061	Greater Victoria	No	No	<u>Yes</u>	<u>Webpage</u>
062	Sooke	<u>Policy F-201</u>	<u>Yes</u>	<u>Yes</u>	
063	Saanich	<u>Yes</u>	No	<u>Yes</u>	<u>Webpage</u>
064	Gulf Islands	No	No	<u>Yes</u>	
067	Okanagan Skaha	No	No	<u>Yes</u>	<u>Webpage</u>
068	Nanaimo-Ladysmith	<u>Policy 1.5</u>	No	<u>Yes</u>	<u>Sustainability Ctte</u>
069	Qualicum	<u>Policy 4009</u>	No	<u>Yes</u>	<u>AP - Sustainability Practices</u>
070	Pacific Rim	No	No	<u>Yes</u>	
071	Comox Valley	No	No	<u>Yes (2021)</u>	
072	Campbell River	No	<u>Yes</u>	<u>Yes (2021)</u>	
073	Kamloops-Thompson	No	No	<u>Yes</u>	

District #	District Name	Sustainability Plan	SEMP	CCAR (2020)	Sustainability Webpage
074	Gold Trail	OP5.900	No	Yes	
075	Mission	Policy 2.7	No	Yes	AP700 - Environmental Sustainability Webpage
078	Fraser-Cascade	No	No	Yes	
079	Cowichan Valley	No	No	Yes	
081	Fort Nelson	No	No	Yes	
082	Coast Mountains	Policy 4035	No	Yes	
083	North Okanagan-Shuswap	No	No	Yes	
084	Vancouver Island West	No	No	Yes	
085	Vancouver Island North	No	No	Yes	
087	Stikine	No	No	Yes	
091	Nechako Lakes	No	No	Yes (2019)	
092	Nisga'a	No	No	Yes	
093	Conseil Scolaire Francophone	No	No	Yes	

Summary of Policies and Administrative Procedures:

- It appears about ¼ of boards have an approved climate action plan or policy. Many district Administrative Procedures (AP) were not publicly available.
- There is a growing trend of districts consolidating policies and moving more under the jurisdiction of the administration
- It is apparent that many districts are sharing resources as there are similarities in wording between Aps in various districts. An example would be AP544 – Sustainability (SD37)
- SD75 has two AP's, 702 (Waste Management) and AP 701 (Grounds Irrigation). While these AP's are not recognized as an all-encompassing energy policy, they are valuable examples of sustainable AP's that can reduce district emissions.
- The CCWG recommends reviewing the Richmond SD38 energy plan and website for an effective sustainability strategy.

Summary of Strategic Plans:

- More districts are including sustainability as part of their strategic plan.
- Some standalone examples of where sustainability is included separately in a Strategic plan is SD79 and SD46

Additional Emerging Practices:

- Districts such as SD57 have approved motions to make utilities a special purpose account. Any savings in utilities are reinvested the next year into energy saving capital upgrades (such as lighting upgrades). SD62 has created a similar savings program to electrify their fleet.
- Some districts have created energy specialist positions within their districts to look at sustainability and energy savings. The position often pays for itself in energy savings.

4. RECOMMENDED GUIDELINES AND EXTERNAL RESOURCES FOR BCSTA TO ASSIST DISTRICTS

Capstone Project with the University of British Columbia

The CCWG has been working with UBC's Master of Engineering and Leadership and Master of Health Leadership and Policy Capstone project, to conduct research for BCSTA to support its members.

In June 2022 the BCSTA Board of Directors approved the following proposal:

<p style="text-align: center;">BCSTA CLIMATE CHANGE WORKING GROUP:</p> <p style="text-align: center;">Capstone Project Request</p> <p>BACKGROUND:</p> <p>In October 2020, BCSTA members adopted a motion, that BCSTA establish a Climate Change Working Group to: inform the BCSTA Board of Directors about the ability of school districts, under the provincial government's current capital funding programs including CNCP to meet the CleanBC goal for public buildings to reduce emissions by 50% by 2030.</p> <p>The CCWG would need to conduct extensive research and data collection to be able to capture the directive of this motion. It is evident that this work is beyond the capacity of the CCWG; however, this work is incredibly important for BCSTA to advocate for its members.</p>

The CCWG believes that conducting this work through the Capstone project would be an effective way to fulfill the motion in a cost effective and timely way.

****Please note that CleanBC updates emissions targets less frequently than the Intergovernmental Panel on Climate Change (IPCC) and may not reflect current global emissions reduction targets. In this project proposal we reference the IPCC for the most current targets. CleanBC reflects the targets off of the UN IPCC report when updated.*

REQUEST:

That the BCSTA board of Directors endorse the CCWG in working with UBC's Capstone Project as a Project Mentor. A Masters student will support the CCWG in completing their Terms of Reference and assist BCSTA in its ability to support trustees in achieving climate action goals.

PROPOSED PROJECT:

Project Purpose:

To provide a report to the BCSTA Climate Change Working Group and the BC School Trustees Association's Board of Directors on the following:

- a) The impact BC public schools (including transportation) have on climate change
- b) Why it is important for districts to implement mitigation strategies
- c) Understand the ability of school districts, under the provincial government's current capital funding programs including CNCP to meet current global reductions targets
- d) Identify the amount of funding districts need to achieve emission reductions targets of 43% by 2030 (as indicated by the IPCC).
- e) Report on the geographical barriers (ie. urban and remote, northern and interior) for districts and costs associated with reducing emissions in climatic regions of the province

Objective: To provide information that will help BCSTA supports its members in advocating for increased funding and operational needs so districts can reach emissions targets.

Sector: BC Public Education

Emissions: BC school buildings, transportation and white fleet

BCSTA background and Project Mentor: Gordon Li, BCSTA Director of Education Services

CAPSTONE PROJECT OVERVIEW:

- 150 hours (4months) of research/work
- There are no fees for the research project. If the student is required to travel or needs additional resources to conduct the work, then BCSTA may choose to provide additional funds. The CCWG \$2000 fund is still available and the BoD may decide it's an appropriate use for this project should the research require additional support.

- Masters student who is typically an engineer in the clean energy graduate program
- A BCSTA mentor is required (from as little as 4 to 6 hours total, to an order of magnitude greater.) The BCSTA person is a point of contact to help with accessing resources, data collection and policies
- UBC can provide an NDA if privacy is a concern
- Students already have at least 3 years of professional experience typically in senior management roles
- The student would provide work from Sept to Dec (schedule is flexible)

PROCESS:

1. CCWG agrees on the proposed work of a Capstone project
2. BCSTA Board approval to work with UBC
3. Provide Capstone project with the approved brief description of the project to garner student interest
4. Submit a proposal in September
5. Upon approval, research begins in September

CONTACTS:

Sara Holiday Nelson, sara.nelson@ubc.ca

Research Manager, Centre for Climate Justice, University of British Columbia

Dr. Vladan Prodanovic, Vladan.Prodanovic@ubc.ca

Associate Professor, Faculty of Applied Science

UBC MEL Clean Energy Engineering, Master of Engineering Leadership, University of British Columbia

In addition, the CCWG would like to propose a 2nd Capstone project:

The engineer Master student would consult with districts all over the province to create several samples of sustainable energy policies and strategic energy management plans for BCSTA to offer its members as a resource. These samples would demonstrate the unique geographical and demographical considerations that districts need to consider when creating policies within their own communities. The Capstone student would consult with district facilities to get a full encompassing understanding of district operations when producing sample policies.

Currently, the CCWG has put together a proposal for the BCSTA BoDs for review.

5. LIAISON AND COLLABORATION OPPORTUNITIES FOR BCSTA

A. Climate Literacy and Trustee Professional Learning Series

The CCWG feels that for Trustees to truly be able to assist their communities in the fight against climate change it is important for them to fully understand the role districts play in combating climate change. Though, most Trustees understand what climate change is and the importance of enacting measures to reduce emissions, there are many variables that are important to understand so we can take a calculated approach to this complex issue.

The CCWG sees immense opportunity in a BCSTA lead Climate Change Learning Series. The CCWG has had positive discussions with UBC on collaboration opportunities to develop a learning series but recognize that there are many companies and post-secondary institutions that would be great collaborators.

B. University of British Columbia

The info note below provides an outline of opportunities for grant funding to collaborating with UBC from a meeting held with UBC and CCWG members.

Collaboration Between UBC and BCSTA

Info Note

Background:

On March 7th, 2022 BCSTA's Gordon Li and the CCWG Chair, Allison Watson met with Jessica Dempsey and Sara Nelson with the UBC Centre for Climate Justice. The intention of this meeting was to discuss ways in which UBC and BCSTA could collaborate.

While both parties were quickly identifying ways in which we could work together we acknowledged that the climate change working group's mandate is to present opportunities to BCSTA through recommendations.

There were 4 key areas that were identified where this collaboration could create meaningful change for districts in climate action in both the long term and short term.

1. Built Environment: Conducting research, assistance in identifying barriers and required action
2. Climate Justice: Equity recommendations and adaption strategies
3. Climate Literacy: Professional Learning (PLC) opportunities.

4. BCSTA Climate Strategy Plan: For the CCWG: Campus and Community Planning at UBC has done a lot of work on UBC's climate strategy and plan.

Research Options Include (but not limited to):

- A student could conduct a literature review of best practices and ideas/approaches to help create district handbook on climate action
- Capstone project through UBC's Masters in Energy Leadership and Clean Energy Engineering program.
- Climate Change Curriculum, Vanessa de Oliveira Andreotti
- School of Architecture and Landscape Architecture, Adam Rysanek

Funding Support for Research:

There is this funding - MITACS - that supports graduate student internships at businesses and nonprofits. They currently have a deal on where the non-profit partner puts in 2.5-5,000, then MITACS pays the rest (up 15K). It could be used to support a student all spring/summer, even at smaller amounts.

Mitacs powers research & development creation by connecting private sector with the best post-secondary institutions to solve organizational challenges.

There is enhanced leveraging so that partner contributions are matched 3:1 by Mitacs vs. the usual 1:1 match.

Mitacs Accelerate <https://www.mitacs.ca/en/programs/accelerate/proposal> funding models for each 4-6 month internship:

- \$10k option: \$2,500 from the partner + \$7,500 from Mitacs (full award paid to the intern)
- \$15k option: \$3,750 from the partner + \$11,250 from Mitacs (intern receives \$10k min, remainder available for research expenses)
- \$20k option: \$5,000 from the partner + \$15,000 from Mitacs (intern receives \$10k min, remainder available for research expenses)

Please note the following limitations of the enhanced leveraging:

- Partner organization (company or NFP) must have less than 500 employees to qualify
- Intern must be named (not listed as TBD) to qualify
- There is a deadline depending on the time of year accessing funding

The enhanced leveraging applies to all internships that meet these criteria.

Undergraduate students can complete up to 3 Accelerate internships, Masters students up to 4, PhD students up to 8, and PDFs up to 9.

C. Minister of Education and Child Care, Minister of Environment and Climate Strategy, BC Association of School Business Officials and Educational Facility Managers Association

District Operational Guidelines for Sustainability:

In 2019 a motion was passed that at the BCSTA AGM, “That BCSTA request the Ministries develop and provide, in a timely manner, operational guidelines to help school districts to meet CleanBC’s 2032 standards to reduce emissions.” Collaborating with these two Ministries to support district facilities would ensure that the unique needs of districts are met.

The CCWG reached out to BC Association of School Business Officials (BCASBO) with a series of questions.

BCASBO Questions:

- Please share how your members have committed to climate action and mitigation strategies
- What are the biggest challenges members are facing in implementing measures to reduce emissions?
- Has BCASBO provided professional learning and resources for its members to look at climate mitigation strategies? If yes, please provide details.
- When Facility Condition Indexes are determined what elements relate to energy conservation and reduction of greenhouse gas emissions?
- What are the kinds of projects that are covered under the CNCP? Is the CNCP providing enough funding for projects to meet emissions targets?
- What features would a project built to LEED Gold Standards have that an older school (20, 30, 40 years) would not?
- What are some of the more innovative systems using clean energy sources should districts be contemplating to meet Clean BC Energy Goals?

Ray Velestuk, BCASBO President, shared that BCASBO does not currently have a work group, or a collective approach to Climate Action, but that all districts have been working in this area. He informed us that there are BCASBO members who are willing to assist in your quest for answers to the questions we posed.

The CCWG recognizes value in the BCSTA, MoECC, MoECS, BCASBO and EFMA working together to create operational guidelines/framework to reduce emissions in districts.

D. Canadian School Boards Association

The CCWG asked that BCSTA BoD reach out to the Canadian School Boards Association to ask the following questions:

1. Can CSBA share with the BCSTA Climate Change Working Group, what other provinces are doing to address climate change and sustainability across the country?
2. Has CSBA recognized the integral role that public education plays in combating climate change?
3. How can BCSTA'S Climate Change Working Group support CSBA in supporting sustainability in school districts across the country?

BCSTA wrote the following letter to CSBA's president Laura French:

Dear President French,

Subject: Climate Change Advocacy

Today, I write to you on behalf of the British Columbia School Trustees Association (BCSTA) and our members to encourage the Canadian School Boards Association (CSBA) to include climate change as part of the advocacy plan for 2022.

As part of this ask, we request that CSBA prioritize a meeting with the Honourable Steven Guilbeault, minister of environment and climate change, as part of the 2022 day on Parliament Hill. We desire to see CSBA, and its member associations, advocate federally regarding the integral role that public education plays in combating climate change.

We feel compelled to address climate change with an understanding that the role of public education is two-fold. We must do more to reduce the harm done to the environment by improving our facilities, and we must also invest in educating young people on promoting change and positively impacting the planet's climate.

BCSTA has recently established a Climate Change Working Group that seeks to understand how school districts in B.C. are engaged in climate-change initiatives. The group is also documenting current best practices for lowering emissions in school districts across the province. BCSTA would be pleased to share these findings with CSBA when they become available to promote these best practices across the nation.

I look forward to your reply and extend an invitation to meet and discuss how we may collaborate on the tasks outlined above.

Sincerely,

A handwritten signature in blue ink, appearing to read 'S. Higginson', on a white rectangular background.

Stephanie Higginson

President

British Columbia School Trustees Association

Recommendations for the BCSTA Board of Directors

I. CLIMATE STRATEGY PLAN: INCLUDING A FRAMEWORK FOR DISTRICTS

- The CCWG recommends that BCSTA work with partners to create samples of district policies (by region) that reach provincial emissions targets.
- Distribute the sample policies and administrative procedures/regulations to all districts and trustees.
- Create a BCSTA climate strategy plan that will create a framework for BCSTA to assist its members in meeting emissions targets.

II. CLIMATE LITERACY/PROFESSIONAL DEVELOPMENT

- Create a professional learning series on climate change. Addressing how it impacts our schools and how trustees can make a difference in their own district.
- Promote resources on sustainability for districts
- Create a listing of readings associated to Climate Change research in BC. These could include scholarly research as well as traditional Indigenous research

III. ADVOCACY

- Advocate to include reporting on Climate Action as part of FESL or other public reporting
- Include climate action in BCSTA's strategic planning
- Advocate with the MoECC to include Electric busses in their funding for districts
- **Recommendations for Follow-Up on Motions:**

1. Follow-up on the priorities made by the Minister of Education and Child Care to:
 - a) Update the Environmental Learning and Experience Interdisciplinary Guide for Teachers.
 - b) Identify and highlight K-12 climate change and sustainability curriculum elaborations across learning areas.
 - c) Support the expansion of a validated and curated climate education and sustainability resource collection. The collection should include age appropriate materials for students in all grades K-12.

In addition, continue to advocate for an expansion of climate literacy in the K-12 curriculum. Ensure that resources are being provide by the Ministry and districts based on current scientific understandings of climate change. These resources should reflect the urgency of the situation and do not reflect a bias to maintain the status quo.

2. Continue to advocate for operational guidelines for districts to meet global emissions targets.
3. Understand the amount of funds need to meet emissions targets and continue to advocate for increased funding though CNCP.
4. BCSTA members may want to consider a motion that requests grant funding from the federal government to reduce emissions in districts.

IV. PARTNERSHIPS

- The CCWG recommends that BCSTA build on their connection with FNEESC and the First Nations Schools Association to collaborate on climate action.
- Collaborate with UBC to create a BCSTA Climate Strategy Plan. This plan would create a Climate Strategy Plan that is designed specifically around the work of BCSTA and its members. ****While there are many options for collaboration, UBC has been recommended due to the opportunities for BCSTA to access grant funding as well as UBC having recent experience in building a climate strategy for the University.*

Recommendations for Trustees and Districts

- Board's should look to pass sustainable energy policies or include environmental sustainability in their district's strategic planning. Including goals around sustainability within strategic planning can be incorporated into capital projects, new builds, transportation, facilities and student and staff behavior engagement in reducing emissions.
- Trustees can create a climate change working group within their own districts
- Trustees can encourage districts to use incentive programs to address climate change through the behavior of individuals in school communities.
[sustbestpractices.pdf \(gov.bc.ca\)](#) Here is a sample of an energy conservation grant from the Delta school district:

[FY22 Energy Conservation Grant 2021-2022.pdf](#)