

2024 Energy Conservation and Demand Management Plan

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Education Sector Background

Funding and Energy Management Planning

Each year school boards receive approximately \$1.4 billion school renewal funding from the province. In addition, school boards may receive time-limited funds over this period.

The Ministry typically announces each Board's funding allocations, for the upcoming school board Fiscal Year (September 1st to August 31st), in March-April.

While a board may have a five-year energy management strategy, the ability to implement their strategy depends on the funding that's received for each of the five years covered by their plan.

Asset Portfolios and Energy Management Planning

The education sector is unique in that a board's asset portfolio can experience important changes that crucially impact a board's energy consumption over a five-year period.

The following is a list of some of the most common variables and metrics that change in the education sector.

Facility Variables:

- Construction
 - Year built
 - Number of floors
 - Orientation of the building
- Building Area
 - Major additions
 - Sites sold/closed/demolished/leased
 - Portables
 - Installed
 - Removed
 - Areas under construction
- Equipment/Systems
- Age
- Type of technology
- Lifecycle
- Percentage of air-conditioned space
- Site Use
 - Elementary school

- Secondary school
- Administrative building
- Maintenance/warehouse facility
- Community Hubs
- Shared Site Use (For example: two or more boards share common areas and/or partnered with a municipality)
 - Swimming pools
 - Libraries
 - Lighted sports fields
 - Sports domes

Other Variables:

- Programs
 - Child care
 - Before/After School Programs
 - Summer School
 - Community Use
 - Outdoor ice rinks
- Occupancy
 - Significant increase or decrease in number of students
 - Significant increase in the hours of operation
 - New programs being added to a site
- Air Conditioning
 - Significant increase in air-conditioned space
 - Portables
- Other
 - N/A

PART I: A REVIEW OF PROGRESS & ACHIEVEMENTS in the PAST FIVE YEARS

A. The Board's Asset Portfolio

The following table outlines the energy-related variables and metrics in the Board's asset portfolio that changed from the baseline Fiscal Year 2017 to 2018 to the end of the five-year reporting period Fiscal Year 2022 to 2023.

Table 1: Board's Asset Portfolio

Key Metrics	(Baseline Year) Fiscal Year 2017 to 2018	Fiscal Year 2022 to 2023	Variance
Total Number of Buildings	45	44	-1
Total Number of Portables/Portapaks	22	21	-1
Total Floor Area	2,102,614 ft ²	2,052,536 ft ²	-50,078 ft ²
Average Operating Hours	47	47	0
Average Daily Enrolment	7,190	8,749	1,559
% of Total Floor Area Air Conditioned	7.43%	7.44%	- 0.01
Number of Facilities with Mechanical Ventilation	45	44	-1
Other Relevant Changes in the Operation of Assets:			

B. Energy Usage Data for the Board

The following table lists the “metered”¹ consumption values in the common unit of Equivalent Kilowatt Hours (ekWh) and Kilowatt Hours (kWh).

¹ Metered consumption is the quantity of energy used and does not include a loss adjustment value (the quantity of energy lost in transmission).

Table 2: Metered Usage Values

Utility	Fiscal Year 2017 to 2018 (Baseline year)	Fiscal Year 2022 to 2023
Total Electricity (kWh)	13,978,198	15,615,933
Total Natural Gas (ekWh)	26,527,182	23,325,212
Total Heating Fuel (Type 1 and 2) (ekWh)	-	-
Total Heating Fuel (Type 4 and 6) (ekWh)	1,766,552	2,134,958
Total Propane (ekWh)	1,092,416	1,795,476
Total District Heat (ekWh)	-	-
Total District Cool (ekWh)	-	-

In Ontario, 25% to 35% of energy consumption for a facility is affected by weather.

To demonstrate the effect of weather, the following table shows the Weighted Average Heating Degree Days (HDD)² and Cooling Degree Days (CDD)³ for the six most common Environment Canada weather stations in the Ontario education sector.

Table 3: Ontario Degree-days

Ontario Degree Days	Fiscal Year 2017 to 2018	Fiscal Year 2018 to 2019	Fiscal Year 2019 to 2020	Fiscal Year 2020 to 2021	Fiscal Year 2021 to 2022	Fiscal Year 2022 to 2023
HDD	4017	4300	3821	3598	3906	3605
CDD	429	285	375	378	246	287

The best way to compare energy usage values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allows an “apple-to-apple” comparison of consumption across multiple years.

² Heating Degree Day (HDD) is a measure used to quantify the impact of cold weather on energy use. In the data above, HDD are the number of degrees that a day's average temperature is below 18C (the balance point), the temperature at which most buildings need to be heated.

³ Cooling Degree Day (CDD) is a measure used to quantify the impact of hot weather on energy use. In the data above, CDD are the number of degrees that a day's average temperature is above 18C, the temperature at which most buildings need to be cooled. It should be noted that not all buildings have air conditioning and some building have partial air conditioning. The UCD only applies CDD to meters that demonstrate an increase in consumption due to air conditioning.t

However, a straight comparison of Total Energy Consumed between one or more years does not take into consideration changes in a board's asset portfolio, such as changes in buildings' features (refer to the Facility Variables listed on pages 5 and 6), and newly implemented programs (refer to the Note to Readers on pages 10-12) which will greatly impact energy consumption.

As a result, weather normalized Energy Intensity⁴ is the most accurate measurement that allows the evaluation of a board's energy use from one year to another as it cancels out any change in floor area. The unit of measurement used is either equivalent kilowatt hours per square foot (ekWh/ft2) or equivalent kilowatt hours per square metre (ekWh/m2).

Table 4: Weather Normalized Values

Weather Normalized Values	Fiscal Year 2017 to 2018 (Baseline Year)	Fiscal Year 2022 to 2023 (Most Recent Data Available)
Total Energy Consumed (ekWh)	39,699,576	39,077,428
Energy Intensity (ekWh/ft2)	18.88	19.04
Energy Intensity (ekWh/m2)	203.23	204.94
Total GHG Emissions (kgCO ₂)	5,217,547	5,312,256
Emissions Intensity (kgCO ₂ /ft ²)	2.48	2.59
Emissions Intensity (kgCO ₂ /m ²)	26.71	27.86

C. Review of Previous Energy Conservation Goals and Achievements

In 2019, the Board set annual energy conservation goals for the following five fiscal years. The following table compares the Energy Intensity Conservation Goal with the Actual Energy Intensity Reduced for each year.

⁴ Energy Intensity (known as EI) is the quantity of total energy consumed divided by the total floor area. EI is typically expressed as equivalent kilowatt hours per square foot (ekWh/ft2), gigajoule per square metre (GJ /m2), etc., depending on the user's preference.

Table 5: Comparison of Energy Intensity Conservation Goal and Actual Energy Intensity Reduced

Fiscal Year	Conservation Goal ekWh/ft2	Conservation Goal ekWh/m2	Conservation Goal Percentage	Actual Energy Savings ekWh/ft2	Actual Energy Savings ekWh/m2	Actual Energy Percentage
2018 to 2019	0.29	3.15	1.58%	-0.33	-3.57	-1.75%
2019 to 2020	0.28	3.00	1.50%	0.58	6.26	3.03
2020 to 2021	0.28	3.00	1.50%	-1.46	-15.72	-7.84
2021-2022	0.28	3.00	1.50%	1.64	17.68	8.18
2022 to 2023	0.28	3.00	1.50%	-0.59	-6.34	-3.19

NOTE TO READERS:

When reviewing annual Actual Energy Savings and Actual Energy Percentage across the five (5) years in the chart above, the following should be considered:

1. Conservation goals in the above chart were forecast in Spring 2019 based on the assumption that operational parameters would remain consistent from FY2019 through FY2023. However, the pandemic that arrived in early 2020, significantly changed how schools operated and impacted their energy consumption.
1. As a result of significant operational changes from one year to the next from FY2019 to FY2023, an apple-to-apple comparison of Energy Intensity (ekWh/ft² – the quantity of energy consumed per area) is not possible.
 - Factors that reduced energy consumption include:
 - temporary school closures in FY2020 and FY2021, due to the pandemic
 - boards with centralized Building Automation Systems (BAS) that could be remotely programed to “unoccupied set points”, should show a reduction in consumption
 - temporary suspension of community use of schools, before/after school programs, childcare programs, continuing education and summer school programs
 - for schools with these programs, the number of “occupied set point” operating hours would be significantly reduced

- Factors that increased consumption include:
 - Implementation of new health and safety factors in FY2021 through FY2023 to address pandemic issues, such as:
 - increased ventilation (intake of fresh air),
 - increased filtration requirements
 - expanded operating hours of HVAC equipment

A board's ability to achieve their 2019 forecasted Conservation Goals may be limited by some or all the above factors.

In addition to the pandemic-related factors outlined above, there are a number of other factors that regularly impact a board's ability to achieve their conservation goals, including:

Before and After School Programs

Before-School and After-School Programs need a facility's Heating, Ventilation, and Air Conditioning (also known as HVAC) system to operate for an extended period of time on a daily basis, which increases the overall energy intensity.

Community Use of Schools

Both indoor and outdoor school space is available to not-for-profit community groups at reduced rates, outside of regular school hours. The use of spaces in schools, typically gymnasiums and libraries, has increased over time. The use of these spaces during non-school hours requires a facility's HVAC system to operate for an extended period on a daily basis, which will increase the overall energy intensity.

Community Hubs

Many schools now offer a greater range of:

- events (cultural),
- programs (arts, recreation, childcare), and
- services (health, family resource centres).

The dramatic increase in community use means that many schools now run from 6:00 a.m. until 11:00 p.m. during weekdays and are open many times on weekends. The use of these spaces during non-school hours requires a facility's HVAC system to operate for an extended period on a daily basis, which will increase the overall energy intensity.

Air Conditioning

Historically, schools have not had air conditioning, or it has been a minimal space in the facility. However, with changing weather patterns, “shoulder seasons” such as May, June and September are experiencing higher than normal temperatures and there is an increased desire for schools to have air conditioning. Air conditioning significantly increases a facility’s energy use, specifically electricity consumption.

Compliance with current Ontario Building Code (also known as OBC)

When renovations or an addition is built onto an existing school, in-place equipment such as HVAC systems, lighting etc., may be required to meet current OBC standards which may result in increased energy use.

For example, under the OBC, buildings built today have increased ventilation requirements, meaning more outside air is brought into a facility. As a result, HVAC systems need to work longer to heat or cool the outdoor air to bring it to the same temperature as the standard indoor temperature for the building.

Pandemic

When reviewing year-over-year value, it should be noted that FY2020 values will be lower as schools were closed due to the pandemic (March 2020 until June 2020). During that time, the sector saw a decrease of 16% in electricity consumption and 3% in natural gas consumption. The difference in the percentage for the two utilities, reflects that natural gas is primarily used for heating and April, May and June do not have the same heating demands due to weather.

In FY2021 consumption values were typically higher than FY2020, but due to limited occupancy as a result of the ongoing pandemic, lower than previous consumption levels.

Ventilation and Filtration

In consultation with the Office of the Chief Medical Officer of Health, the Ministry of Labour, Immigration, Training and Skills Development and others, school boards have been expected continue to build on established practices to optimize air quality to support healthy and safe learning environments for students and staff.

Many of these new recommendations/requirements can impact utility consumption. For instance, the implementation of standalone HEPA filtration units has impacted energy consumption, primarily electricity.

D. Cumulative Energy Conservation Goal

The following table compares the 2019 Forecasted Cumulative Energy Intensity Conservation Goal with the Actual Cumulative Energy Intensity Reduced Savings.

Table 6: Cumulative Energy Intensity Goal from Fiscal Year 2018 to 2019 through Fiscal Year 2022 to 2023

Cumulative Energy Intensity	(ekWh/ft2)	(ekWh/m2)	Variance
Forecasted Cumulative Energy Intensity Conservation Goal of Fiscal Year 2018 to 2019 through Fiscal Year 2022 to 2023	1.41	15.15	Do not write in this cell
Forecasted Cumulative Energy Intensity Conservation Goal as a Percentage	Do not write in this cell	Do not write in this cell	7.59%
Actual Cumulative Energy Intensity Reduced or Increased from Fiscal Year 2018 to 2019 through Fiscal Year 2022 to 2023 – Weather Normalized	-0.16	-1.70	Do not write in this cell
Variance between 2019 Forecast Cumulative Conservation Goal and Actual Cumulative Energy Intensity– Weather Normalized	-1.57	-16.85	Do not write in this cell
% of Cumulative Energy Intensity Conservation Goal Achieved - Weather Normalized	Do not write in this cell	Do not write in this cell	-11.19%

E. Measures Implemented from Fiscal Year 2018 to 2019 to Fiscal Year 2022 to 2023

A list of the measures implemented, the related costs, and the fiscal year that the measure was implemented within the Board are outlined in **Appendix: Investments in Energy Efficiency between Fiscal Year 2019 and Fiscal Year 2023**. Here is the list of sheets:

1. Design, Construction and Retrofit Investments
2. Operations and Maintenance Investments
3. Occupant Behaviour Investments
4. Summary of All Investment Types

NOTE TO READERS:

Important Consideration - It takes a minimum of one full year after an energy management strategy has been implemented before an evaluation can measure the related actual energy savings achieved.

PART II – ENERGY CONSERVATION and DEMAND MANAGEMENT PLAN for FISCAL YEAR 2022 to 2023 to FISCAL YEAR 2027 to 2028

Part II outlines the board's plan to reduce energy consumption through renewable energy and energy management strategies including:

1. Design, Construction and Retrofit;
2. Operations and Maintenance; and lastly
3. Occupant Behavior.

Background

1. The Board has an energy management position which includes the following options.

- In-house including:
 - a. Full time
 - b. Part time
 - c. Shared job function**
- Contracted third party, or
- None

2. Energy Management Strategies

Energy management strategies fall into three key categories:

1. Design/Construction/Retrofit
2. Operations and Maintenance
3. Occupant Behaviour

Design/Construction/Retrofit

Definition

Design, construction, and retrofit includes the original and ongoing intent of how a building and its systems are to work through the combination of disciplines such as architecture and engineering.

For the Board's relevant projects over the next five years, please refer to **Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix B: Design, Construction, and Retrofit.**

Operations and Maintenance

Definition

Operations and maintenance include the strategies the Board uses to make sure that the existing buildings and equipment performs at maximum efficiency. For the Board's relevant projects over the next five years, please refer to **Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix C: Operations and Maintenance.**

Occupant Behaviour

Definition

Strategies that the Board uses to teach occupants, including staff, students and community users, with an emphasis on changing specific actions to reduce energy consumption. For the Board's relevant projects over the next five years, please refer to **Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix D: Occupant Behaviour.**

A. Future Energy Conservation Goals

The Board has set out the following energy intensity reduction conservation goals for the next five fiscal years.

Table 7: Annual Energy Intensity Conservation Goals

Annual Energy Intensity Conservation Goal	Fiscal Year 2023 to 2024	Fiscal Year 2024 to 2025	Fiscal Year 2025 to 2026	Fiscal Year 2026 to 2027	Fiscal Year 2027 to 2028
ekW/ft ²	0.37	0.29	0.23	0.17	0.14
ekW/m ²	3.97	3.15	2.48	1.85	152
Percentage Decrease	1.94%	1.54%	1.21%	0.90%	0.74%

The following table shows the Board’s Cumulative Energy Intensity Conservation Goal for the next five fiscal years.

Table 8: Cumulative Conservation Goal

Cumulative Conservation Goal	Fiscal Year 2023 to 2024 through Fiscal Year 2027 to 2028
ekWh/ft ²	1.20
ekWh/m ²	12.97
Percentage Decrease	6.33%

B. Environmental Programs

In Fiscal Year 2022 to 2023, schools within the Board participated in environmental programs.

1. Eco Schools:
N/A number of schools participate

2. Earth Care Schools:
N/A number of schools participate

3. Other:
N/A

C. Energy Efficiency Incentives

1. The Board applies to incentive programs to support the implementation of energy efficient projects on a regular basis.

Yes No

If yes, between Fiscal Year 2018 to 2019 and Fiscal Year 2022 to 2023, the Board has applied for \$ 138,572.67 in incentive funding from different agencies to support the implementation of energy efficient projects.

2. The Board uses external resources, such as IESO Service Representatives and / or Enbridge Service Representatives, to apply for incentives.

Yes No

IESO Service Representative

Enbridge Service Representative

Other

D. Energy Procurement

1. The Board participates in a consortia arrangement to purchase electricity.

Yes No

If yes,

OECM's Strategic Electricity Management and Advisory Services

Other:

Provide Name of Consortia:

2. The Board participates in a consortia arrangement to purchase natural gas.

Yes No

If yes,

Ontario Education Collaborative Marketplace's (also known as OECM) Natural Gas Management and Advisory Services

Other:

Provide Name of Consortia:

3. The Board participates in a consortia arrangement to purchase alternative utilities (fuel oil, propane, wood, district heat, district cool).

Yes No

If yes,

1. Ontario Education Collaborative Marketplace's (also known as OECM)

2. Other:

Provide Name of Consortia:

E. Demand Management

1. The Board uses the following method(s) to monitor electrical Demand:

Invoices

Real-time data

Online data from the Local Distribution Company (LDC)

Other:

2. The Board uses the following methodologies to cut down electrical Demand:

- Equipment scheduling
- Phased/staged use of equipment
- Demand-limit equipment
- Deferred start-up of large equipment (e.g. chiller start-up in spring)
- Other: Energy efficiency upgrades to equipment, and occupant education

To manage energy consumption, the board has in place the following set point temperatures:

Category	Definition	Winter		Summer	
		Applicable Dates	Set Point	Applicable Dates	Set Point
Occupied	5:00am - 11:00pm	November 1 to March 1	21.5	March 1 to November 1	22.5
Partially-Occupied	N/A	N/A	N/A	N/A	N/A
Unoccupied	11:00pm - 5:00am	November 1 to March 1	18.0	March 1 to November 1	26.0

F. Senior Management Approval of this Energy Conservation and Demand Management Plan

I confirm that Algoma District School Board senior management has reviewed and approved this Energy Conservation and Demand Management Plan.

Full Name: Joe Santa Maria

Job Title: Associate Director of Corporate Services & Operations

Date: 31 October, 2024