



2025 Climate Change Accountability Report

Author: Brian Leslie
Date: May 2026

ÉCOLE INTERMÉDIAIRE
CEDAR HILL MIDDLE SCHOOL

Declaration Statement

On behalf of the Greater Victoria School District, we are pleased to submit the Climate Change Accountability Report for the period January 1, 2025 to December 31, 2025.

The report summarizes:

- Our emissions profile,
- The actions we have taken in 2025 to reduce our greenhouse gas emissions,
- Our plans to continue reducing emissions in 2026 and beyond, and
- The total offsets to reach net-zero emissions.

This report reflects on our efforts to reduce our emissions. It looks at our progress and forecasts for where we are headed. It discusses current actions and planned actions to create a clear and reasonable path for meeting our climate goals

By June 30, 2026, the Greater Victoria School District's final 2025 Climate Change Accountability Report will be posted to our website at <https://www.sd61.bc.ca/news-events/climate-action-initiatives/>.

Table of Contents

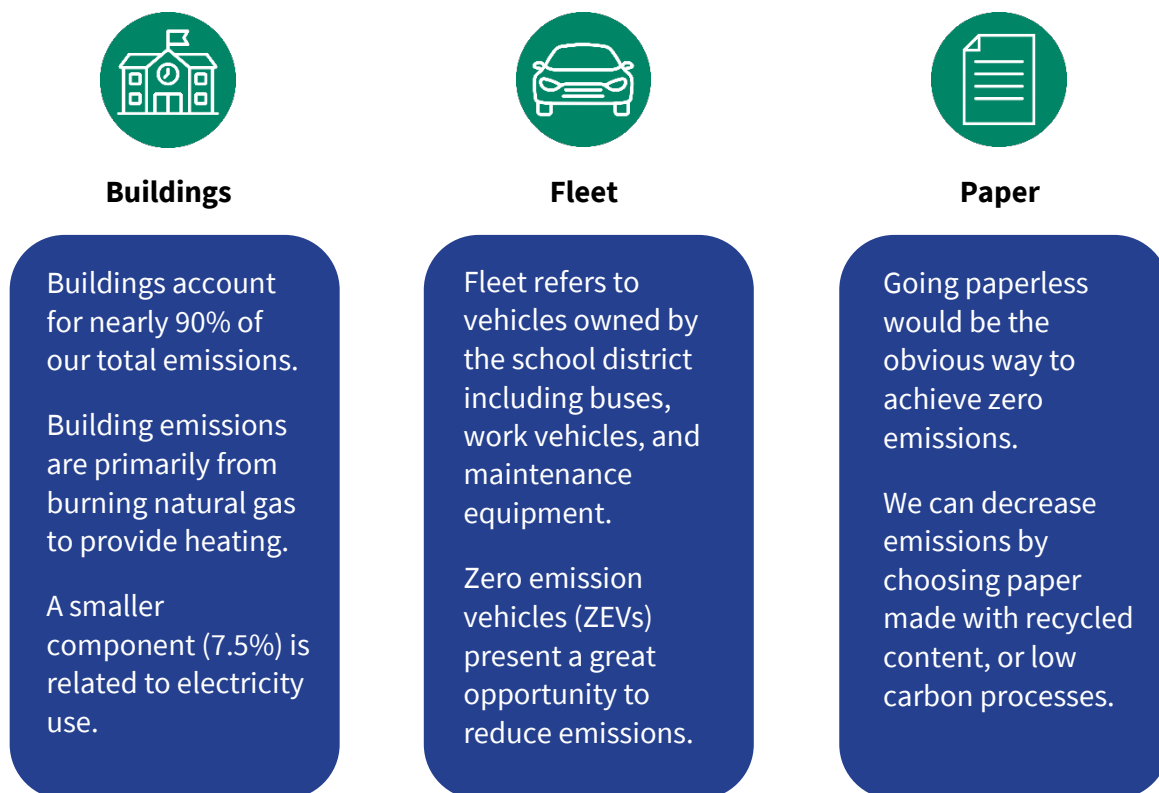
Declaration Statement.....	1
Executive Summary	3
Goals.....	3
Results.....	4
Highlights.....	5
Greenhouse Gas Emissions.....	6
Distribution	6
Goals.....	7
Current Progress	7
Achieving Our Goals.....	8
2030 Goals Shortfall	8
Actions Taken in 2025 to Reduce Emissions	10
Energy Efficient and Low Carbon Child Care Studios	12
New Cedar Hill Middle School – Net Zero Ready.....	13
Building Control Upgrades	15
Building Envelope Improvements	16
Lambrick Park Secondary School	16
Electric Buses and Charging Infrastructure	17
Electric Buses	17
EV Chargers and Zero Emissions Fleet	17
Learning Engagement.....	18
Light Switch Stickers	18
Sweater Day	19
Paper Purchasing.....	20
Planned Actions in 2026 to Reduce Emissions.....	21
2026 Highlights will include:	21
Long-Term Plans for Reducing Emissions.....	22
Buildings	22
Fleet.....	23
Climate Risk Management	24
Emissions and Offsets Summary Table	24
History of Emissions and Offsets	25
Retirement of Offsets.....	25
Executive Sign Off.....	26

Executive Summary

Goals

Our goals as an organization closely align with the goals of the province of BC's roadmap to 2030 which was derived from the Intergovernmental Panel on Climate Change's (IPCC) recommendations for limiting global warming to 1.5 °C. The provincial guideline to achieve the IPCC recommendation calls for a reduction in provincial emissions by 40% by 2030 (from 2007 levels) with the ultimate goal of net zero emissions by 2050.

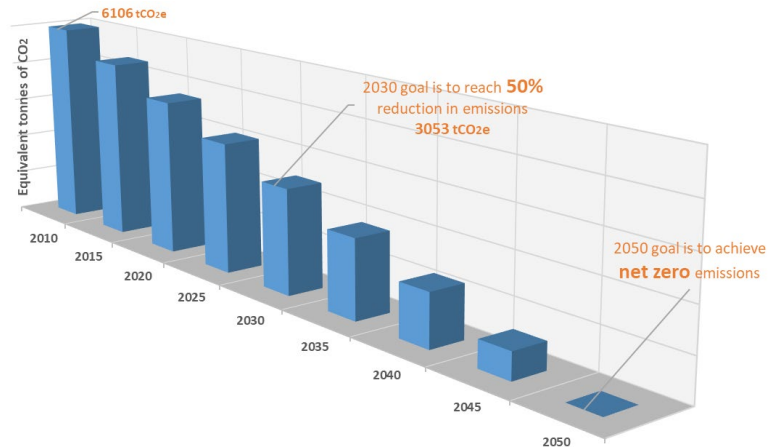
Total annual emissions for the district are calculated from **three primary sources of greenhouse gas emissions** (GHGs):



As a school district, we are asked to achieve our provincial 2030 goals with:

- **50% reduction in building emissions**
- **40% reduction in fleet emissions**

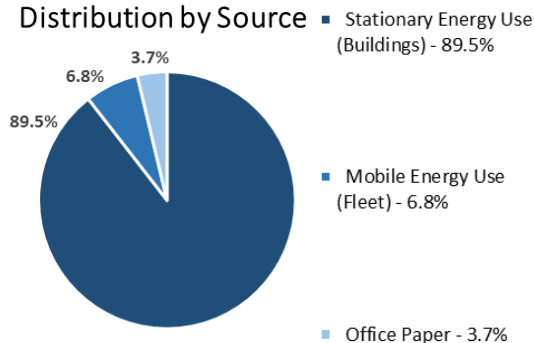
Due to the large component of our emissions being from buildings, we are essentially looking at an overall reduction of 50%. There is no specific goal for reducing paper-related emissions other than to decrease our overall total.



We use 2010 as a starting point because 2007 data is not available.

Results

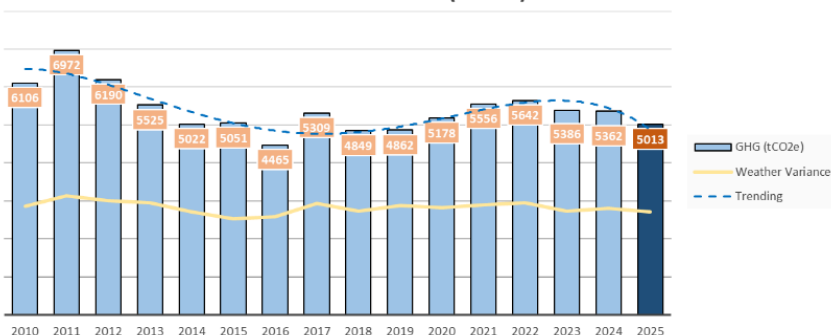
2025 Greenhouse Gas Distribution by Source



Measured GHG emission levels in 2025 showed a:

- 6.5% overall decrease in emission levels from 2024
- 6.8% decrease in building emissions from 2024
- 2.9% decrease in fleet emissions from 2024
- 6.5% decrease in emissions from paper from 2024
- **17.9% decrease in emissions from 2010**

2025 Greater Victoria School District 61 Greenhouse Gas Emissions (tCO₂e)



Highlights

This year was highlighted by the completion of several impactful projects that will continue to positively affect emission levels going forward such as:



LED lighting and controls upgrades:

- 3 buildings in 2025
- 51 buildings since 2019
- Over 3,500,000 kWh annual savings in electricity

Continuous Optimization Program:

- 6 buildings
- Over 110,000 kWh savings in electricity
- Over 1300 GJ savings in natural gas

Major building controls updates:

- Mount Douglas Secondary
- Margaret Jenkins Elementary
- Vic West Elementary
- Strawberry Vale Elementary
- Shoreline Community Middle School



Increased adoption of our electric fleet:

- Increased use of electric buses for field trips
- Increased proportional use of our electric fleet



Educational and awareness campaigns:

- Sweater days
- Light switch stickers
- Climate pledge trees
- Paper scorecards

Greenhouse Gas Emissions

Distribution

The primary source for greenhouse gas emissions within the district has always been from buildings. Heating our buildings is necessary for much of the school year. It accounts for the bulk of our energy use and total building emissions. How we heat our buildings presents the largest opportunity for reducing our carbon footprint.

Heating system upgrades and improvements to mechanical systems remain at the forefront of our efforts to reduce overall emissions. High initial investment costs and simultaneous improvements to air quality by providing more air changes per hour can make the process challenging for older buildings.

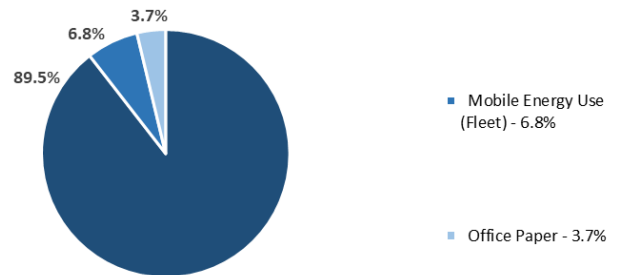
All new buildings from Oak Bay High School (2014) to Cedar Hill Middle School (2025) use electricity as their primary heat source. All childcare studio additions and future builds plan to use electricity for primary heating as well. This has allowed us to halt the growth of fossil fuel infrastructure as we expand our building portfolio.

Programs that create behavioral change, awareness, and accountability are important as we continue to work towards achieving our goals. Unlike other mechanical improvements to buildings, these approaches can exist with very little capital investment and can align well with education.

We are always working to develop policies and programs that will foster participation from all staff and students. Through the province's "Energy Wise Network" we have continued to add new programs every year such our award winning "Light Switch Sticker" campaign along with six other campaigns designed to help empower staff and students to reduce our carbon footprint.

Mobile energy use and paper consumption accounted for just 10.5% of our emissions profile but can still shift results when it comes to annual emissions targets and performance evaluation. In 2022 we promised to take measures to reduce paper consumption, and we have now achieved a 21% decrease. This is equivalent to over 51 tonnes of CO₂ emissions per year (51 tCO₂e).

2025 Greenhouse Gas
Distribution by Source



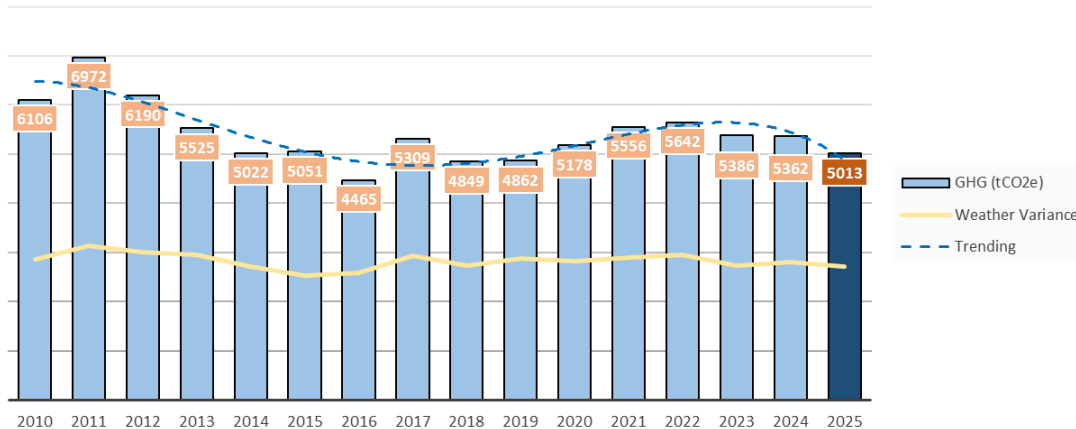
Goals

Our goals for reduction of GHG emissions align with the goals of the province:

- 40% by 2030 (fleet)
- 50% by 2030 (buildings)
- Net Zero by 2050 (all sources)

Current Progress

**2025 Greater Victoria School District 61
Greenhouse Gas Emissions (tCO₂e)**



The above chart shows combined greenhouse gas emissions generated by our district for each year since 2010.

There is a clear relationship between weather and the amount of GHG's created each year. This can be easily observed by the yellow line showing annual weather variance derived from the relative amount of heating days experienced each year. 2017 was a particularly cold year.

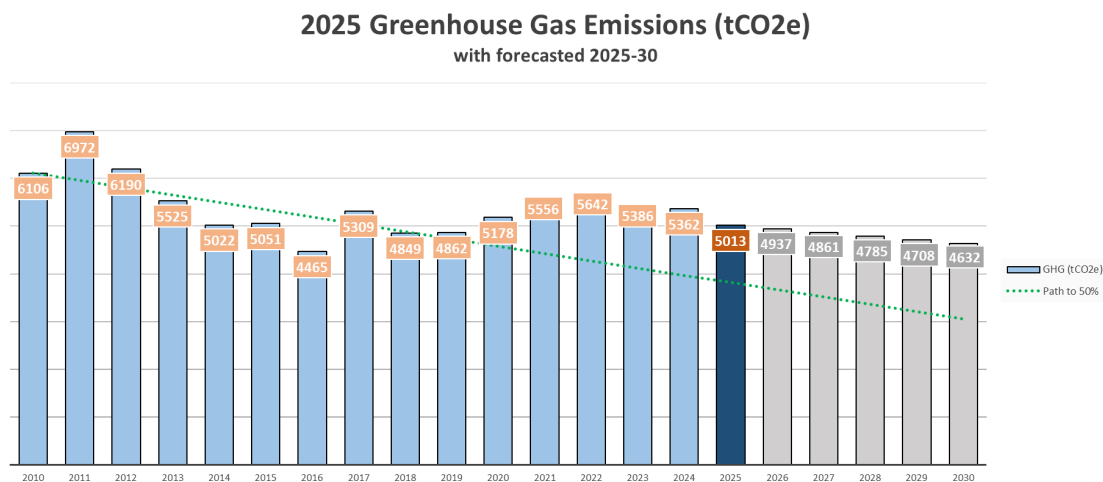
There was also a significant uptick created as COVID ventilation protocols were brought into place in 2020-2023. Spaces that previously lacked ventilation were corrected permanently and other spaces with inadequate ventilation were improved upon. Resulting increases to overall air changes per hour meant much more outside air needed to be heated to room temperature.

2025 was a year with less than normal rainfall. This meant less clean electricity was generated in BC, and more fossil fuel generated electricity needed to be imported. The result was higher emission factors for electricity. Our performance in 2025 would have been even more

encouraging without changes to emissions factors. In fact, we would have achieved 4871 tCO₂e without these changes.

The trend-line indicates a sharp turnaround during 2023 to 2025 and a decreasing trend overall. The decreasing trend is the product of our efforts and investments since 2010. It represents green choices and an overall effort from everyone in the district. The addition of a building automation specialist in late 2024 has been the single largest contributor to our recent success in 2025. This position has improved every aspect of HVAC operations in our buildings.

Achieving Our Goals



Note that this chart uses past performance to project future performance. We must consider that past performance would have initially included low hanging fruit, and relatively higher CNCP funding. More recently, there was a push for increased ventilation during the pandemic which has moved projections well short of 2030 goals.

2030 Goals Shortfall

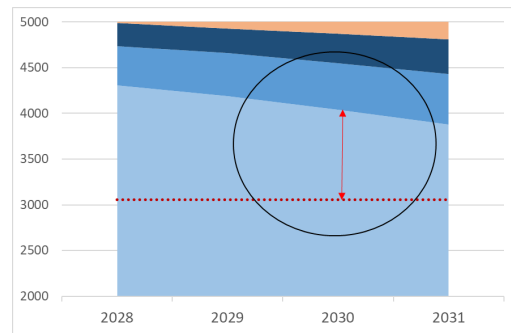
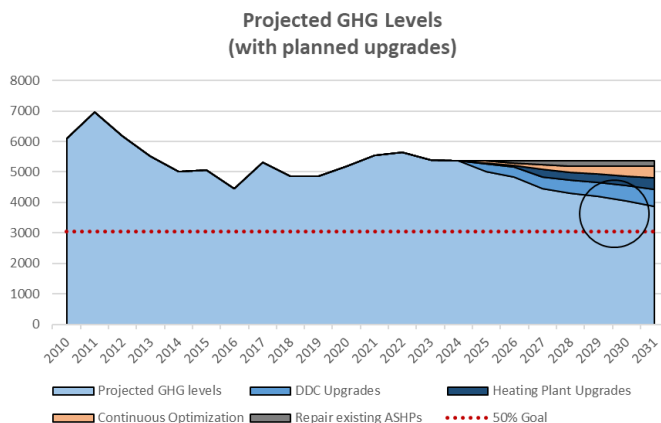
The actual pathway to reach 50% reduction should be based on planned projects with estimates for their effectiveness based on previous results or calculations. The following charts take a more realistic view based on planned actions between the present and 2031.

These charts once again show a shortfall but can better inform how we might make up the difference. Behavior changes towards reduction of wasted energy such as closing windows and doors during the heating season, using blinds, engaging student helpers, turning down the

thermostats when possible, and quickly notifying maintenance of potential heating issues could all help reduce the shortfall.

The plan to make up the shortfall from a mechanical perspective is to continue to upgrade the terminal units in our classrooms, replace our pneumatic systems, and incorporate heat recovery ventilation as opportunities present. This will increase occupant comfort and reduce energy demand, however, the long-term benefit will help enable the transition to electrification of our heating plants.

Most of our older buildings are not ready for immediate electrification of heating without these upgrades occurring first. These upgrades will help reduce our required heating temperature and capacity down to a level where new heat pump technology that is designed for higher temperatures can have a more seamless and less expensive path. While some electrification of building heating plants will be necessary for our 2030 goals, complete electrification is a near certain requirement for our 2050 goal of net zero emissions.



- 985 tCO₂e reduction shortfall
- 32% short of 2030 target

How Do We Make Up the Difference?

- 
- Heat recovery ventilation
 - Building envelope improvements
- 
- Electrification of fleet
- 
- Transition away from paper
 - More recycled content
- 
- 
- 
- Behaviour changes and education
 - New potential technologies.
 - Renewable energy sources

Actions Taken in 2025 to Reduce Emissions

Every year our school district is responsible for the education of more than 20,000 students. This also requires the maintenance and operation of over 50 buildings, a fleet of over 75 vehicles, and a small mountain of paper.

In this school year we took numerous actions that helped to reduce our emissions. We also took some actions that added to our emissions, and experienced challenges along the way.

It is our hope that in many of our actions, there was a conscious effort to reduce our carbon footprint and to help reduce climate change. With effort and perseverance, the net result of our actions will keep us on pace to meet our goals.

The actions we took in 2025 that successfully reduced our greenhouse gas emissions included:

- Building renovations
- New buildings
- Building controls upgrades
- Building efficiency upgrades
- Fleet maintenance
- Fleet electrification
- Paper conservation and recycling programs
- And most importantly, education!

The following section reports on the larger projects that are categorized in terms of their impact in reducing emissions through buildings, fleet, or paper usage.

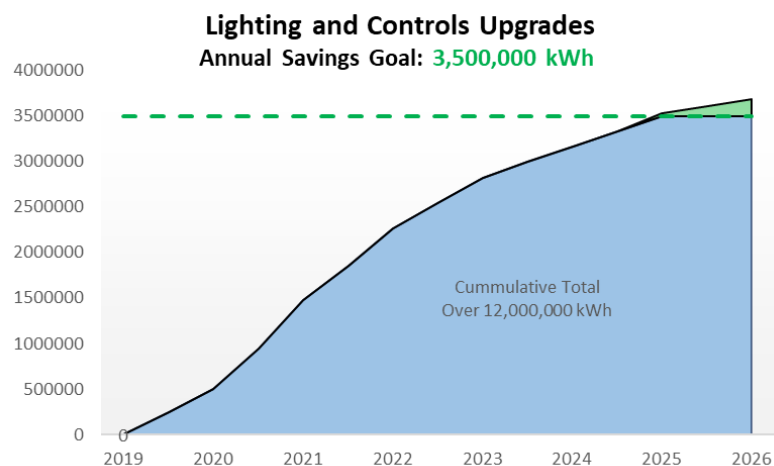
Not all actions taken in 2025 fall under definable programs, and categories. There are also many actions that took place at specific schools and by passionate individuals. Thank you to everyone who helped us reduce our GHG emissions in 2025.

LED Lighting and Controls Upgrades

Even though electricity in BC is nearly 100% clean, we understand that the North American electrical grid is still close to 60% derived from fossil fuels. Our savings in electricity make available more clean electricity for our neighbors in Alberta and Washington in the short term.

In the longer term, these efforts will help to increase the available electrical capacity of our buildings to facilitate future low carbon electrification and potentially avoid major infrastructure upgrades as a result.

LED lighting upgrades include nearly the entire school district. We have exceeded our initial expectations of achieving 3.5 GWh annual savings in electricity.



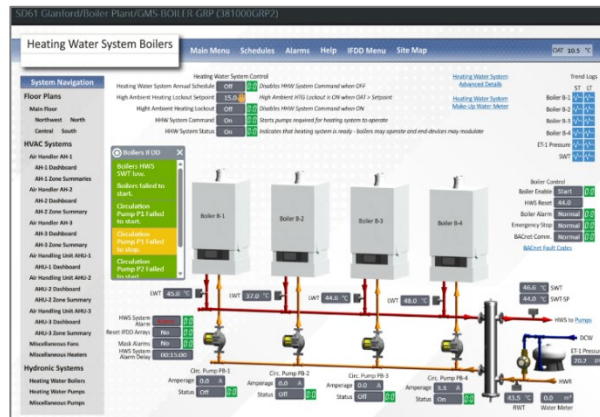
LED lighting projects involved over 50 schools between 2019 and 2026.

Continuous Optimization and DDC Upgrades

Plans were put in place in 2022 to enter the BC Hydro and Fortis BC's Continuous Optimization Program. In 2023 we completed our first three buildings under the program. We have increased our number of buildings participating each year and will now have 11 new participants in the 2026-2027 school year.

The Continuous Optimization Program or COP investigates buildings through computer interface to identify opportunities.

In 2025-2026 our COP discoveries led to improvements that will result in annual emissions savings of over 65 tonnes of equivalent CO₂.



Computer Interface: Glanford Middle School

Investigations have created recommended improvements across six buildings targeted in 2025-2026.

We acted on the recommendations to create annual savings of over 110,000 kWh in electricity and 1300 GJ in natural gas. This equates to annual savings of over 65 tCO₂e.

These actions also helped to inform us of other potential savings across the entire district

2025 Buildings:

- Spectrum Community School
- Glanford Middle School
- Gordon Head Middle School
- Cloverdale Elementary School
- Lake Hill Elementary School

Energy Efficient and Low Carbon Child Care Studios

All stand-alone studios continue to include heat pumps to help further our climate resiliency against extreme heat due to climate change and ensure that we are no longer adding significant new sources of building emissions. New studio designs conform to the NEBC.

Migration towards the BC Energy Step Code is also under consideration moving forward.



We are currently creating new child care studios at multiple sites throughout the district. All new child care studios do not burn fossil fuels. They are heated and cooled using BC's clean electricity.

New buildings incorporate:

- Heat recovery ventilation
- Air source heat pumps
- LED dimming
- Advanced controls using electronic sensors

New Cedar Hill Middle School – Net Zero Ready

We have taken a major step forward to achieving our 2050 goal of Net Zero emissions. The new Cedar Hill Middle School opened its doors for the 2025-2026 school year as our first net zero ready school. This means that the school will have the potential to reach net zero emissions in the immediate future.

The new school also included EV charging stations, and a building envelope that is ideal for energy efficiency. The design minimizes surface area, thermal bridging, and is positioned to function harmoniously with its environment.

Achieving Net Zero energy usage, or Net Zero emissions begins with a sensible building envelope. A building that is well insulated, minimizes surface area and thermal bridging, and avoids excessive amounts of windows will require much less energy to operate.



Cedar Hill Middle School was built with the capability of achieving Net Zero Energy with a fully implemented solar array. The school heats and cools using an electrically powered geo exchange system, while photovoltaic panels generate more electricity than is needed for operations.

Featuring:

- Geo exchange heating and cooling
- Rooftop air to water heat pumps
- Exhaust heat recovery
- 100 kW Solar PV array
- EV Charging
- Engineered building envelope

A building that uses less energy will require a smaller heating system. A heating system built on geo exchange, energy recovery and efficiency will consume even less energy.

Once operational energy is completely minimized, it is just a matter of fulfilling our energy needs on site using clean and renewable sources such as rooftop photovoltaic panels.



100kw photovoltaic array on the roof of Cedar Hill Middle School (upgradeable to 350kW.).

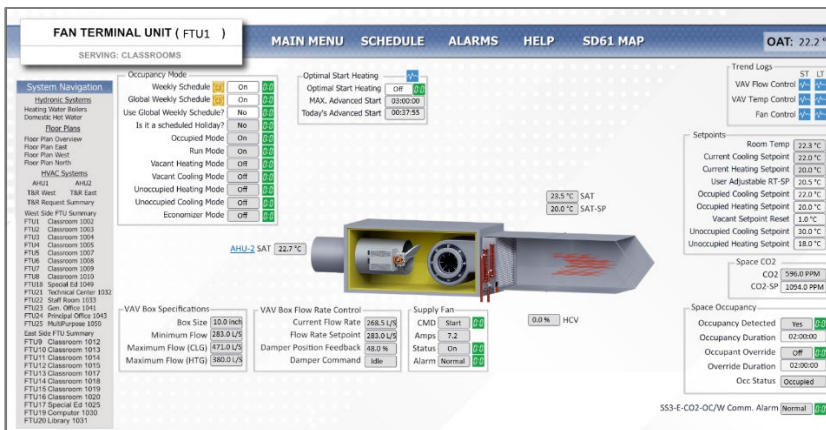
Cedar Hill Middle School uses geo exchange, capturing and storing energy in the ground. The system does not create energy. It simply moves energy between the building and the ground when required.



Building Control Upgrades

During the summer and fall of 2025 we were able to implement five large projects that would update failing and obsolete building controls from the early 2000s.

- Shoreline Community Middle School
- Mount Douglas Secondary School
- Margaret Jenkins Elementary School
- Vic West Elementary School
- Strawberry Vale Elementary School



Computer Interface: Strawberry Vale Elementary

These projects replaced existing building controllers, and the devices they control. The result is improved response, enhanced control options, increased efficiency, and more effective control sequences.

When building controls are updated, energy consumption and occupant comfort are inevitably improved. These updates help facilitate further improvements and aid in future maintenance of buildings. They also lead to further improvements during future recommissioning events such as COP.

Building Envelope Improvements

Lambrick Park Secondary School

Lambrick Park Secondary needed repairs to its exterior which included some cracks that allowed infiltration of outside air.

There was also the issue of single pane windows that resulted in increased heating requirements in the winter, and increased ventilation requirements in the shoulder seasons.

Building envelope improvements in the 2024-2025 school year addressed both issues while providing an improved R value as well as aesthetic appeal.

An overall decrease in utilities consumption was observed in 2025 (although other operational improvements also occurred at the same time):

- 11.4% decrease in electricity
- 25% decrease in natural gas
- 55 tCO₂e decrease in emissions



Electric Buses and Charging Infrastructure

Electric Buses

In the spring/summer of 2022, charging infrastructure was put in place at Colquitz Middle School to accommodate four electric buses. These buses arrived shortly after and were immediately put into service.

2023 was the first full year of operation for all four buses. They now facilitate most field trips and generate carbon credits for the district as well.

In 2023, our buses travelled 44,793 km and saved 67.1 tCO₂e when compared to their diesel bus equivalent.

In 2024, we repeated these results once again with 68.5 tCO₂e.

In 2025, we increased electric bus usage to offset emissions of 78.2 tCO₂e.



EV Chargers and Zero Emissions Fleet

In the summer of 2022, we were able to take advantage of one of Clean BC's most generous EV incentives to date. This rebate provided 75% of all costs, including infrastructure. Three charging stations along with electrical infrastructure were put in place at fleet parking lots.

In 2023 the first three zero emission vehicles were added to our fleet. These vehicles primarily serve to replace trips that would otherwise be made by internal combustion vehicles. Vehicles that could be oversized when the sole purpose is transportation of passengers.

In 2024, we doubled the capacity of our fleet charging by adding another three charging stations. Once again, taking advantage of provincial rebates that covered 50% of all costs.

These six EV chargers will serve our first 15 to 20 light duty zero emission vehicles. This is the first step towards our goal of a 40% reduction in vehicle emissions by 2030. These chargers should be able to facilitate a 15% drop in fleet emissions once they are in full use.



Learning Engagement

Light Switch Stickers

In the fall of 2022, we piloted a campaign at Tillicum Elementary that engaged students with getting involved in turning the lights off when classrooms were empty, or on sunny days when lights were not needed. The fun part was that they got to design their own light switch sticker that would help to remind themselves and others.

We were then able to take their designs and bring them to life with the help of our facilities team.

The pilot was very successful, and we found that we could create light switch stickers at a very low cost. Most importantly, the students loved the activity, and we measured a noticeable drop in electricity consumption that far exceeded our campaign costs.

We took what we learned from the pilot and brought the campaign to all the elementary schools by the end of the school year. We have continued to improve our process every year since.

The campaign is now run on a rotation where students in grade 2-5 at each elementary school participate once every two years.

The campaign results were observed to reduce electricity consumption between 2% and 9% at participating schools.



Light switch sticker printing process.

Sweater Day

Our official Energy Wise Network campaign for 2024 was to run a Sweater Day pilot at Rogers Elementary School. We turned the temperature down just a little bit, and students and staff had a good excuse to wear their favorite sweater.

We also made 20-minute classroom presentations for all that signed up. Students learned about greenhouse gases and their role of fossil fuels, as well as where their school's heat comes from, and what they can do to help reduce fossil fuels. Students and staff got to be a part of real and lasting reductions in fossil fuels at their school.

Every student received a water bottle sticker in the shape of a sweater as a thank-you for their participation.



Outdoor promotional signage at Rogers Elementary.

The data collected during many Sweater Day events has led to permanent changes to building controls that increased comfort and reduced emissions at the same time. These changes combined with actions towards keeping doors and windows closed whenever possible have resulted in even more emission reductions.

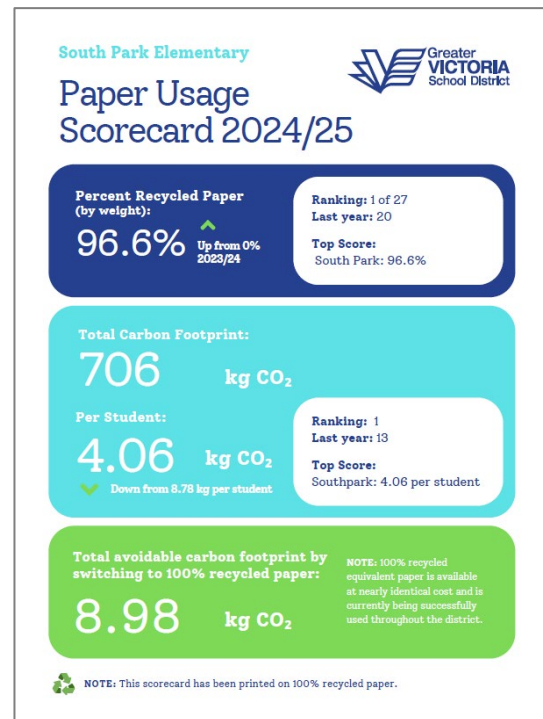
Paper Purchasing

In 2022, we had a significant jump in emissions due to paper consumption. Many other school districts reported the same problem. Part of this unexpected increase was due to the lack of availability of 30% recycled content paper which had been popular in the past.

To help offset these emissions we created a Paper Usage Scorecard campaign in 2023-2024.

We gathered information on paper consumption grouped by schools or buildings. Then we further broke the groups down by building type and developed a scorecard that summarized paper usage and quantified the opportunity for improvement. It also celebrated buildings that were already successful in mitigating emissions from paper.

In the summers of 2023, 2024, and 2025, we engaged all groups and discussed opportunities and obstacles at the same time that we presented their scorecard.



Congratulations to South Park Elementary School (scorecard shown above) for dramatically improving their scorecard in 2025 to lead all elementary schools in both recycled paper content, and carbon footprint per student.

Compared to 2022, we reduced our emissions from paper by 21% this year. This is equivalent to over 51 tonnes of CO₂ per year and is comparable to what we might expect from an expensive heating plant upgrade project (annual savings).

Planned Actions in 2026 to Reduce Emissions

We should see added emphasis on fossil fuel reduction in 2026. There will also be a continued focus on much of what was previously successful. We will refine programs relating to education and awareness. We will also shift emphasis from lighting upgrades to building controls which will be more impactful in terms of emissions.

2026 Highlights will include:

- Continuous Optimization
 - 11 schools
 - Targeting 205,000 kWh savings
- Hillcrest Elementary - DDC upgrades and unit ventilators
 - Phase 2: 12 units installed
- Oak Bay High - Repairs and Updates
 - Replacement of broken heat pump
 - Update of control systems
- Torquay Elementary
 - Replacement of broken heat pump
 - Update of control systems
- Controls Upgrades
 - Ongoing removal of pneumatic controls at several sites
 - Retrofitting of AHUs
- Domestic Hot Water Retrofits
 - Introduction of heat pumps to DHW systems – Pilot
- Learning Engagement Campaigns
 - Light Switch Sticker
 - Shut Out the Cold
 - Space Heater Defeater
 - Paper Procurement Awareness
 - Sweater Day
 - New Campaigns
- Gymnasium controls upgrades
 - Ongoing district wide

Long-Term Plans for Reducing Emissions

Buildings

Heating and Ventilation

As most of the district's carbon footprint is associated with maintaining building temperature and air quality, HVAC will always be a prime focus. Unfortunately, major upgrades are expensive and, in most cases, will only justify their costs when replacing equipment that is at or near end of life. The district will continue to replace older heating plants with new technologies. Ten heating plants have been identified as near end of life and are a high priority for replacement by 2030.

Building Envelope

Window and roofing upgrades/repairs are ongoing throughout the district. Lambrick Park Secondary is now complete, and several roofing upgrades are being planned or are underway.

Boiler Additives

Pending a review of our existing pilot program, we will look to expanding on the use of boiler additives to achieve better efficiency in our heating systems. Colquitz Middle School was added to the pilot program following its 2024 upgrades.

Re-commissioning and Retro-commissioning Building Systems

Excellent incentive programs exist to investigate and correct issues that prevent buildings from operating the way they were intended. Other findings may uncover opportunities to incorporate changes in original design that will further enhance performance of older buildings. The school district has increased its participation each year since 2023.

Photovoltaic Generation

The business case for large scale photovoltaic systems on the rooftop of schools is beginning to make economic and environmental sense. Support for these projects is gaining ground through BC Hydro as well. As new technologies emerge and demand for clean electricity increases, we will begin to take on more photovoltaic generation like the 2021 Torquay Elementary project.

LED Retrofits

The district has now succeeded in transitioning all buildings to LED technology. All new buildings will use LED technology for lighting. We will also continue to improve controls and exterior lighting in the future.

Net-Zero Ready Building

The new Cedar Hill Middle School is now completed. All future buildings will use and improve on this model in terms of readying ourselves for the 2050 goal of net zero energy and emissions.

Fleet

Electric Vehicles and Charging Infrastructure implemented since 2020:

- 12 EV charging stations at school sites
- 10 electric charging stations for fleet vehicles and buses
- 4 new electric buses
- 3 new electric fleet vehicles

Paper

District policy already calls for the use of 100% recycled material when possible, however we often miss the opportunity with our paper consumption. In 2021 we created over 40 tCO₂e from the times we used less than 100% recycled paper in our buildings.

Moving forward, we will look to continue to raise awareness of this policy and help our buildings to make the best choice when ordering supplies by engaging stakeholders.

Learning Environment

Programs that create behavioral change, awareness, and accountability transcend all of the above categories. These approaches can exist with very little capital investment. This is why we are always working to develop policies and programs that will foster participation from all staff and students.

The Sweater Day campaign was successfully piloted at Rogers, Frank Hobbs, and Northridge elementary schools in 2024-2025. The data collected through turning down the heat along with student and staff interactions led to actual mechanical and controls improvements that will continue to reduce emissions throughout the entire heating season.

In 2026-2027 we will again be participating in the Energy Wise Network with a program to raise awareness about energy use in our buildings with more Sweater Day celebrations. We will deliver a minimum of six targeted energy awareness campaigns from the facilities department.

Behavioral change will be critical towards eliminating the gap between 2030 goals and current projections.

Climate Risk Management

2021 and 2022 gave us some strong examples of what unprecedented climate change events can look like. More work needs to be done to fully understand the risks that these types of events represent to our buildings and occupants.

As a direct result of the record setting events of the 2021 summer “heat dome”, the district has moved to incorporate heat pumps into both existing and new construction child care portables.

These heat pumps will help provide a safe space for occupants during summer while decreasing winter energy demands and costs. They will also serve as a model for future projects.

Climate change is also increasing risk to trees and associated falling hazards. The district is moving quickly to protect its trees by protecting and reinvigorating root compaction zones.

Emissions and Offsets Summary Table

Greater Victoria School District (No. 61) 2025 GHG Emissions and Offsets Summary	
GHG Emissions for the Period January 1 – December 31, 2025	
Total BioCO ₂	122
Total Emissions (tCO ₂ e)	5013
Total Offsets (tCO ₂ e)	5013
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	0
Grand Total Offsets for the 2025 Reporting Year	
Grand Total Offsets to be Retired for 2025 Reporting Year (tCO ₂ e)	5103
Offset Investment (\$)	\$125,325

History of Emissions and Offsets

Year	Reported Total	Adjustment (from next year)	Emissions for Offset Purchase	Actual Emissions	Offsets Purchased
2010	6082 + 14	24	6096	6106	\$152,050
2011	6950 + 24	22	6974	6972	\$173,750
2012	6362 + 22	-172	6387	6190	\$159,050
2013	5545 - 172	-20	5373	5525	\$134,325
2014	5041 - 20	-19	5021	5022	\$125,525
2015	4823 - 19	228	4804	5051	\$120,100
2016	4449 + 228	16	4677	4465	\$116,925
2017	5290 + 16	19	5306	5309	\$132,250
2018	4849 + 19	0	4868	4849	\$120,566
2019	4856 + 0	6	4856	4862	\$120,566*
2020	5178 + 6	0	5184	5178	\$129,600
2021	5558 + 0	-2	5558	5556	\$138,600
2022	5644 - 2	-2	5642	5642	\$141,050
2023	5323 - 2	63	5321	5386	\$133,025
2024	5362 + 63	0	5425	5362	\$135,625
2025	5013 + 0	-	5013	5013	\$125,325

* Offsets purchased for 2019 were based on 2018 to allow for COVID disruptions.

Retirement of Offsets

In accordance with the requirements of the Climate Change Accountability Act and Carbon Neutral Government Regulation, the Greater Victoria School District is responsible for arranging the retirement of the offsets obligation reported above for the 2025 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (the Ministry) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Executive Sign Off

<i>Deb Whitten</i>	May 13, 2026
Signature	Date
Deb Whitten	Superintendent
Name (please print)	Title
<i>Katrina Stride</i>	May 13, 2026
Signature	Date
Katrina Stride	Secretary-Treasurer
Name (please print)	Title