



## Reynolds Green Spaces Project

### Summary – Leading Change



**Youth leadership skills, environmental education, and urban sustainability.**

#### **Reynolds School**

Address: 3963 Borden Street  
Victoria, BC V8P 4P8  
Website : [www.greenspacesproject.org](http://www.greenspacesproject.org)

Contact: Heather Coey  
Phone: 479-1696  
Email: [hcoey@shaw.ca](mailto:hcoey@shaw.ca)

Date: June 2008



## Table of Contents

---

1. The Vision .....	1
2. Values .....	1
3. Background .....	1
4. Benefits .....	2
4.1. Tangible.....	2
4.2. Learning.....	4
5. Project Requirements .....	5
6. Conceptual Design .....	5
6.1. Context .....	5
6.2. Site Inventory.....	6
6.3. Concept Plan .....	7
7. Letters of Support.....	17



## 1. THE VISION

---

Starting with their school grounds and surrounding streetscape, the Reynolds Green Spaces Project will preserve existing natural systems and create aesthetic, self-sustainable natural settings.

In this enhanced environment, sustainability curriculum will be developed and implemented. Models of the project will be developed to guide and inspire other schools to create their own sustainable future.

## 2. VALUES

---

The Reynolds Green Spaces Project exhibits values consistent to those of staff and students alike that are part of this project, and of those who are helping make this exciting vision a reality. Born from a strong leadership and environmental presence at Reynolds; personal, team and ecologically sensitive values were drafted into the formation of the project elements and concepts. A strong individual sense of pride and of community ensures the success of the Reynolds Green Spaces Project.

## 3. BACKGROUND

---

The vision for the **Reynolds Green Spaces Project** began with a Reynolds student several years ago that looked into the idea of building raised garden beds and cleaning up the school's inner courtyard. Although the initiative received a \$400.00 grant from Healthy Schools, the lack of a plan, additional funding, and external support failed to allow the idea to flourish.

The Principal's Advisory Board at Reynolds School expressed an interest in remediation of the school's inner courtyard and school ground beautification. The Parents Advisory Council supported improved courtyard seating, with space for gathering, eating, and beautification of the school exterior. Early attempts to start this work also lacked funding and interest in long term planning.

More recently, these ideas were regenerated when the Sierra Club and its Sustainable High Schools Project looked at ecological system models for Reynolds School. A stakeholders group was formed:

**Lead:** Heather Coey

**Environmental Groups:** Emily Menzies (Sierra Club)

**District:** Glenn Brenan, Marnice Jones (Healthy Schools)

**School:** Simon Burgers, Laura Kelly, Doug Falls, Jeff Loukes, Courtney Howe, Wes Winter

**Parents:** Warren Bell

**Students:** Anna Slater, Felicity Wilson (key delegates)

This group obtained valuable support, suggestions, background, and process guidelines for future environmental initiatives.

Continued interest in ecological issues led up to the formation of **The Green Group** at Reynolds with the mission statement: **Reclaim-Conserve-Green**. The Green Group, a sub-group of students involved in

the Leadership Program at Reynolds, adopted the acronym **Get R.E.A.L. (Reynolds Eco-Action Leaders)**.

This group articulated the initiatives discussed over the years into project elements. The inner courtyard and the front streetscape of the school grounds were identified as areas for expression of the Green Group's mission.

The front grounds of the school (Borden Street) were envisioned to be the school's statement to the community. The look of the school entrance needed to visually tell the community that Reynolds is a unique, environmentally conscious place for learning and growth. To visualize these concepts, a Garry Oak Stand on these grounds was identified as requiring restoration. The grounds would be further enhanced with plantings of natural species and the surrounding area would undergo aesthetic improvements. The transformed front entrance needed to be both functional and inviting.

The enclosed inner courtyard of the school would undergo extensive improvements. In its diminished condition it is unappealing and underused. The vision for the courtyard would see the existing cement removed, terracing of the bank to create natural seating, creation of an outdoor stage for performances, building of raised garden beds and composting bins to grow food and to teach students about food issues, and to create wide areas of natural species, amongst walkways and seating.

The concept would be aesthetic, functional and self-sustaining. The design would incorporate water management, art elements on the courtyard walls, and the plantings would attract wildlife, like birds, bats, and butterflies.

During the early visioning process Heather Coey visited the rain garden at Vic West Elementary (a Leadership Victoria Team Project in 2006/2007) where she connected with a member of the 2007/2008 Leadership Victoria Community Action Project Team.

In searching for a community project to complete as part of their Leadership Victoria training, Team Committed wanted to be able to improve quality of lives for youth, while working on a positive task that would leave a legacy.

Team Committed initiated meetings with Heather Coey, and found the framework of the Reynolds Green Spaces Project after listening to the project idea and sitting in on discussions between the Green Group, Heather Coey, and other potential stakeholders. The team proposed to create a formal planning document, complete with professional designs. This project plan allows the long-standing vision of staff and students at Reynolds School to become a reality.

---

## 4. BENEFITS

### 4.1. Tangible

The Reynolds Green Spaces Project will provide numerous tangible benefits to the students and staff of Reynolds School as well as to the larger community. There are planned physical changes that will restore the Garry Oak meadow at the front of the school, redevelop the inner courtyard to include sitting areas, stage, art work and planting beds, allowing a great deal of flexibility in the use of the space. The overall plan will enhance the aesthetics of the school grounds and result in a learning environment for students

by connecting curriculum within Reynolds School, the Restoration of Natural Systems Program at the University of Victoria, and the Lifecycle Society's Growing Schools Project. Building on a strong history of leadership programs at Reynolds School, this project will provide an opportunity for students to obtain experience in environmental stewardship and sustainability

**The community will benefit in the following ways:**

- The current entrance to Reynolds School is non-distinct and unattractive. The revitalization of this area will make the entrance to the school more noticeable, functional, and more attractive to the community.
- The excitement and vision of students to be involved with this project from its outset is an opportunity for integrated and lasting environmental education. This education will teach our coming generations the value and care of natural spaces and the relevance of sustainable agriculture.
- Several groups of people have already committed their participation in this project and they will develop their own relationships that will help knit various additional groups into the school. This project can be a node for community connections. For example, Restoration of Natural Systems and Environmental Studies students from the University of Victoria will work on the Garry Oak area and plantings within the Courtyard area as part of their coursework, and will involve and integrate Reynolds students in the process so that they not only learn about restoration of natural systems, but also how to educate and involve students in these types of projects.
- This project plan will crystallize the vision for the green spaces, articulate the vision elements in terms of what, where, when, how and cost, and identify stakeholders and partners, sources of funding, and timelines. It will not only define the goals, but also provide the capacity to make them happen.
- The excitement and vision of students to create an inviting courtyard is an opportunity for integrated and lasting environmental education. This education will teach our coming generations the value and care of natural spaces and the relevance of sustainable agriculture.
- This project could serve as a model to be used in other schools wanting to integrate community and develop student leadership and the environment into school curricula. Expanding the Growing Schools Project from elementary schools to the high schools is an interest of one of our community stakeholders: the Project Coordinator for the Growing Schools Project of the Lifecycles Society.
- Students will assist with planning, planting and fabrication. Student involvement in revitalization and ultimate use will be integrated into the school curricula, thus the educational benefits will be realized annually.
- The ultimate goal of this project is to assist with young students becoming environmentally aware and engaged members of our community. These student experiences will allow them to share what they have learned with the broader community providing the basis for change
- Schools are essential parts of any community. This plan, focusing on native plantings, sustainability, water management, and environmental design will provide an excellent example for community members to follow.

**Physical results:**

- **Front of the school:** Garry Oak meadow restoration, creation of a sitting area, placement of a peace pole, aesthetic changes to the area around the gas meter and adjacent grass areas, water management, and tiling of the front walkway and entrance to the school.
- **Courtyard:** Creation of a stage, sitting areas, water management, new plantings of native species, and implementation of several planting beds.

**Legacy components:**

- This project will have several legacy components including: raised garden beds which will be used for education of growing food; renewal of school grounds including new plantings of many native species; revitalization of the courtyard area which will become the gathering place for many of students of Reynolds School; several lasting relationships with external groups including the University of Victoria and the Lifecycles Society which will allow for continuing education, and a student body that is educated on environmental sustainability and who can continue to lead change in this area.

**Environmental benefits:**

- Water management, planting of native species, restoration of the Garry Oak meadow, sustainable food growth program, and use of environmentally friendly and recycled products.

## 4.2. Learning

The Victoria School District is supportive of environmental education and sustainability within their schools as indicated by this quote included on their website:

“The Board of School Trustees believes that the maintenance of our environment is necessary to the quality of our lives. Further, it believes that the district and its schools have the responsibility of fostering and reinforcing positive environmental concepts, concepts that will enhance the relationship between living things and their natural and built surroundings. The introduction of these concepts must begin early in the life of each child in order to develop a responsible environmental ethic which will be sustained throughout life”.

Reynolds School is a leader in Environmental Education and has an established ‘Green Group’ made up of students who are active in green initiatives within and outside of the school grounds. These students have raised the awareness of the entire student body on ways to ‘reduce their footprint’ within their community and have provided access and information on a wide variety of environmentally friendly products. The students in this group are stewards for their community and will leave Reynolds School with experience, knowledge and skills that will allow them to continue to influence the communities they live in.

The Green Group students are heavily involved in the Reynolds Green Spaces Project and have acted as student representatives during the first phase of the project which involved designs for the revitalization of the grounds at Reynolds School. The project plan is intended to have a large learning component built into it allowing for several groups to build relationships and foster an exchange of information.

**Learning / Leadership outcomes – curriculum:**

- Reynolds School – Green Group, New Environment and Sustainability course
- UVIC – Restoration of Natural Systems and Environmental Studies program (Integrating students within the program into the Reynolds Green Spaces project components and additional workshops on bats, bees, plants, etc.)



- Lifecycles Society – Integration of their growing schools program into the high school level – this will be the first school to be involved.
- Unlimited opportunities for students to become involved with components of this project and enhance their skills by working with people from the other groups involved. As an example, students are expected to be involved in photography / film making, art projects, building pieces of the design, planting sustainable crops, etc.

## 5. PROJECT REQUIREMENTS

---

There are several requirements for this project. There is a need to ensure the project meets with the approval of the School Board Facilities Division in terms of maintenance and physical changes to the two green spaces. Other requirements are related to what the project needs to include in the design and design outcomes.

The stated requirements for the design are:

**Courtyard Space:** Organic Garden, Composting, Sustainability, Native Species Plantings, Outdoor Theatre, Place of Learning, Aesthetically pleasing, Art- mosaic tile, Bird houses, Bat Houses, and Outdoor Natural Seating.

**Front of School:** Garry Oak Ecosystem revitalization, placement of the Peace Pole, seating, pathways, storm water management, aesthetic changes to entrance of school and gas meter, and native plantings.

The overall Project will include the following outcomes:

- Storm water management
- Designed to be self sustaining and designed to attract birds, bats and butterflies
- Incorporation of art elements
- Multi-year phasing of design elements
- Student involvement in development and execution
- Must provide learning opportunities for students
- Building on relationships with other groups involved in environmental concerns
- Act as a model for other schools to follow and provide a project blueprint

## 6. CONCEPTUAL DESIGN

---

### 6.1. Context

Reynolds Secondary School is located in the 'Quadra' neighbourhood within the District of Saanich. This neighbourhood is predominantly made up of single-family residential housing, which is served by a major commercial center (Saanich Centre) at the intersection of McKenzie Avenue and Quadra Street. This shopping centre and other commercial nodes in the immediate vicinity of the school (within a 5 minute walk) offer grocery stores, coffee shops, restaurants, medical services, liquor stores, a video store, travel

agent, post-office, flower shop, clothing store, lumber/hardware, etc. The 2010 vision for the area surrounding Quadra and Mackenzie has been earmarked by the District of Saanich as a major focus for an urban village centre. This area is seen as having the potential of expanding into a more fully developed and revitalized mixed neighbourhood which would include an expanded inventory of offices, light industrial, retail, commercial and medium density residential units. Along with this, the District would also like to increase cultural and community education opportunities in the Quadra Area as well as protect urban forests and wildlife habitat and look for opportunities for public art installations – all of which Reynolds Secondary School could play an important role in as it is one of the major public facilities in the local area.

The school is located on Borden Street, one block off Quadra Street and McKenzie Avenue. Both of these streets are major transportation routes serving the Greater Victoria Area, including downtown and the University of Victoria. The school property is located across the street from the Lochside Trail, a 100+ kilometer paved and gravel multi-use trail which links pedestrians, cyclists, and roller bladers to downtown, the Western communities, the Saanich Peninsula, and Gordon Head. Reynolds School is shown as a Major Green Space in the Local Area Plan and has been identified as having a potential local Greenway Connection through the property. The typography and natural areas surrounding the school include undulating terrain and natural rocky outcrops with Garry Oaks (*Quercus garryana*) and associated meadows which are typical of the region. Saanich encourages the preservation of indigenous vegetation within parks and public lands to not only assist in the preservation of natural corridors but also to encourage valuable wildlife habitat.

At the Borden Street entrance to the school there is a remnant Garry Oak grove which is typical for the area. There is also a mature Garry Oak tree in the courtyard. These trees are protected under Saanich's Tree Preservation Bylaw. Any trimming or construction work to be done within the root zones surrounding these trees would require a permit from the District of Saanich.

## 6.2. Site Inventory

Reynolds Secondary School has approximately 900 students from grades 9 to 12. Special programs offered at the school include: French Immersion; a Flexible Studies Program which is a Leadership in Learning Program for high achieving and motivated students as well as elite athletes and performers; the Greater Victoria Centre for Soccer Excellence (CSE), and a comprehensive Fine and Performing Arts Program which has several associated facilities including a 200 seat theatre.



Commercial across McKenzie Ave. from school



Commercial across Borden St. from school



Lochside Trail at McKenzie Ave.



School along Borden Ave.

**Figure 1 - Site Pictures**

Students have made a Peace Pole which they would like to have placed in the landscape at the front of the school.

Both the Borden Main Entrance and the Courtyard spaces have been identified by staff and students as targets for improvement both aesthetically as well as functionally.



**Figure 2 - Main Entry at School**

The Main Entry lacks a presence typically associated with an entrance to a public school. The main doors are hidden behind trees and a corner of the building. The entrance sidewalk is narrow and lacks available space for students/staff to gather when entering and existing the school. There are no spaces or benches for staff and students to comfortably wait for busses or to be picked up and dropped off.

The interior courtyard has a dated landscape that requires maintenance and repair. Most of the surface material is asphalt with inset tile which has started to break down due to age, moisture and exposure to the elements. Tree roots have heaved the asphalt creating trip hazards. At present there are no intimate/comfortable spaces for students and staff to sit

and the courtyard is rarely used. This space has been identified by the staff/students as having high potential to become a vibrant, usable space within the confines of the school.

## 6.3. Concept Plan

### **Main Entry**

The Landscape Concept Plan for the site at the main entrance to the school includes the restoration of the Garry Oak grove as well as development of an entry plaza and an opportunity for general streetscape improvements including an on-site storm water management feature.

### **Gary Oak Restoration**

The restoration of the Garry Oak grove has been identified by students and staff as an important project for the school. Initial site work began in the spring of 2008 with the restoration of two small beds. This was completed in partnership with the University of Victoria Environmental Studies Program and it is expected that the restoration will continue in partnership with this group as well as other groups who focus on Garry Oak preservation and restoration.

The design envisions a complete restoration including a permeable path which leads to a quiet seating area at the top of the rock where the Peace Pole will be installed.

Planted areas are to be edged with a park style split rail fence, invasive species are to be removed (including sod lawn), and, where practicable and suitable,



**Figure 3 - Gary Oak Grove**

bedrock is to be exposed. Irrigation is required in the restoration area during the new plant establishment period (approximately 2 years). The retained Garry Oaks do not require irrigation and care should be taken to ensure they do not get over-watered.

### ***Borden Street Entry Plaza***

The entry plaza is designed to increase the school's presence on the street and to enhance and celebrate the main entrance and to provide an area for students and visitors to gather, sit and socialize. The plaza will be enhanced with decorative paving, benches and planters. The design recommends relocation of all but one bike rack from adjacent the main doors to the south face of the school (one bike rack to remain adjacent the main doors for visitors).

### ***Swale and Rain Garden***

The site's terrain and lack of vegetation between the main entrance and south parking lot provides an excellent opportunity for creating a swale and rain garden, i.e. an on-site storm water management feature. The swale and rain garden will be designed to capture surface water flows from the Garry Oak Restoration area and Entry Plaza before they reach the south parking lot and enter the storm water sewer system. The rain garden will be designed to handle typical rain events, not peak storms – overflow will be directed to the storm drain. The swale and rain garden will provide an excellent environmental education opportunity. It will require irrigation during the establishment period.

### ***Courtyard***

The Courtyard has been targeted by the staff and students for redevelopment as a multi-functional space with opportunities for urban agriculture, naturescaping, socializing, studying, and small group performances.

#### **1. Terraces**

The existing slope is addressed through a series of terraces and stairs that can be used for seating or display opportunities. To maximize the flexibility of the space, vegetation has been kept to a minimum and is used primarily to provide permeable surface under the Garry Oak and to create a courtyard rain garden.

#### **2. Stage**

The stage is designed as a low wood deck for small group performances and casual seating. It is centrally located, faces the terraces (performance seating opportunity) and sits a maximum of 300-450 mm above grade. It provides an edge to the space around the existing fountain and helps shape the courtyard as a whole.

#### **3. Fountain**

The existing fountain remains and becomes the central feature for a small group seating area as well as a defining feature for the courtyard as a whole.



**Figure 4 - Courtyard**

#### 4. Gardens

Planting throughout the courtyard relies heavily on the native plant palette and on naturescape principals. Plants should be chosen for their habitat and/or food value to man, birds, butterflies and insects. The use of native plants that historically provided food security for indigenous peoples of the West Coast is encouraged. A rain garden, fed by disconnected rain leaders, is located at the south edge of the terrace. As the courtyard is redeveloped, opportunities for additional rain gardens may present themselves and, if so, should be embraced.



Figure 5

Gardens in the courtyard will need to be irrigated. Native plants, once established, will generally require less irrigation than ornamentals. The retained Garry Oak does not require irrigation and care should be taken to ensure it does not get overwatered.

#### 5. Garden Plots

Six raised garden plots and two composters are located in the northeast corner of the courtyard (maximum sun exposure) to facilitate urban agriculture. Urban agriculture provides an opportunity for students to learn about gardening and food security. Irrigation and access to water (i.e., a hose bib) must be provided to this area. As a partnership with Lifecycles has been established, construction of the garden plots is a courtyard priority.

#### 6. Breakout Rooms

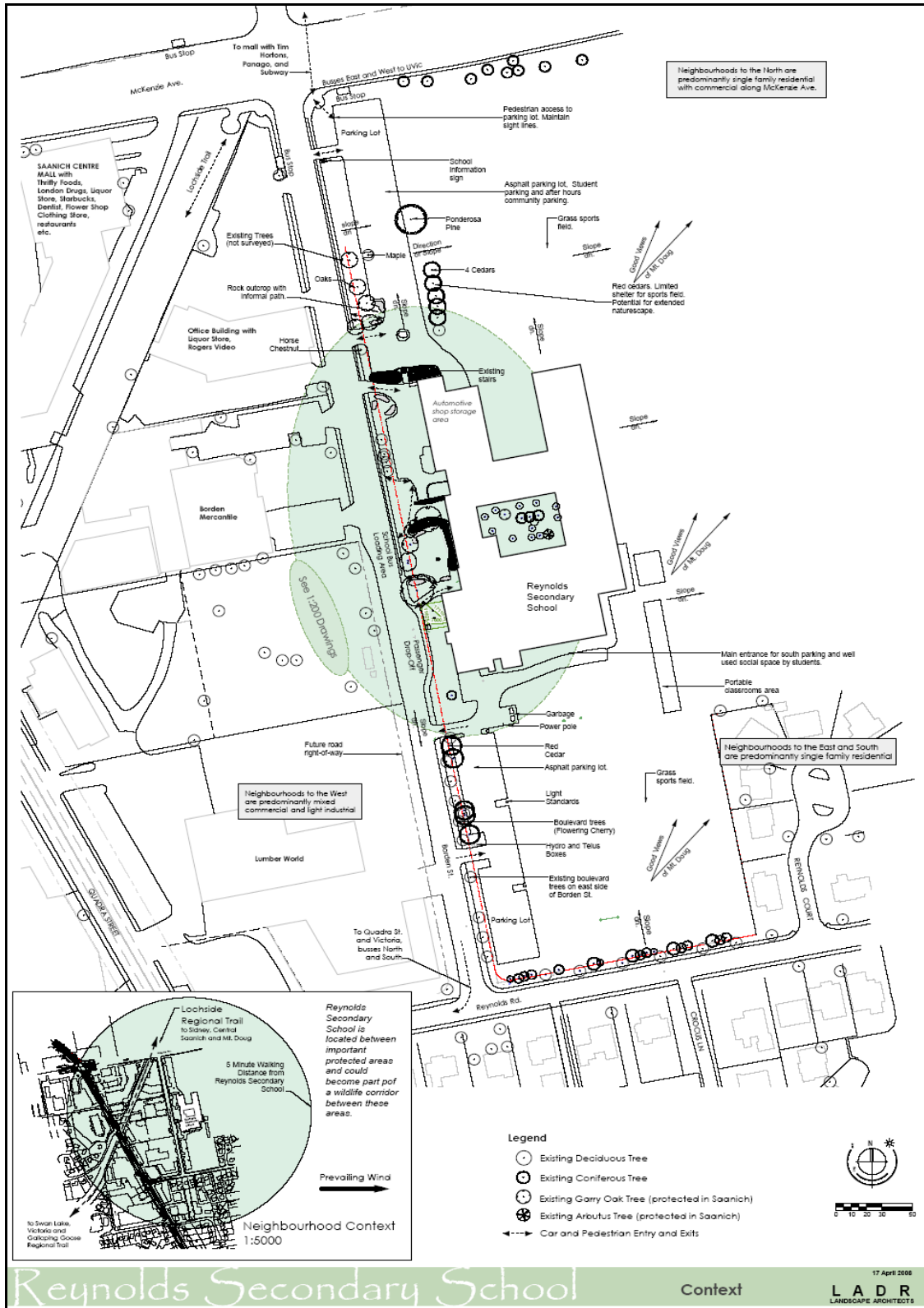
Breakout spaces have been provided for two classrooms and a preparation room that have existing doors to the courtyard. Access from the breakout spaces to the courtyard is maintained and planting provides a visual cue for spatial definition.

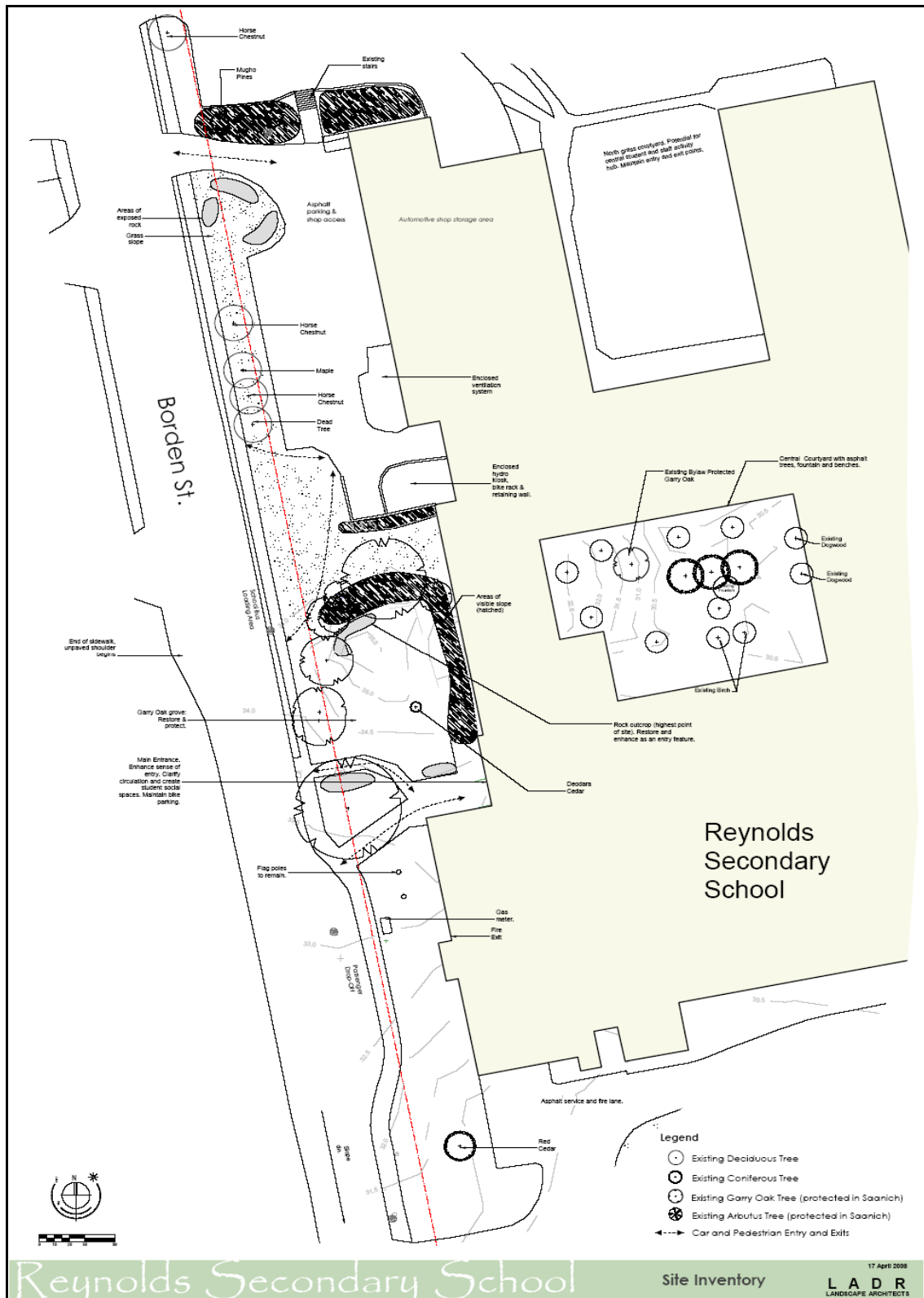
#### 6.3.1. Project Tasks

##### *Presentation of Concepts to Student Body, Parents, Staff and School Board*

<p><b>Garry Oak Restoration Area</b></p>	<ul style="list-style-type: none"> <li>• Fundraising for project</li> <li>• Build walkway and install benches, Peace Pole and fences</li> <li>• Removal of existing grass to expose soil and rock (may chose to 'kill' rather than remove)</li> <li>• Install irrigation</li> <li>• Delivery of top soil and compost in preparation for planting</li> <li>• Planting of purchased, rescued or donated plants (could be one bed at a time)</li> </ul>
<p><b>Plaza</b></p>	<ul style="list-style-type: none"> <li>• Fundraising for project</li> <li>• Prepare contract documents</li> <li>• Tender</li> </ul>

	<ul style="list-style-type: none"> <li>• Removal of existing concrete and grass</li> <li>• Supply and install paving stones and base material</li> <li>• Construction of planters</li> <li>• Install irrigation (sleeved from Garry Oak Restoration area)</li> <li>• Supply and install topsoil and plants</li> <li>• Supply and install benches</li> </ul>
<b>Swale and Rain Garden</b>	<ul style="list-style-type: none"> <li>• Fundraising for project</li> <li>• Prepare contract documents</li> <li>• Tender</li> <li>• Regrading of the site as necessary</li> <li>• Construct swale and rain garden</li> <li>• Install irrigation</li> <li>• Supply and install topsoil, plants and stone</li> </ul>
<b>Courtyard Garden Plots</b>	<ul style="list-style-type: none"> <li>• Fundraising for project</li> <li>• Removal of asphalt</li> <li>• Construction of garden plots and composters</li> <li>• Delivery and installation of gravel or bark mulch</li> <li>• Install irrigation and hose bib</li> <li>• Supply and install topsoil and plants</li> </ul>
<b>Courtyard Terraces, Stairs and Garden Areas (Except Garden plots)</b>	<ul style="list-style-type: none"> <li>• Fundraising for project</li> <li>• Prepare contract documents</li> <li>• Tender</li> <li>• Install protection fences around bylaw protected trees</li> <li>• Removal of unwanted vegetation</li> <li>• Removal of asphalt surfaces, concrete and tile</li> <li>• Prepare subgrade, including supply and install of sub-base materials</li> <li>• Construct terraces</li> <li>• Install irrigation</li> <li>• Supply and install paving</li> <li>• Supply and install wood stage</li> <li>• Supply and install topsoil and plants</li> <li>• Supply and install benches and art features</li> </ul>



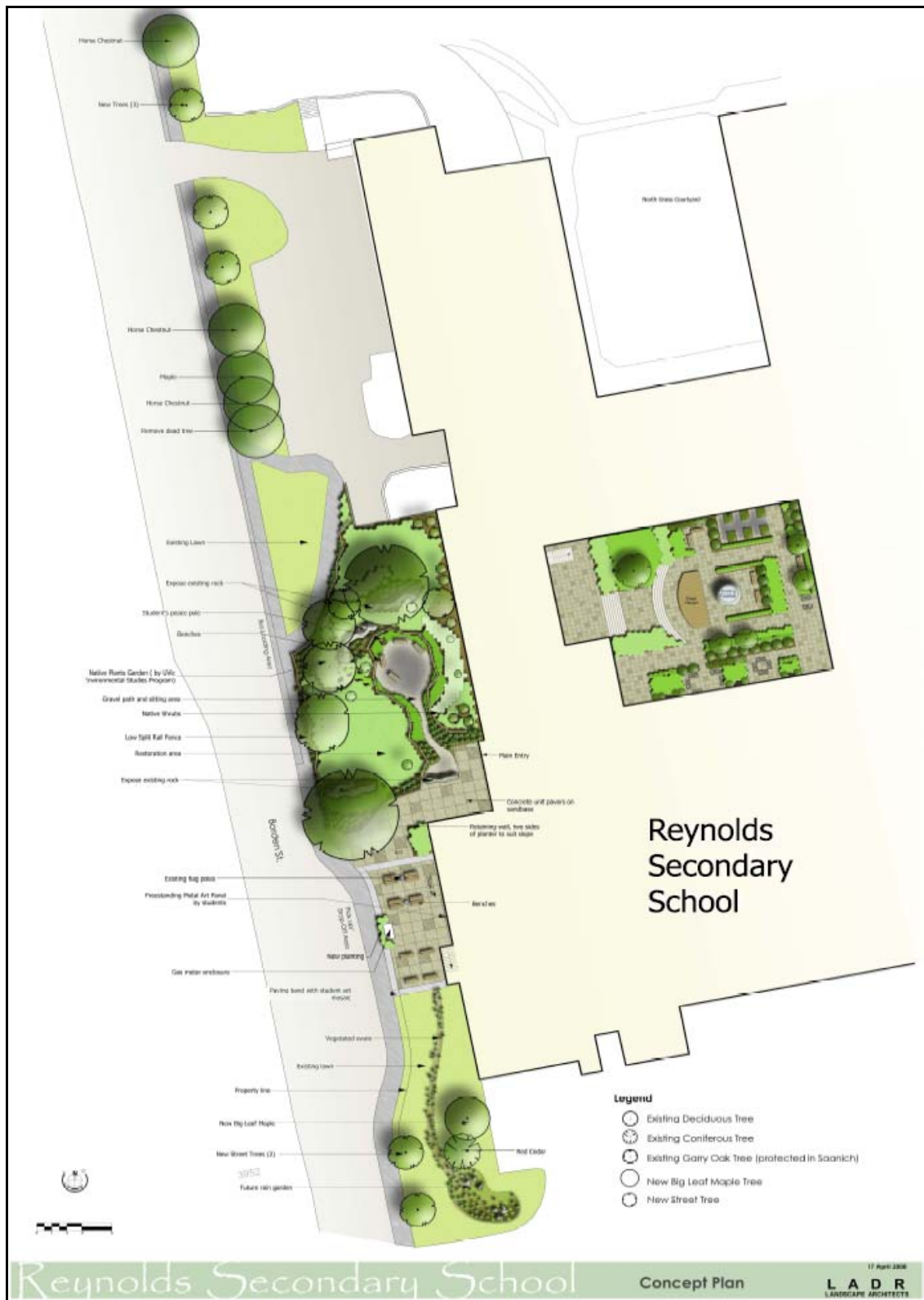


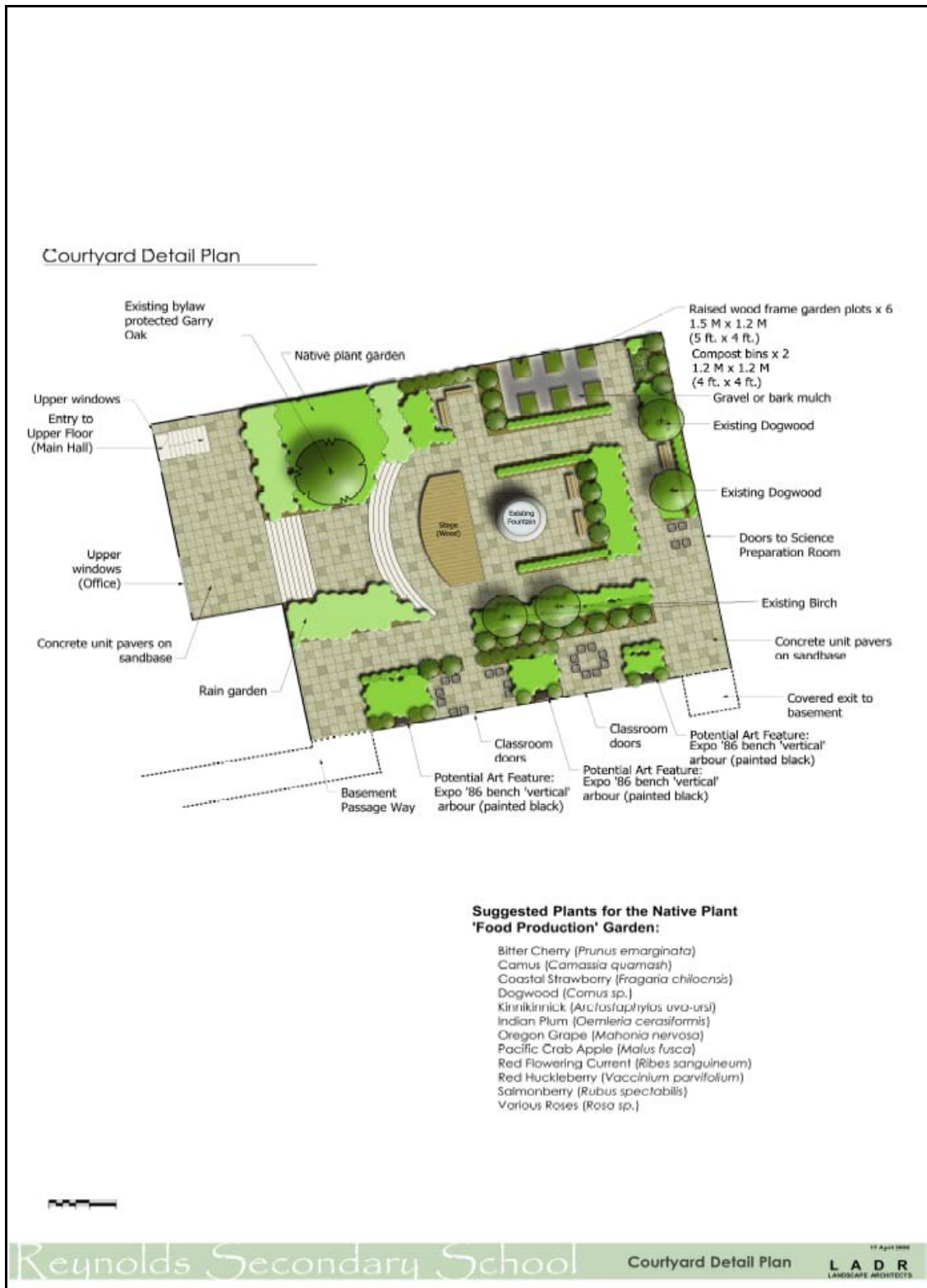
Reynolds Secondary School

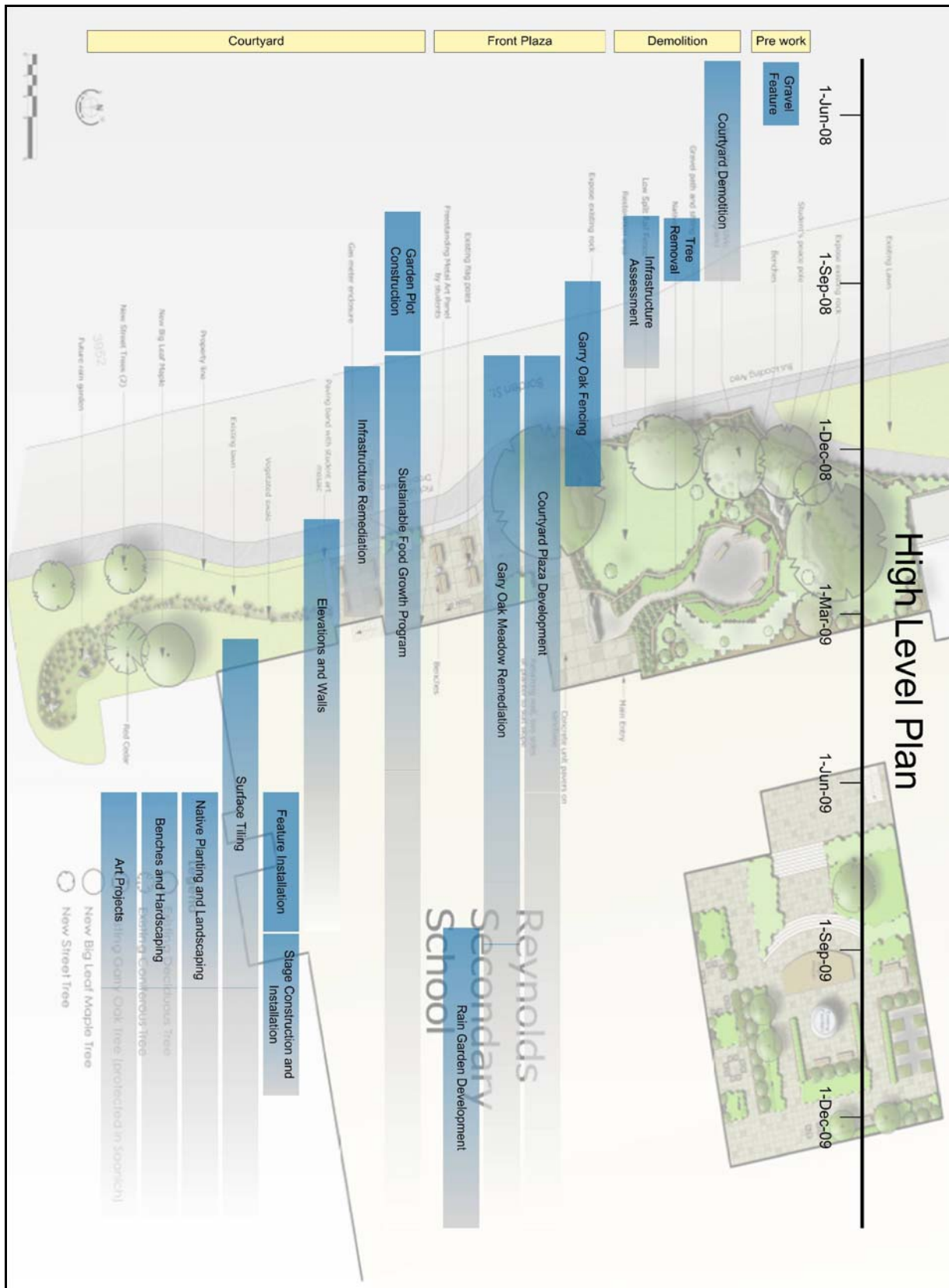
Site Inventory

17 April 2008  
L A D R  
LANDSCAPE ARCHITECTS











## 7. LETTERS OF SUPPORT



University  
of Victoria

PO Box 1700 STN CSC  
Victoria British Columbia V8W 2Y2 Canada  
Tel (250) 472-4587 Fax (250) 721-8965  
E-mail [schaeferv@uvic.ca](mailto:schaeferv@uvic.ca) Web [web.uvic.ca/enrweb/rns](http://web.uvic.ca/enrweb/rns)

School of Environmental Studies  
Restoration of Natural Systems Program

February 7, 2008.

**Re: Reynolds School Greening Project**

The Restoration of Natural Systems Program at the University of Victoria supports the Greening Project for Reynolds High School. The inner courtyard and outer grounds facing Borden Street offer great potential to establish native vegetation, encourage civic engagement and make the school more attractive to the students and surrounding community.

Students from the Restoration of Natural Systems Program and the School of Environmental Studies as a whole will be involved in working with the staff and students of Reynolds High School over the next few years in the Greening Project. This will be a valuable educational experience for everyone involved and will help to build a vibrant community. Students from the University of Victoria will also receive course credit for their participation.

The Reynolds School Greening Project will help to restore the Garry oak ecosystem, one of the most endangered ecosystems in Canada, and it will provide the opportunity to nurture community spirit. We hope that you will choose to support this valuable initiative.

Sincerely,

Valentin Schaefer, Ph.D., R.P.Bio.  
Faculty Coordinator, RNS Program  
School of Environmental Studies

Brenda Beckwith, Ph.D.  
Senior Lab Instructor  
School of Environmental Studies

**Swell Environmental Consulting**  
201-848 Mason Street, Victoria, BC V8W 0A2  
250.217.9190 lehna@swell.ca

---

April 15, 2008

**Re: Reynolds Secondary School Green Spaces Project**

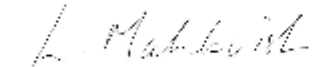
Swell Environmental Consulting is a strong supporter of the Reynolds Green Spaces Project. The school front entrance and inner courtyard are wonderful opportunities for the students to contribute towards improving the school. The proposed project will be focused with respect to creating areas that are conducive to social interaction and community development, within a setting that is connected to the local ecosystem.

The potential to develop ecological restoration sites, native plant gardens, and food production, combined with spaces for performance, teaching and casual interaction provides opportunities to revitalize underutilized and undervalued spaces.

The proposed program incorporates long-term staff and student involvement, through the school curriculum, in creating and maintaining these sites and will help develop an increased sense of ownership, pride, and dedication to their school.

We look forward to contributing support and resources to enable the design and implementation of these ideas to come to life!

Sincerely,



Lehna Malmkvist, MSc, RPBio  
Principal

To Whom it Concerns,

The LifeCycles Society's Growing Schools Project is a strong and dedicated supporter of the Reynolds Green Spaces Project. We look forward to contributing support and resources to enable a student centered sustainable food garden as part of this larger project. We believe that providing a space for students to learn from and interact with ecological communities is a tremendous step towards creating ecologically conscious and socially aware individuals and societies.

By incorporating a sustainable food garden into the projects design, not only environmental but key social problems can and will be addressed within this space. Education in food production and distribution has the power to open student's minds to many large and small scale issues relevant to our community. From environmental degradation, to poverty, homelessness and health – hands on experiences in the garden can and do engage students to become more critically aware.

LifeCycles' school food garden program, *Growing Schools*, is celebrating its 12th year of developing school food gardens on school grounds, supporting the integration of the food garden into the classroom with hands-on workshops and resources for the Greater Victoria School region. We are tremendously excited to be working closely with high schools in the region to encourage more food gardens and education programs, and are currently looking at several funding models to increase our capacity and continue growing this work.

Having been involved with the Reynolds Green Spaces Project from the beginning, we are excited by its broad based community and student support. The goal of making the project transferable, so that other institutions can follow in greening their grounds, is equally exciting. Perhaps most encouraging is the goal of deep integration – so that this project is not just a "one off" that installs some pretty plants and forgets them. The goal here is to use this space as a means of encouraging more experiential, hands on learning and more connected, aware individuals. By maintaining student involvement throughout the design and implementation stage, we are ensuring that this goal is met at every step along the way. Growing Schools is proud to be involved in any project that encourages hands on learning and lets students have a voice in the way their institutions are created.

Sincerely,

Matthew Kemshaw  
Growing Schools Project Coordinator

École secondaire  
**REYNOLDS**  
Secondary School

3963 BORDEN STREET, VICTORIA, BC V8P 3H9  
Telephone: (250) 479-1696 FAX: (250) 479-6677  
Website: <http://reynolds.sd61.bc.ca>  
email: [reynolds@sd61.bc.ca](mailto:reynolds@sd61.bc.ca)

February 20, 2008.

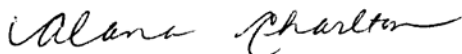
The Reynolds Secondary 'Go Green' Initiative is honoured to be working with Leadership Victoria Team Committed in support of the completion of a Blueprint and Implementation Plan for the Reclaiming/Conserving/Greening of the Reynolds Courtyard and school front. The group is working in partnership with a landscape architect along with other stakeholders to contribute to the design and implementation of the initiative.

The school community believes strongly in the education of Environment & Sustainability for all students, and is committed to improving the design of the school green spaces as a valuable learning environment as well as the aesthetics of the grounds. Our school is committed to empowering youth to take responsibility and leadership in creating and maintaining a more environmentally sustainable way of life into adulthood.

As the principal of Reynolds, I am in strong support of this project that prepares our students to be responsible, global citizens. Our school will benefit from this partnership that involves the participation of students, staff, parents and the Parent Advisory Committee, as well as members of the environmental community in addition to Leadership Victoria.

I believe this is an investment in our school and in our youth and understand the benefit of such an initiative.

Sincerely,



Alana Charlton  
Principal