

TrashMasters!™
Team **Up** to Clean **Up**



Elementary Division
Queens Borough
Winner

**PS 76Q William Hallet Magnet
School for Health & Wellness**

2012 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



City of New York
Department of Sanitation
Bureau of Waste Prevention, Reuse and Recycling
nyc.gov/wasteless



2012 Golden Apple Awards Contest Entry Judging Info

(This sheet prepared for judges' use by DSNY BWPRR)



ID Info: 12010
School: PS 76Q William Hallet Magnet School for Health&Wellness
Grade Division LM
Borough: Q

Golden Shovel Award contestant
(for borough Master School Composter)

2012 Project Entries received for:

School Population: total # 580

TrashMasters! Super Recyclers

Received:

Core Group:

Total Participating:

TrashMasters! Reduce & Reuse Challenge

Received:

TrashMasters! Team Up to Clean Up

Received: 5/1/2012

50

580

A Beautiful Transformation

The principal, teachers and the students have mobilized to plan, design, and implement neighborhood cleanup and the beautification of the school. The students learn invaluable hands-on experiences in caring for their health, caring for their communities, and increasing their awareness of their potential to create changes in their environment. The adapting of the tree program, the newly planted trees and garden, the renovation of the schoolyard with the installation of the greenhouse, and the cleaning up of the streets will lead a long-term improvement in our school and our community. Also, students continue to learn how to compost cafeteria scraps with a compost bin system in one of the classrooms.

Prior Year Entries:

11:SR-boro

School Contact Information:

Phone: 718-361-7464
Address: 36-36 10 Street
Long Island City 11101
Block&Lot: 4003540001
DOE Location: Q076
DOE Bldg: Q076

Sustainability Coord:

Contest Coordinator: Marilen Quijano
Coord Phone (if different): 718-361-7464 x1242
Coordinator Email: MQuijano3@schools.nyc.gov
Principal: Mary Schafenberg
Principal Email: MSchafe@schools.nyc.gov

REQUIRED for Super Recyclers only:

Custodian: JOSE RIVERA
Custodian's Phone: 718-392-1911
Custodian's Email: cq076@schools.nyc.gov

Comments (may not be relevant to judging)

Info Confirmed:

6/7/2012



TRASHMASTERS: TEAM UP TO CLEAN UP



Student Participation:
Core Group #: 50
Total #: 580
School Population #: 580

*A Beautiful
Transformation*



PS 76: WILLIAM HALLET THE MAGNET SCHOOL OF HEALTH & WELLNESS

36-36 10th Street
Long Island City, NY 11106
(718) 361-7464
(718) 361- 8014 (fax)

District 30, Queens
Elementary School

Mary Schafenberg, Principal
(718) 361-7464
MSchafe@schools.nyc.gov

Marilen Quijano
Sustainability Coordinator
(718) 361-7464 ext 1242
MQuijano3@schools.nyc.gov

PS76 Queens is a NYC public school serving Pre-K - 5th grade. The school currently has been federally funded as a magnet theme school of Health and Wellness.

Interdisciplinary instructional programs have been incorporated in literacy, mathematics, science, social studies, physical education and technology. The school utilizes its cultural and environmental resources to foster a healthy lifestyle. PS 76Q greatly emphasizes education on subjects such as Nutrition, using a Greenhouse, Gardening, Composting, Fitness, and Planting.

Team Up To Clean Up:

PS 76 Queens has mobilized the principal, teachers and the students to plan, design, and implement neighborhood cleanup and the beautification of the school. The students learn invaluable hands-on experiences in caring for their health, caring for their communities and increasing their awareness of their potential to create changes in their environment. The adapting of the tree program, the newly planted trees and garden, the renovation of the schoolyard with the installation of the greenhouse and the cleaning up of the streets will lead a long-term improvement in our school and our community.

The school wide effort is evident by the beautification of the interior and exterior of the school. This has had an encouraging affect on our population. There has been an increase of physical activity, a new uplifting mood of everyone in the school, and an increase of school performance of the students.

READ ABOUT
THE
METAMORPHIC
CHANGES OF
PS 76Q

2011-2012

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BREAKING GROUND



Last year our school was chosen to receive a grant for a playground transformation. Councilman Van Bramer financially funded our small schoolyard to have a new playground area. During the summer of last year, construction began with breaking the ground area. Many months passed with the playground dark and dreary. The soil was dry and lifeless. Soon right after, concrete was placed on the ground and a new life appeared to grow from it. After the concrete, the new swing area, slide, and climbing area were installed.



On October 14, 2011, the dedication of the schoolyard took place. The celebration commemorated the lives of special members of the PS 76 families. The students presented their gratitude to the families through songs poetry and reflection readings.



The principal, Ms. Carol Schafenberg, and councilman, Van Bramer, were celebrating the reopening of our beautiful small schoolyard.



New York City Volunteer Program, **New York Cares**, came into our school to help with another transformation. This was led by our teacher Theresa Costello. The school staff alongside a brigade of volunteers painted an amazing “children as play” mural on the outside walls of the schoolyard. The volunteers also painted a mosaic piece of art, which was placed in the main lobby of the school. The montage images portrayed the wonderful outdoor scenes of our community; lightening-up our entrance hallways with iconic city views.



New York Cares, with the special funding from **American Express** and **Delta Airlines**, donated our greenhouse and planter boxes to be placed around the school.



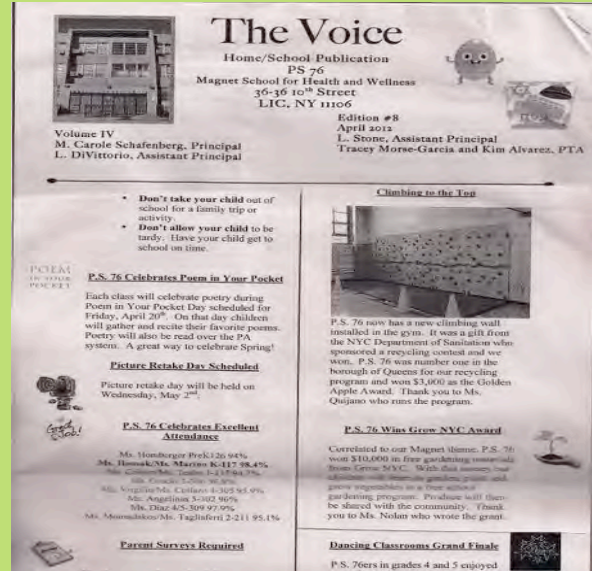
Additionally, two rain water catchers were purchased and placed alongside the greenhouse to supply water to the plants that will be planted in the spring.

All of this could have not been possible with the all the staff working together. Jose Rivera, the supervisor custodian, worked countless of hours to build the



greenhouse in time for the grand opening of the schoolyard.

Ms. Joyce Nolan, along with the other schoolteachers, diligently worked on a grant proposal for **Grows NYC** to support us with supplying our greenhouse and the needed materials and soil for the students to greatly benefit from the usage of the greenhouse. In March the proposal was chosen and it was broadcasted to our community in our house newspaper, *The Voice*.



The newspaper also highlighted the acquisition of our rock wall that was purchased for the students with the winning prize from **Super Recycler Challenge 2011** headed by the sustainability coordinator Ms. Marilen Quijano.

Under Construction

Planting around the school was put on hold and kept on a stand still since the exterior of the school was also getting its transformation. The awning took over the look of the school as the staff waited for a year to have all the windows replaced and properly installed. The construction site area around the building was hazardous, preventing the planting of the new greenery. Underneath the scaffolding, the existing trees and plants barely receiving and sunlight and proper care and unfortunately died.

The opening of the small schoolyard brought new life outside of the school. The newly additional painted walls supplemented the new windows and once the external part of the building was complete, it was time to implement the new plan of action to beautify the school.

Our principal, Ms. Mary Schafenberg, along with other staff members proposed that gardening would be incorporated in the school curriculum. This was a great way for students to have hands-on learning.

All of the staff came up with lessons and ideas and planning regarding the gardening projects. Our school's staff met on a monthly basis to plan and execute the gardening projects.



What Worked!!

- 1 The whole school staff collaborated with all of the ideas regarding the building of the greenhouse, the gardening plans and the planting (both indoors and outdoors). There's a 12 - member team committed to the curriculum writing regarding each unit of study.
- 2 School staff diligently worked together to create a proposal to receive a grant from Grow NYC Our grant proposal was chosen to receive gardening
- 3 NYCares – Provided the greenhouse, wooden planters, and volunteer to create murals both indoors and outdoors.
- 4 **New York Restoration Project** provided our school 'seeds of change' and assisted with transforming seven of our trees.
- 5 **Respective Environmental Education** provided field trip visits to Swindle Cove Park in Harlem, NY.
- 6 **Cook Shop Food Bank Of NY** – Educational Materials were provided to the teachers and used with the students. Students were educated on cooking with fresh fruits and vegetables.
- 7 **Multiple Leap Program** taught the students in the curriculums of: Growing Green: Global Ecology/Global Environment, Greenhouse, & Global Visions.



Gardening

During the winter months when the weather was dark and dreary, multiple classrooms began planting. A school wide plan was to fill up the greenhouse with plants, flowers, fruits and vegetables. All plants were to be replanted outside of the school to add colors and life. Fruits and vegetables will be used for cooking and classroom education along side lessons from our cook-shop program.

New York Restoration Project (NYRP) provided our school different varieties of seeds through their *seed giveaways*. This initiated all school wide effort of indoor planting. As part of the **Million Trees NYC**, they were able to support our outdoors effort with transforming seven of our trees in front of the school.

In our Dean Office, the kindergarten students participate in an indoor planting activity using a fluorescent *leg grow light* for indoor planting. The seeds were transferred to other pots and placed near the windows.



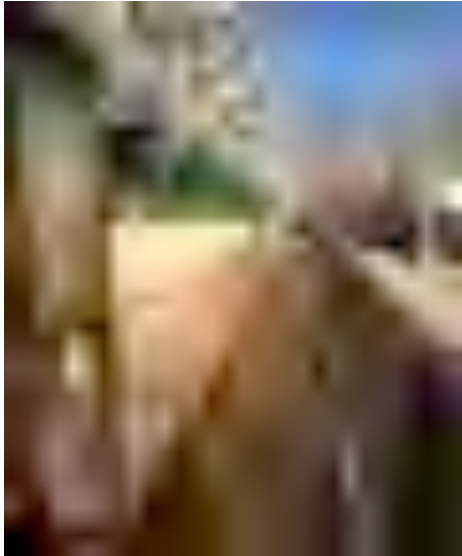
Indoor gardening efforts boomed throughout the classrooms. Lessons of plant life were displayed throughout the school. One of the teachers, Ms. Penkava, even created interactive lessons with the kindergarten children.

Ms. Vanterpool's class was one of the classrooms that participated in the lessons created by Ms. Sigrun Wolff Sapphire, the "Greenhouse" specialist, who started the programs indoors and it soon will be placed on the greenhouse during the warmer months.

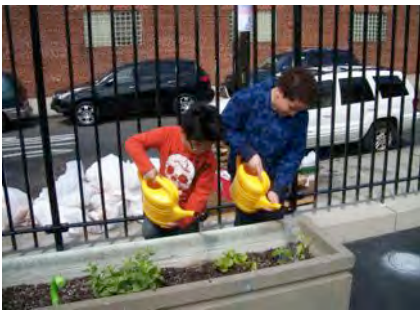


The students planted seeds and they eagerly await the new sprouts!





Outdoors restoration and beautification efforts were in full bloom. The funding from **GrowNYC** greatly facilitated in all of our school gardening needs which filled up our greenhouse during the winter months. Now with equipments and materials readily available and the weather mild and sunny, it was time for the students to head outdoors.



The 4th and 5th grade classes became activists for the wildlife sanctuary. The **Save The Tree Program** was implemented for each of the classrooms.



The **Respective Environmental Education Program** gave three classes (consisting of 28 students) an opportunity to take a trip to the **Swindle Cove Park** in Harlem NY. There, the children became the custodians of trees. Another trip the students took was under the **Respect The Trees Organization**. They created a three-field-trip-program to the Farmers Market where farmer Kennon explained to the student about the life cycle of a seed to a plant. The children at the farm bought fresh fruits and vegetables after the trip.



One of the general magnet unit themes for April is **Environmental Issues** such as pollution, recycling, and going green. For both May and June the general magnet unit theme is **Planting and Harvesting**, (studying foods from plant to plate).



The Leap Program was funded by our magnet grant to educate the children in as many topics such as “Going Green: Global Ecology” taught by artist Theresa Rosinski. Ms. Rosinski comes to our school and teaches for 5 periods. She is set for 6 visits this year. Another **Leap Program** support team is Ms. Sigrun Wolff Saphire a “Greenhouse” specialist. She also comes to the classrooms but for 20 day visits. Then there’s Mr. Shapiro with “Video Vision”. She uses technology to create environmental videos that impacts the global environment. He teaches for 4 periods when he visits. He will come for 6 visits. Five teachers and 67 students were able to take advantage of this hands-on learning program.

Educational Component.

- Read books about planting and harvesting.
- Students create graphic organizer on findings of plant facts.
- Study the rate of growth of corn.
- Solve word problems relating to fruits and vegetables.
- Read and study the water cycle.
- Study the cycle of plants, experiment with plants with and without sunlight.
- Study the difference between canned peaches and fresh peaches, canned corn vs. fresh corn – create a Venn diagram with the information.
- The students learned about greenhouse maintenance and complete lab worksheets
- Students think of different energy foods.

Lesson Plans

Unit 9 & 10 – Grade 3
Stage 1: Identify Desired Results

Established goals:

Grade 3 students learn about the process of planting and harvesting food and the steps from plant to plate.

ELA Common Core Standard – Listening & Speaking, Grade 3. Includes these standards in the strand:

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

What understandings are desired?

Students will understand that:

Where food comes from and the entire process of plant to plate.

What essential questions will be considered?

Where does food come from?
 What are the parts of a plant?
 What is the life cycle of a plant?
 What do plants need in order to grow?
 How can we properly care for our garden?
 What is a greenhouse?
 When is food ready to pick?
 Why must fruits and vegetables be washed before eaten?
 What is the difference between fresh fruits and canned fruits?



What key knowledge and skills will students acquire as a result of this unit

Lesson Plans

Grade 3

May & June Unit – Planting and Harvesting

What evidence have you collected to make sure that the students have achieved the desired results?

I. Performance Task Description: (Using the GRASPS method)

- Goal: Students will be able to recognize and understand the difference between canned and fresh fruits.
- Role: Students will debate the pros and cons of eating canned and fresh fruit.
- Audience: Classmates
- Situation: When and where is it okay to eat canned fruits?
- Product/Performance: Teacher will assess understanding difference between fresh and caned fruits.
- Standard: ELA Common Core Standard – Listening & Speaking, Grade 3. Includes these standards in

the

strand:

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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Formative Assessment - Presentation, Authentic, Program Contextual

Summative Assessment – N/A due to grade level

II. Use of the Vocabulary Template to teach selected words for this unit:

Key Words: greenhouse, planting, gardening, compost, nutrients, agriculture, cultivate

Recycling

Last year, our school participated in the **Golden Apple Awards** and was awarded the **Queens Borough Winner for Super Recycler** in the elementary division. Since the school already has a recycling program in place, it was easier to improve and build upon what we already have.



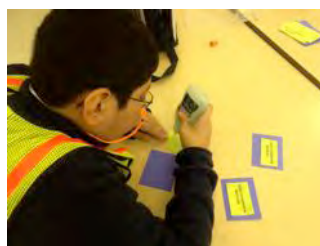
The award money was used to purchase more efficient recycling bins and materials to use with in the school and with the recycling/environmental club. Our school custodian painted and cleaned the old trashcans, which we re-used for this year. The school voted on using the remaining money for the children to have a rock wall in our gym. The children expressed interest of keeping fit and healthy and the rock wall would support that cause.

At the beginning of the school year, students requested to be a part of the recycling program. Prior to committing to the yearlong program, the students signed an agreement to be part of the **Community Service Program** run by Ms. Veronica. Ms. Veronica in turn cleared the kids to be able to join the recycling group. The students knew that they were required to give up 30 minutes at the end of their lunch on Monday's, Wednesday's and Friday's to be a part of the group. The recycling core group this year consists of 16 students, 4 paraprofessionals and 1 sustainability coordinator. The student support staff is given a floor assignment to collect bottles from teachers and classrooms. They would then tally up the total amount on the Total Recycling board.

Three students would collect, while the remaining of the students participated as a helper to create projects, posters, or perform a classroom visit to the lower grades.

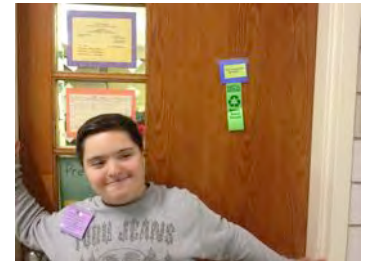
My advice to the other schools would be to effectively communicate with staff regarding the recycling effort, create new projects and lessons that will excite the students and staff and have an active core group that will advocate for the cause.

The greatest success for our school has been to visibly see the separation of papers, bottles, cans, metals and foils and garbage.





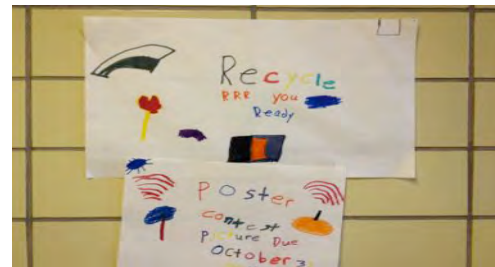
The students made recycling ribbons and placed them in front of the classrooms that recycled. The student support staff went around and distributed them throughout the school.



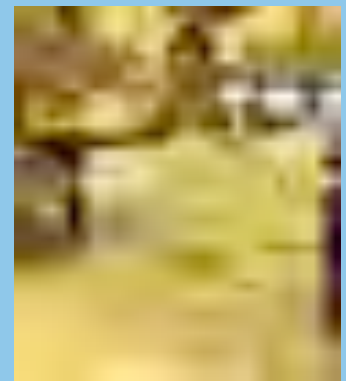
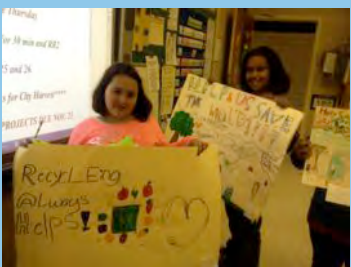
At the beginning of the school year, there was a school wide assembly to inform the students of the ongoing recycling program. After the assembly, **NYC Department Of Sanitation** posters were placed on all the floors and all of the stairwells. Every poster is filled with information that gives support to everyone based on the school's recycling commitment.



There was a school wide *Recycling Poster Contest* and the student support staff made posters informing the students of the contest. Posters were placed all over the school. Multiple students and classes participated winning their class an ice cream party.



All of the posters were shown to the school staff, students and parents who came to watch their children during our Halloween Parade. The staff members judged the posters and the result of the contest were announced at the end of the parade.





The school partnered with **Funding Factory Fundraiser Program** to recycle ink and cell phones to earn points.

The students were in charge of packaging the ink and sending them out.



The students packaged empty ink cartridges and sent them out to the companies. The student learned proper



It's not just the students who were the active participants but the school staff. Ms. Rizzi, Ms. Shaw, Ms. Bets and Ms. Drizis are the active paraprofessional who participated in the recycling program three times a week.



One of the biggest advocates of this program and someone who made this program successful outside of the school is Nancy from New Alamar Distributors, Inc. She is a wholesale drink distributor. She allowed an easier exchange of the bottles to money that support our fundraising effort.

A new art program was brought into our school called "Studio In A School" and artists such as Miguel Teo, Mary Deoardo, and Delsa Camacho (from **the Leap Program**) used recyclable materials to create art projects. The students also learned about properly packing materials without being wasteful.

All the teachers and staff members for the entire year were active recyclers. The top three leading classrooms that recycled the most bottles for the entire year will be entitled to send a portion of the recycling money to an organization of their choice.



This is just one of the example of project from Ms. Teabo and Ms. Collin's class using recycled materials during the school wide pumpkin contest.

Extra Support

Lesson Plans

Grade 1

April Unit – Environmental Issues

What evidence have you collected to make sure that the students have achieved the desired results?

I. Performance Task Description: (Using the GRASPS method)

- **Goal:** Students will understand the importance of reusing, reducing and recycling in order to protect our environment.
- **Role:** Students will learn the effects of pollution in our environment – create a cause/effect poster
- **Audience:** Classmates
- **Situation:** A student lives in a home where no one ever recycles. A classmate visits and notices this. What can the visiting friend tell the family about recycling?
- **Product/Performance:** Teacher will assess understanding of the importance of recycling in our environment.
- **Standard:** ELA Common Core Standard – Listening & Speaking, Kindergarten. Includes these standards in the strand:
 - SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
 - SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 - SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - SL.1.6. Produce complete sentences when appropriate to task and situation.

Summative Assessment – N/A due to grade level

II. Use of the Vocabulary Template to teach selected words for this unit:

Key Words: reduce, reuse, recycle, pollution, resource and environment

Lesson Plans

Unit 8 – Grade 1 Stage 1: Identify Desired Results

Established goals:

Grade 1 students learn about the importance of reusing, reducing and recycling trash in order to help our planet thrive.

ELA Common Core Standard – Listening & Speaking, Grade 1. Includes these standards in the strand:
Comprehension and Collaboration

- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- *What understandings are desired?*

• Students will understand that:

- **We need to be proactive in reusing, reducing and recycling materials in order to save our planet.**
- *What essential questions will be considered?*

- What is meant by reuse, reduce and recycle?
- What happens to our earth when we pollute it?
- What are the different types of pollution? (air, land, water and noise)
- What belongs in my habitat?
- What are our basic needs?
- What is a resource?
- How can we help to protect and save our environment?

Students will be able to:

- Read books about recycling
- Read Shel Silverstein's poems *Big Green* – teacher series *The Earth and I*.
- Write acrostic poems using environmental words.
- Graph cans/bottles recycled in class.
- Create a cause & effect chart of pollution
- Make maps that include green spaces, recycling areas, environmentally friendly parks, etc.
- Use of interactive websites- Create, involving all students in the class, a podcast about recycling.

ELECTRICITY REDUCTION



The custodian approached the sustainability coordinator with an interest to participate in the **Green Cup Challenge**. Together, Marilen Quijano, the sustainability coordinator and Jose Rivera, the custodian, approached the principal to

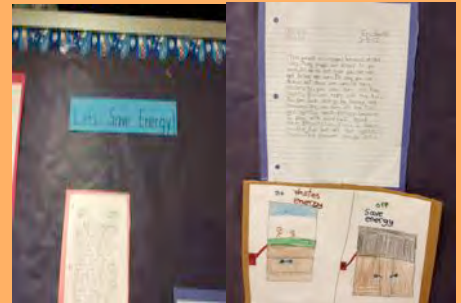
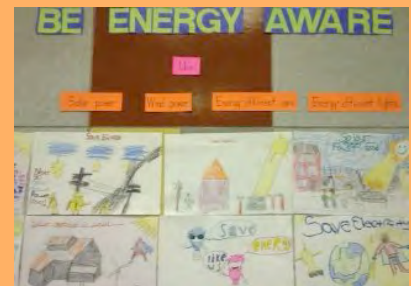
participate in the contest. And the birth of the energy conservation at PS 76Q project began.

An e-mail was sent out to all the staff members informing them of this contest entry. The Principal made weekly announcements reminding the teachers to shut off all unused electricity and prompted them to shut off all computers when they are not in use. Each classroom was given the reminder stickers to shut off lights when leaving.



The custodians started installing CFL sensor lights in the classroom to reduce energy consumption in non-active areas. Despite our efforts, we did not win the Green Cup challenge. With all of our other plentiful programs and challenges

going on, we unfortunately fell short of some of the requirements but we believe that we are still winners at heart. Our school was able to reduce our energy percentage usage. Teachers created classroom projects promoting electrical reduction. Teachers were inspired to create lessons energy efficient lessons to help promote electricity reduction. We plan to improve the reduction of our energy consumption and enter the contest again next year.



The hallways were filled with projects and artwork reflecting the energy conservation effort of the school. The teachers created lessons promoting the energy efficient cause.



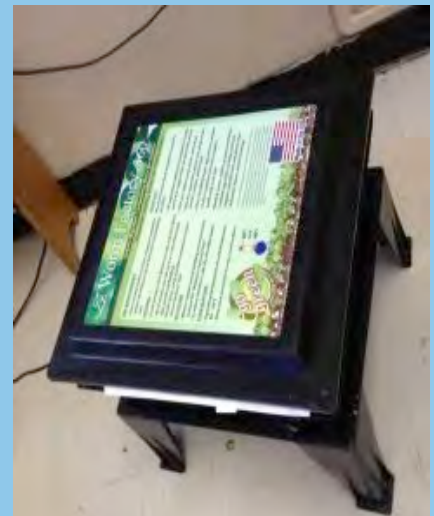
WE COMPOST



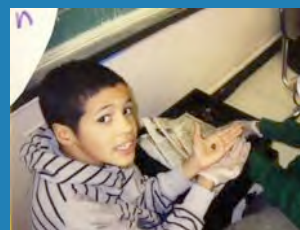
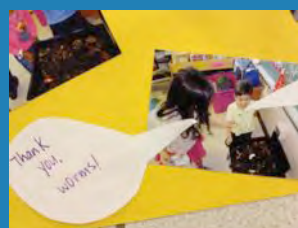
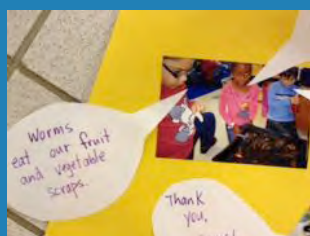
Ms. McCarthy, our cluster teacher, began a worm-composting program at our school. Last year we created our first compost that operated in a plastic bin stuffed with newspapers, magazines, compost materials and of course the hard working worms. The composting

system was not as successful as planned. Many of the worms died because it was too compact and not enough air circulation.

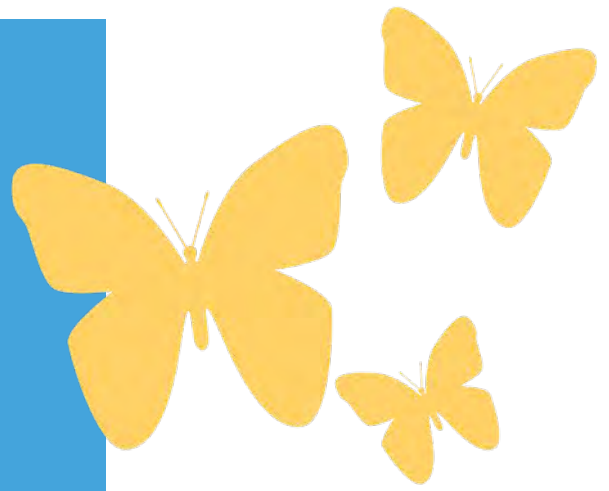
This year, a compost system was purchased. The compost system is located inside one of the classrooms that run the lunch club. A select group of students are in charge of the operation of this compost. They are able to place the right amount of food scraps that are collected in our cafeteria into the bins. This year's compost has been much more successful than last years. We've learned not to over stuff it and allow the worms to do their work. Classes are also able to investigate the compost during their respective allotted times. We are hoping to make improvements for the years to come and develop a larger composting system where more students can be engaged on a daily



The students learned about caring for the worms, definition of composting materials, how to care for the worm bins and creating a compost systems.



THE WIND BENEATH OUR WINGS



We want to acknowledge all that have supported and participated in the beautiful makeover of PS 76Q over this past school year. Without their support we would have not been able to showcase our transformational projects.



A Beautiful Transformation

A Special Thanks ...

PS 76Q continues to strive to create a better world for the children of the future.

