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Team **Up** to Clean **Up**



Elementary Division
Manhattan Borough
Winner

PS 166
Richard Rodgers School
of the Arts & Technology

2013 GOLDEN APPLE AWARDS

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of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



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Bureau of Waste Prevention, Reuse and Recycling
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2013 Golden Apple Awards Contest Entry Judging Info

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



ID Info: 13032

School: PS 166 Richard Rodgers School of the Arts & Technology

Grade Division: LM

Borough: M

Golden Shovel Award contestant
(for borough Master School Composter)

2013 Project Entries received for:

School Population: total # 609

Core Group: **Total Participating:**

TrashMasters! Super Recyclers

Received:

TrashMasters! Reduce & Reuse Challenge

Received:

TrashMasters! Team Up to Clean Up

21

609

Flower Power: How We Beautified Our Community

Received: 5/1/2013

Ongoing since 2005, parents and students in PS 166's Gardening Committee care for the street trees in front of the school; they plant bulbs, clean the pits, and water the trees. In 2007 they built and installed tree guards, and placed plants in their Reading Garden. In 2010, with grant funding from the NYC Council, the Committee purchased soil, furniture, and equipment, and began transforming the school's Reading Garden into an edible garden/ outdoor classroom/ green playspace for the entire school community. The Kindergarten yard, renovated in 2009, was also enhanced with flowering bushes, fruit trees, and beds of herbs. In March 2013, as part of efforts to connect more grades and families to the garden, a Kindergarten gardening program and a "Garden Club" were launched. A campaign to rid the block of dog waste is also underway.

Prior Year Entries:

12:SR-hon,RR-part;13:TU-B

Current Prizes

13:TU-boro

School Contact Information:

Phone: 212-678-2829

Address: 132 W 89 ST
NEW YORK

10024

Contest Coordinator:

Rachelle King

Block&Lot: 1012190047

DOE Location: M166

DOE Bldg: M166

Principal:

Debra Mastriano

Sustainability Coord:

Deborah Middleton, 3rd Gr teacher

REQUIRED for Super Recyclers only:

Custodian: Douglas Orejuela

Info Confirmed: 5/16/2013

Printed: 6/26/2013

2013 Golden Apple Awards “Team Up to Clean Up” Contest Entry

PS166M
Richard Rodgers School of Arts & Technology
132 West 89th Street
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Phone (212) 678-2829
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Principal: Debra Mastriano
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Contest Coordinator: Rachelle King, Art Teacher
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Rking666@aol.com

May 1, 2013

PS 166 is a K-5 school on Manhattan’s Upper West Side, serving 609 children. For over a decade, the administration, parents, students, and staff of PS 166 have dedicated themselves to nurturing students’ connection to nature, and creating a culture of environmental awareness and responsibility within the school and community. This has been achieved through various in-school initiatives, starting with the [creation of an outdoor Reading Garden in 2001](#) and - since 2005 - through projects spearheaded by the PS 166 Green/Wellness Committee and the PS 166 Gardening Committee. These have included: providing healthy cafeteria food through the Wellness in the Schools program, growing a beautiful garden that serves up a bounty of herbs and vegetables for our cafeteria, integrating gardening and sustainable farming into the curriculum, using alternatives to styrofoam in the cafeteria and for school functions and events, distributing green cleaners to all classrooms annually, launching recycling, upcycling and waste-reduction campaigns, engaging the school in [energy conservation campaigns](#), establishing a No-Idling zone outside of the school, celebrating Earth Day, selling waste-free lunch products, and helping children to adopt environmentally responsible habits.

PS 166 is an active member of the District 3 Green Schools Group and partners with non-profit organizations, elected officials, as well as PTAs from local schools who support and/or engage in school sustainability efforts. We have partnered with PS 199, for example, on a sneaker recycling campaign. We have also collaborated with private companies like Royal Waste Services (2013) to host an [annual communal paper shredding event](#), that offers dozens of Upper West Siders the opportunity to safely shred and recycle unwanted paper around tax time and Earth Day.

In February, 2012, PS 166 was one of eight District 3 schools that launched a [food waste and bagasse tray composting program](#), in partnership with the private waste hauler IESI, that diverted an average of 450 pounds of food waste from landfill daily, and reduced the volume of cafeteria garbage by 85% in those eight schools. The pilot became a model for a [citywide school food composting expansion](#), first announced by Mayor Bloomberg in [his February 2013 State of the City address](#). Our efforts are documented, as time allows, on a dedicated [PS 166 green website page](#).

CONTEST ENTRY INFO:

Borough: Manhattan

Grade Division: Elementary

“PS 166’s Flower Power: How We Beautified Our Community”



Contest Entry Summary:

In 2005, PS 166’s Gardening Committee began beautifying our community by caring for the street trees on W. 89th Street in front of the school. Teams of parents and students planted bulbs, cleaned the pits and watered the trees. In 2007 they built and installed wooden tree guards to protect the tree pits. Flowers and herbs were planted in a couple of pots in the existing Reading Garden. In 2010, with grant funding from the NYC Council, the Committee purchased several wooden planter boxes, wooden benches, large colorful vases, tables with umbrellas, soil and equipment, and began transforming the school’s Reading Garden into a glorious edible garden/outdoor classroom/green play space for the entire school community. The Kindergarten yard, renovated in 2009, was also enhanced with flowering bushes, fruit trees and beds of herbs. In 2011, permanent wrought iron tree guards replaced the temporary wooden guards, creating a sense of uniformity and order. The school was also able to get four cherry trees planted in the school’s playground. In March 2013, as part of efforts to connect more grades and families to the garden, a Kindergarten gardening program and a “Garden Club” were launched. A campaign to rid our block of dog waste is also underway.

STUDENT INVOLVEMENT:

Student Participation:	Core Group: 21
Student Participation:	Total: 609
School Population:	Total: 609

IMPLEMENTATION

Why This Project?

PS 166 had the good fortune of having two large yards that were being under-utilized: a “[Reading Garden](#),” created in 2001, and a Kindergarten play yard. The opportunity to make them function as outdoor learning/green play spaces, especially in light of our green initiatives and existing horticultural programs, seemed the logical thing to do. Caring for our street trees and cleaning up our block was also a logical tie-in, which grew out of our love for our school and our community.



BEFORE: PS 166 Reading Garden, 2009



BEFORE: PS 166 Kindergarten play yard, 2009

What Did You Do? (The Transformation)

The Gardening Committee started in 2005, caring for the tree pits outside the school, and planting in pots in the garden, and expanded a little each year as the budget allowed. In 2010, thanks to generous grants from NYC Council member Gale Brewer, Grow to Learn, the Greenacre Foundation and others, and the very hard work of parent gardeners, PS 166’s Reading Garden and the Kindergarten yard, were transformed into lush edible gardens and outdoor classrooms. Today, PS 166’s students, staff, and parents have green outdoor spaces that are used for performances, class projects and parties, after school homework, meetings, special events, play and relaxation.

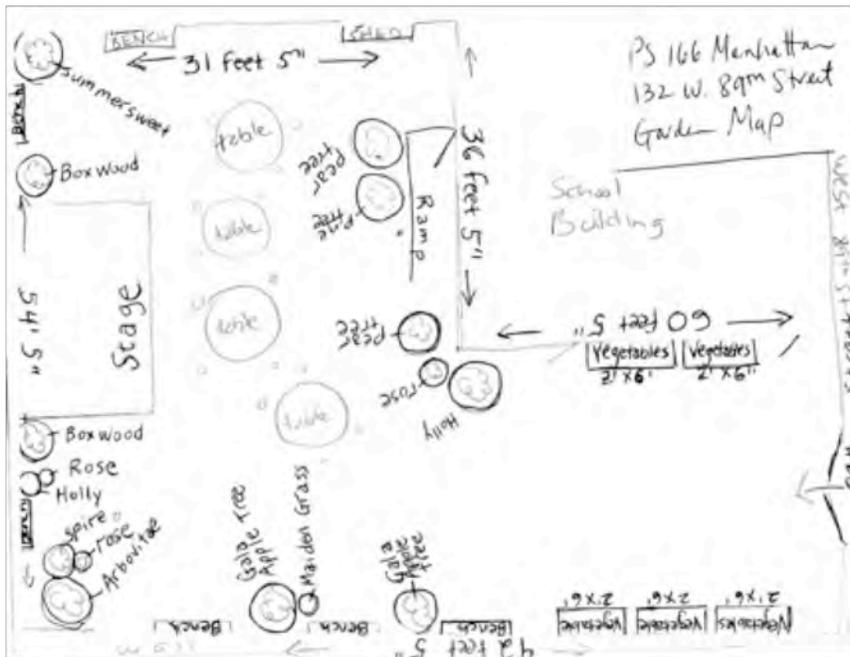


AFTER: PS 166 garden. 2013



AFTER: PS 166 Kindergarten yard, 2010

PS 166's Kindergarten play yard underwent its renovation in 2009, thanks to a capital grant from Manhattan Borough President Scott Stringer and a collaboration with [Out2Play](#) and [ESI Design](#) - one of the world's foremost experiential design firms (see attached plans, pp. 16-17). The thematic design for the play yard was "City to Country," with an active area at one end of the yard and a quiet area at the other. The active area or "city" included a large, new climbing structure and new safety surface as well as a small running track painted on new concrete. After "crossing the river," children move to the quiet area or "country" which includes large, colorful planters filled with flowering plants, herbs, shrubs and small trees, plus benches for reading or relaxing. A colorful mural on the high perimeter wall provides a dynamic background to the play area. In keeping with the school's emphasis on science enrichment, the renovated Kindergarten yard also includes four rain barrels and a composter to provide the children with hands-on experiences.



Project Planning:

As part of the main garden renovation, the Gardening Committee drew a sketch of their vision for the new garden space. After funding was secured, a stage was built and large colorful tables and umbrellas were purchased for students to sit at/work on. The Gardening Committee took many road trips to buy supplies, hauled and poured bags of soil and mulch, planted fruit trees, herbs, vegetables, wild grasses, roses and flowering shrubs.



Colorful tables and chairs grace the new garden



Children use the new stage in the garden for performances

Caring for the Trees

Grant funds were also used to beautify the tree pits directly in front of the school. English Ivy was planted around the base of the trees. Fresh mulch was added. Iron tree pit guards were installed in 2011, replacing temporary wooden guards from 2007. Thanks to a donation of free flowers, through a collaboration with the Mandell School and its “[Kids Grow New York](#)” program, PS 166 organized weekend flower plantings in the tree pits (2010 -2011).



Wrought iron tree guards and signs.



Planting flowers in our tree pits.

Mos recently, a newly formed “Garden Club” – an arm of the Gardening Committee - has brought PS 166 families together to continue the weekend flower plantings in the Spring.



Community Engagement for Beautification

The Garden Club has also organized a group of our children, grades K – 4, to draw signs asking our community not to throw garbage in the tree pits, or let their dogs urinate or defecate in or around them. These signs were laminated and hung around the tree trunks.



Dealing With Dog Waste

In 2013, because of a chronic dog waste problem on W. 89th Street, which results in children, parents and teachers stepping in the filth and tracking it into the school, the PS 166 PTA purchased and installed boxes, complete with dog waste bags, in two locations on the school block. The bags are replenished by the school. Preliminary evidence from the past two months suggests that the boxes seem to be making a difference already, as the amount of dog waste on the block has diminished!



In 2013, the PTA installed two boxes, with dog waste bags, on W. 89th Street to deal with a chronic dog waste problem on the block. They have already made a difference!

Planting Trees in the W. 89th Street Playground

The [West 89th Street playground](#), adjacent to PS 166 and managed by the NYC Parks Department, is used by PS 166 students during and after school hours. In the Fall of 2011, PS 166 PTA members approached the NYC Department of Parks and Recreation's (DPR's) Forestry division to address the "mud pits" at the west end of the playground. The empty pits of dirt accumulated standing water and attracted mosquitoes. In addition, parents felt that trees would create much-needed shade in the hot summer months. The NYC DPR provided four *Prunus sargentii* 'Columnaris' (cherry) trees as part of an existing tree planting program. The trees were selected for their lovely spring flowers and ability to provide shade.

Unfortunately, two of the trees were damaged during Superstorm Sandy.



BEFORE: PS 166 W. 89 playground in 2010, prior to the planting of trees



AFTER: Four cherry trees were planted in 2012

Student Involvement:

Students learn, plant, and play in the garden, as well as help care for the street trees. The goal is for both children and adults to feel a sense of personal responsibility and love for our garden, trees and flowers and - through their involvement in helping to grow food and beautify the block - develop a sense of pride about what they have accomplished for our school and community.

Teaching PS 166's children about personal responsibility, and why it's important to care for the Earth and their community begins with an effort to integrate gardening and environmental education into the PS 166 curriculum and after school programs.

The "Garden Club": Student members of the Garden Club and their parents participate in weekend tree pit cleanings and plantings. They created signs for the trees on the block, asking people to respect the trees/tree pits. This Spring, the Club is piloting an after school gardening class, led by a community gardener, that will teach children to care for the garden, and to create wildlife habitat through the building and installation of birdhouses using [Eco-Schools USA's School Grounds pathway](#), among other things. (PS 166 is a registered Eco-School).

Kindergarteners: This past March, for the very first time, PS 166's Green/Wellness Committee organized a grade-wide Kindergarten planting for about 125 children. Each class received a bag of seed starter and seeds for lettuces, beans, tomatoes, basil, squash, peppers and marigold (pests hate marigolds). They planted these in compostable cups, which they are keeping in their classrooms until they can transplant them outside in the K yard in new wooden box planters at the beginning of May.

Second graders: Every Fall, for the last three years, PS 166's second graders have taken field trips to visit the local farmer's market, to learn about New York State farmers and seasonal food production. In June, they take a trip to the Stone Barns Center for Food and Agriculture in Pocantico Hills, to see a working sustainable farm first-hand. They also work in the West Side Community Garden across the street from the school.

Third graders: As part of a collaboration with the Horticulture Society of New York (HSNY), in place since 2006, third graders integrate horticulture and ecology lessons into their science curriculum for seven weeks through the planting of vegetables (lettuce, tomatoes, cucumbers, squash, broccoli, and peppers), herbs and flowers in wooden planter boxes. Students not only plant vegetables, they also get to pick and eat what they planted



Horticulture Society staff and PS 166 3rd graders work together for 7 weeks every Spring



Wooden planter boxes brimming with produce

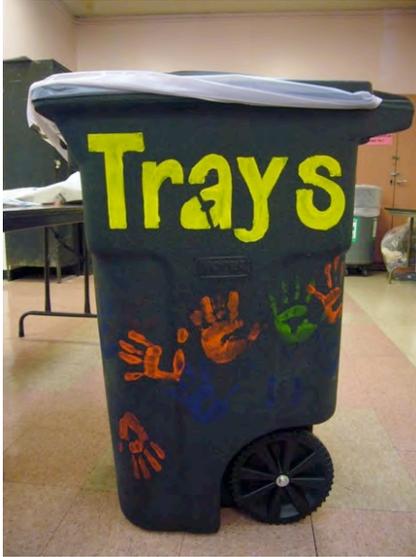
School-wide: Each year, the entire school is invited to see what has been planted by the third graders and shares in the experience of watching the vegetables grow.

In 2011, our garden was certified with the City's Garden to Café program. School Food and Wellness in the Schools (WITS) chefs are able to use many of the garden's herbs, lettuces and tomatoes in the kitchen several times a year during school-wide WITS Café and Harvest Days. Children taste what they or their peers have grown in the garden and participate in WITS-sponsored cooking classes and cooking demos using produce from the garden.



WITS Chef Stefanie Devic harvests lettuces from PS 166's garden for a Harvest Day meal

All children and classroom assistants participate in PS 166's **cafeteria composting program**. PS 166 was one of eight District 3 schools that began a successful food and tray waste composting pilot in February 2012 which became a model for the City. The City currently manages the expanded pilot in over 100 schools and is [set to take it citywide in two years!](#) PS 166 is very proud of its pioneer status. A summary of the pilot data and photos can be found at greenschoolsnyc.com Because sorting food waste can be a messy job, older students don rubber gloves during breakfast and lunch, and help younger students at the source separation station below. In 2012, members of PS 166's 5th grade student council decided to beautify our composting totes by painting them with colorful food and hand motifs.





By taking the children to visit the farmer’s markets and teaching them where their food comes from, showing them how to grow their own food, teaching them how to cook the food they grow, explain why they’re eating healthier food in the cafeteria, and closing the loop through composting, they start to understand the vitally important connections between everyday food choices, personal health, and environmental stewardship. Studies have shown that children who grow and cook food at school not only increase their knowledge of healthy

food, but eat one and a half more servings of fruits and vegetables daily than those who don’t have such programs. Previous studies on the benefits of school gardens have not only demonstrated increased nutritional knowledge, but heightened environmental awareness, improved academic performance, and improved social skills.

Promotion:

The work of the Garden Committee has been disseminated to the PS 166 community via the school Yahoo group listserv and the school website. Invitations to community events such as weekend plantings, as well as after school program offerings, have been emailed and backpacked to the entire school and posted on the PTA bulletin board. The PTA sent out press releases, in 2010 and 2011 to local media, announcing ribbon-cutting events for the renovated garden spaces.



Above, left to right: Edwin Schlossberg of ESI Design, NYC Council member Gale Brewer, PS 166 Principal Debbie Hand, Manhattan Borough President Scott Stringer, and Andrea Wenner, Executive Director of Out2Play cut the ribbon for PS 166’s renovated K play yard, October 18, 2010



Council Member Gale Brewer’s Chief of Staff, Shula Warren, helps composer Mary Rodgers Guettel, daughter of composer Richard Rodgers, cut the ribbon for PS 166’s renovated garden, June 14, 2011

Formal invitations to these events were sent to everyone who had a hand in helping to realize the renovations: local elected officials/funders, city agency staff, companies that offered pro-bono supplies and/or services, etc. Our partners have also publicized these events on their own websites, [blogs](#), or e-newsletters, thereby magnifying our reach. Special events are used as a forum to invite people into the garden and publicly thank the many parent volunteers, friends, sponsors, and non-profit partners who help make our school wonderful. Students often make presentations at these events, to express their appreciation to the guests. PTA breakfasts and meetings of all sorts are held in the garden in the spring and summer – a great way to introduce outsiders to the garden and remind our own community about how fortunate we are to have such a beautiful space.

During annual school-wide events like Fall Fest, summer dance performance, used book sale, and the like, the main garden is open for the whole community to enjoy. When viewed from the sidewalk, our garden is bright, colorful, lush and inviting.



Special events are held in the main garden



Fruit trees in PS 166's garden are lush and inviting

Collaboration:

None of the work that was accomplished to renovate the garden spaces and beautify the community would have been possible without the collaboration of a variety of partners. Local elected officials including Council member Gale Brewer and Manhattan Borough President Scott Stringer have been stalwart supporters of our school, school gardens, and environmental education, and provided the funding necessary for the renovation of the gardens. Numerous foundations including Greenacre, The Lowenstein Foundation, and Grow to Learn provided funding for the Gardening Committee and horticulture programs. The PS 166 PTA also provides additional funds for gardening supplies as needed.

For-profit companies such as RoArt, donated design services for the original Reading Garden. ESI Design provided pro-bono design services for the K yard renovation. Out2Play, a non-profit, provided logistical and material support.

Neighborhood stores like the Plant Shed on West 96th Street have donated and/or deeply discounted gardening supplies. Out of town stores like Stew Leonard's have also offered generous discounts.

The Gardening Committee and parent volunteers have worked with city agencies on various phases of gardening and tree-related projects. For example, they worked with the NYC Department of Parks and Recreation's Forestry division to get cherry trees planted in the playground, the DOE School Construction Authority to get the wrought iron tree guards for the tree pits, and the Division of School Facilities to enlist the custodians' help to water the garden and trees over the summer.

In addition, numerous non-profit partners, like the Horticulture Society, provide programming that help our children learn about gardening, healthy food, and sustainability. Wellness in the Schools' culinary graduates work alongside our DOE School Food kitchen staff, as well as with our children, to teach them how to cook up produce from the garden; and Food Network TV celebrity chefs like Jonathan Waxman and Aaron Sanchez make special appearances in the PS 166 cafeteria several times a year to get kids excited about cooking and tasting healthy foods.



Food Network TV's "Chopped" celebrity chef and PS 166 alum Aaron Sanchez led a cooking demo for a WITS Café Day, April 23, 2013

The Horticulture Society of New York, the West Side Community Garden, and the Stone Barns Center for Food and Agriculture all provide important programming as well.

Lastly, none of the garden renovations or tree pit cleanups would have become a reality without the tireless efforts of PS 166 parent volunteers, who envisioned the projects, sought the funding and

material support for them, oversaw the renovations, managed the finances, drove out to select and purchase the plants and soil, did the back-breaking labor involved in moving giant pots, shoveling dirt, transplanting trees, planting, watering, and more.

Despite several administrative transitions that included four different Principals in the span of eight years, all were supportive of the garden projects and related programming. Several teachers have embraced the garden by conducting their classes outside and bringing vermi-compost bins into their classrooms.

Educational Components:

At the moment, three grades are actively incorporating garden education into their curriculum: Kindergarten, second grade, and third grade.

Kindergarten teachers are tying the grade-wide plantings to the K curriculum unit on [farming](#) and [plants](#).

Second graders' visit to the farmers market, Stone Barns, and the West Side Community garden are being tied into curriculum units on plants as well as communities: urban, farming and rural.



Third graders enjoy HSNY's "Apple Seed" program, which runs for 7 weeks in the garden and is tied to the 3rd grade science curriculum. The program includes environmental studies, plant function and anatomy, and outdoor garden studies. The children use active observation and hands-on skills to study flowers, leaves and trees, examine red wiggler worms, and investigate the ecology of the urban environment. They germinate plants from seed, record weather findings, and conduct plant experiments.

They also learn about pollinators, release ladybugs, write nature poetry, pick and eat vegetables they have grown, and help maintain the garden. A new after school gardening class, which will be piloted this Spring, as well as hopes for an expanded gardening program with YMCA students, aims to grow the number of children that connect to the garden.

We believe that, through our gardening, street tree care, and block beautification activities, we are educating the community about personal responsibility and environmental stewardship.

PROJECT ANALYSIS:

What worked?

Everything worked because two extremely ambitious garden renovation projects were funded and completed! We got the support we needed from the school administration and the PTA; we secured large grants from city officials for the renovations, as well as smaller grants from foundations needed to purchase supplies; we were fortunate to have a core group of parents who dedicated themselves to negotiating and managing every step of what was often a very long and frustrating multi-year process that required patience, perseverance, and a fair amount of diplomacy. These parents were also willing to engage in ongoing hard physical labor to maintain the garden. Today we have a dedicated Garden Committee that is seeking to engage the community in taking care of our garden and our street trees, and incorporating the garden more broadly into the school curriculum across the grades and into the after school programs.

What didn't work?

Although there must be some measure of control by a core group of gardeners about what is planted and pruned, to ensure that the garden is well taken care of and remains a beautiful place for all to enjoy, we would like to see increased participation rates among parents and teachers in gardening and street tree care activities. Parents have busy lives and volunteering in the garden is not everyone's top priority. This means that the hard work is consistently done by a very small, dedicated group of parent volunteers. Sometimes, the garden suffers from a lack of constant attention. That being said, the quality and number of communications from the Gardening Committee could be improved and increased to let people know that volunteers are needed and welcomed. In addition, teachers – including our school's Sustainability Coordinator who is a third grade teacher - are overwhelmed with test preparation, Common Core, quality reviews, data requirements and the like, and sadly do not have time to think about ways they might use the

garden for fun, project-based learning activities that would actually engage their students and improve test scores.

To remedy this situation, the Gardening Committee plans to ask each class to adopt our gardens and street trees for two weeks during the school year. Every class would have a gardening captain. The class would be responsible for cleaning up the gardens and tree pits, watering, and making sure the flowers are doing well. Introducing grade-specific lesson plans, aligned with the Common Core, to encourage teachers to use the garden has also been discussed.

Applicability to Other Schools:

The problems of low volunteerism and teacher burnout are not unique to our school. History shows that many pioneering projects are typically taken on by a core group of dedicated individuals who are passionate about what they are doing. However, to ensure broader participation by the community, there must be consistent outreach - to families, teachers, Principals, PTAs, elected officials, reporters, foundations, non-profits - to publicize our work. We have found that it is also extremely important to keep records of all the work that is done, including copies of plans/designs, grant proposals, letters to/from funders, correspondence, garden history, and sources for supplies, in a Committee binder that can be passed onto the next set of volunteers who come on board after you're gone. This will ensure that a history of your accomplishments is preserved and the next set of volunteers will have useful information at their fingertips.

Measuring Success:

We measure success by the fact that we have two beautiful gardens and well-kept tree pits that are enjoyed by our entire school community every day. Teachers hold classes outside, students play in the gardens or use the main garden as a quiet space to do homework, and the YMCA students enjoy the garden space after school. Our successful cafeteria composting (and recycling) programs demonstrate that we are building a community of environmentally literate citizens. The gardens and composting program have raised PS 166's profile in the community and have helped build valuable partnerships with non-profit organizations, local elected officials, potential funders, and DOE leadership. Prospective parents, as well as grandparents, who tour PS 166 always praise the gardens, and the cafeteria composting program. Several parents have said that the ethic of environmental stewardship and level of community involvement that was apparent in

the school convinced them to send their children to PS 166.



Some things however, like the true value of the gardens – cannot be measured in a standard sense. Studies have shown, for example, that being around plants helps soothe people and improve concentration. “Tasks performed while under the calming influence of nature are performed better and with greater accuracy, yielding a higher quality result. Moreover, being outside in a natural environment can improve memory performance and attention span by 20%.”

Therefore, simply having the gardens is an immeasurable benefit to all of us.

Future Plans:

PS 166 would use the Golden Apple grant award to install wrought iron tree pit guards around the remaining seven tree pits that run along the front of our playground. Currently, dog urine, feces and foot traffic prohibit any real beautification of the block. We believe that permanent, attractive iron guards would go a long way towards beautification for the future.



We would also use any spare funds to maintain the trees on the block. This would include placing a fresh bed of mulch in the tree pits every Spring, as well as perennial ground cover plants such as ivy. [Curb Your Dog signs from Trees New York \(\\$25 each\)](#) would also be helpful. Finally, we would like to have funds to purchase two additional dog waste boxes for the block, and be able to replenish our supply of dog waste bags.

Other goals include expanding the gardening program at PS 166 by offering an after school gardening class, and free after school gardening sessions to PS 166 students enrolled in the YMCA program. Approximately 40% of the children attending the program are eligible for free lunch. Throughout the spring and early summer, these children play games in the garden. While it is

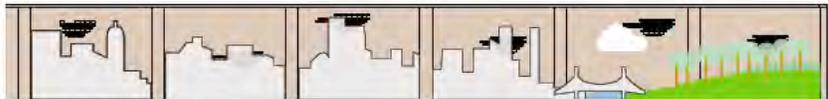
wonderful that they have a private outdoor space in which to play, the Garden Club would like to implement a weekly program where the children can learn about gardening, harvesting, recycling, and composting. The children would have the opportunity to plant throughout the school year and learn about the benefits of growing food, while creating enriching team work and community service experiences. This would hopefully create a corps of students who are interested and able to care for our garden and street trees. We would use funds from this grant to purchase books, gardening supplies and kits for the after school gardening programs.

We appreciate the opportunity to apply for the 2013 Golden Apple “Team Up to Clean Up” grant and hope you will consider the merits of our application.

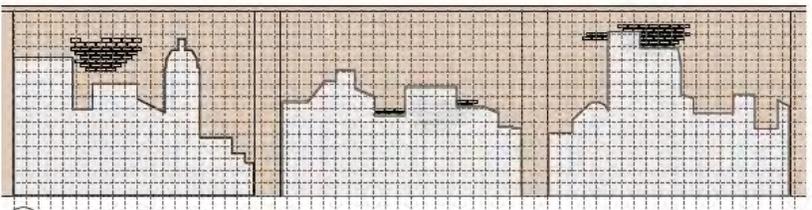
*Prepared by Emily Fano
Co-Chair, PS 166 Green/Wellness Committee
May 1, 2013*



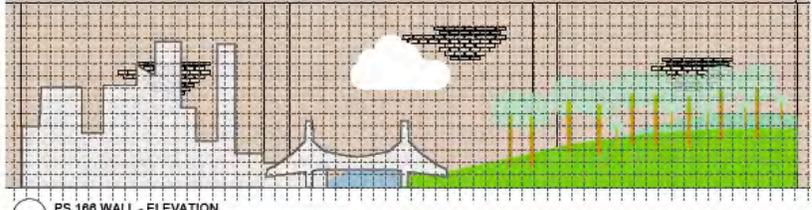
ESI Design's mural plans (above) and elevation plans (below) for the PS 166 Kindergarten play yard renovation, 2009



1 PS 166 WALL - ELEVATION
 Scale: 3/32" = 1'-0"



2 PS 166 WALL - ELEVATION
 Scale: 3/16" = 1'-0"



3 PS 166 WALL - ELEVATION
 Scale: 3/16" = 1'-0"

DESIGN.

ESI Design
 111 Fifth Avenue
 New York, NY 10003
 T 212 689 3963
 F 212 673 4061

This is a preliminary design and illustration and is not intended to be used for construction. It is subject to change without notice. The client shall be responsible for obtaining all necessary permits and approvals. The design is based on the information provided by the client and is not intended to be used for any other purpose. The design is not intended to be used for any other purpose.

DATE	REVISION
04/03/09	CM
04/10/09	CD

PS 166 PLAYGROUND
 ELEVATIONS
 ILLUSTRATION
 GUIDE

DATE: 09/10-0A
 DRAWING NO: EX01

ESI Design's Phase 1 plans for Kindergarten play yard renovation, 2009

