

askHRgreen.org Recycling & Beautification Subcommittee
Summary & Results for askHRgreen Mini-Grants Awarded in FY15

Total Projects Funded – 14

FY 15 Mini Grant Budget - \$6,000

Total Funds Awarded - \$6,000

Name of Project	School/facility	City/County	Awarded
Keep Deep Creek Green	New Fellowship Community Outreach	Chesapeake	\$500.00
Green Team Strikes Again	Spratley Gifted Center	Hampton	\$400.00
Teaching Children about Plant Diversity & Horticulture	Hines Middle School	Newport News	\$250.00
Plastic Bag Recycling Willoughby Civic League	Ocean View Elementary	Norfolk	\$500.00
Plastic Bag Recycling	Willoughby Elementary School	Norfolk	\$500.00
Butterfly Sensory Garden	Loch-Meadow Kindergarten	Norfolk	\$250.00
Surf & Turf: Habitat Improvements for the Schoolyard	Virginia Beach Middle School	Virginia Beach	\$248.00
Reaching for the Sky	Newtown Elementary School	Virginia Beach	\$426.00
Sweet, Sweet Strawberries to Eat	Newtown Elementary School	Virginia Beach	\$426.00
Matoaka Recycling Rangers	Matoaka Elementary School	Williamsburg	\$500.00
School Recycling Program	Matthew Whaley School	Williamsburg	\$500.00
Norge Elementary Goes Green	Norge Elementary School	Williamsburg	\$500.00
School Wide Cafeteria Recycling Program	Berkeley Middle School	Williamsburg	\$500.00
Wild About Birds at School	VCE-York Poquoson	York/Poquoson	\$500.00
Total Funds Awarded FY15			\$6,000.00

Keep Deep Creek Green – New Fellowship Community Outreach, Chesapeake – \$500

Project Description: The project is to bring awareness to the need to recycle and the objective is to have people drop off items that can be recycled. The recycle project will run from July 1 - July 31, 2015. Purchase recycle bins, print marketing material for advertisement. \$500.00, no other funds are being received. The recycle site will be at 2009 Broadmoor Avenue, Chesapeake, VA 23323.

Summary not yet received.

Green Team Strikes Again – Spratley Gifted Center, Hampton – \$400

Project Description: The Spratley Gifted Center has a very active Ecology Club of over 60 members. We recycle regularly and are in need of bins for our hallways. We collect aluminum cans and plastic bags throughout the year. By placing bins in the hallway, we hope to bring attention to the importance of recycling various materials. Our goal is to increase the amount of material that we recycle, so that at the end of the day, very little is in the trash can. VA SOL- The student will investigate and understand that natural resources are limited. Key concepts include c) recycling, reusing, and reducing consumption of natural resources.





Mini Grant Project Summary Form

Project title:

Teacher or Leader's Name:

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

We are collecting more recycled materials due to the clearly labeled bins. They are not being contaminated with trash. The students received many positive comments on how aesthetically pleasing they look in the halls.

What did the students enjoy the most about this project?

The students enjoyed be able to assemble the bins. They loved actively being involved in the process and then placing them around the school. On our first recycling day after the bins were put together, they were pleased that trash was placed in the proper place and the recycled materials were not "littered" with trash.

How could a similar project be improved? (Lessons learned, etc.)

The project went off without a hitch!

Please check off that you have included the following with your submission:

- Copy of receipt(s)
- Digital photos of youth engaged in the project
- Completed summary form

**Please email copy of receipts, digital photos and completed summary form to
HRGreen@hrpdcva.gov or mail to Attention: askHRgreen Mini Grant Program,
723 Woodlake Drive, Chesapeake VA, 23320.**

Teaching Children about Plant Diversity & Horticulture – Hines Middle School, Newport News – \$250 (split with Water Awareness)

Project Description: To broaden student's understanding of plant diversity through field trips and hands-on experiences. They will study different types of plants and plant adaptations to different biomes through plant posters, plant activities in class, and field trip to a plant nursery. March - start unit on genetic engineering and it's applications to horticulture (SOL LS12), April - field trip to Andersons, unit on living and nonliving factors in ecosystems (SOL 10), May/June - continue growing plants - unit on energy cycles and biomes (SOL LS 9)



Mini Grant Project Summary Form Project title: Teaching Children about the Diversity of Plants and Horticulture

Teacher or Leader's Name: Regina Bundy, Hines Middle School

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

Our project teaching about plants was a success! The students, teachers, and even the community have learned about plants diversity, types of plants in different biomes, soil, experimental design and vermicomposting systems. We worked in partnership with Anderson's Home and Garden Center who provided advice and support as needed. The project touched on many subjects being taught throughout the life science curriculum and culminated in beautiful flower and vegetable boxes that beautified our school entrance.

The project began by introducing students and teachers to a diversity of plants - tropical, annual and herb plants to select flowers and arrangements that would be suitable for full sun outdoor plants. Later in the year, Anderson's lent us plants to introduce various plants grown in various biomes bringing in topics of climate (rainfall and temperature) in terms of plant needs.

As students waited for our equipment to arrive (self-watering Earthboxes, seed starter kits and soil), they were introduced to worm composting as way to create soil. They compared sidewalk dirt with worm castings. They probed the compost to determine what food was composted. With the composter being in the classroom, we discussed the worm life cycle, soil organisms, waste reduction, and organic farming.

In the worm bin experiment, students have learned how to develop an experiment, differences between qualitative and quantitative data, identify independent and dependent variables and record the data. Students voted on which food to study and chose four types: ghost peppers, fried snap peas, twizzlers and melons. In the process, they learned how to turn their kitchen scraps into usable compost for our garden. The worm composter is in our classroom for every student to enjoy. We were surprised that ghost peppers were eaten so quickly and so were the fried sweet peas.

Students were given opportunities to grow plants in two different ways. The first phase was by designing a school garden out of recycled milk cartons as part of a STEM project. Approximately 10 students participated in this exciting activity and their design was displayed as part of recognizing Earth Day. These plants were later reused in our garden planters with our seed plants to beautify our school entrance as well as educate students about plants (vegetables) who could watch them grow.

The second opportunity was to watch and grow plants by seed. To begin, they prepared peat pots from the Grow-ems plant kits and each class chose a different garden theme – Taco, Ratatouille and Stir-Fry. Each class later had an opportunity to watch the peat pots from the seed kits to expand. This led to a discussion of the ability of some soils to hold water and wetlands.

What did the students enjoy the most about this project?

- Of course our students enjoyed feeding the worms and observing the worms.
- They loved playing with the soil, building the boxes and designing the garden.
- Our Hines community loved the flower boxes! Teachers, staff and parents all commented.
- Our milk carton garden with our students was featured in the newspaper. This was very exciting.
- Students wanted to establish a garden club next year. Two students and two teachers each adopted a Earthbox planter to use over the summer.
- Now that our students have vermicomposting experience, they really take pleasure in talking about it and teaching others.

How could a similar project be improved? (Lessons learned, etc.)

Scheduling a field trip was very difficult given the overlap of our SOL testing schedule, bus availability, and Anderson's biggest sales season. Anderson's lacked the manpower and time to plan it with us. Although we can up with a great option (using local extension office/master gardeners), it was too difficult to schedule. After a discussion with our SOL testing coordinator, I have learned that scheduling was further complicated by the new state option of SOL expedited retakes. Our project could be improved by incorporating students from the garden club next year and early scheduling of the field trip.

Please check off that you have included the following with your submission:

X Copy of receipt(s)

Digital photos of youth engaged in the project

Completed summary form Please email copy of receipts, digital photos and completed summary form to HRGreen@hrpdca.gov or mail to Attention: askHRgreen.org Mini Grant Program, 723 Woodlake Drive Chesapeake VA, 23320.

Plastic Bag Recycling – Ocean View Elementary/Willoughby Civic League, Norfolk - \$500

Project Description: The funding from this grant will provide a significant portion of the money required to resource the incentives portion of this recycling effort. This year's "prizes" will build on Science and Hand-On experiences and be linked to the Virginia Standards of Learning. Greater detail can be provided to more fully explain the specific funding if desired. Each year Trex, a manufacturer of composite decking products, sponsors the Plastic Film Recycling where schools compete against each other to collect the most plastic film (e.g., grocery bags, case overwrap); the collected wrap is eventually recycled and made into wood-composite decking and railing products. The local school that that collects the most plastic film over the 6-month competition wins a school-yard bench from Trex. Based on data discovered during the 2013-14 competition Willoughby believes that this recycling performance could be greatly increased if students were offered more frequent and immediate rewards. Willoughby has designed a program where frequent recycling competitions were held and where competition winners received awards or recognition of their performance. Using the school's participation in the Trex Challenge as the vehicle, Willoughby Elementary will conduct internal monthly competitions, and at the end of the month the collections the grade that collects the most plastic film that month wins. The results of the 2013-14 project confirmed that students seem to have performed better on the 2014 Science Standards of Learning Tests (especially in earth science and ecology related topics) than previous years when they were not afforded the numerous educational rewards programs opportunities sponsored/presented by this program.





Mini Grant Project Summary Form

Project title:

Teacher or Leader's Name:

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

What did the students enjoy the most about this project?

How could a similar project be improved? (Lessons learned, etc.)

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Plastic Bag Recycling –Willoughby Elementary School, Norfolk - \$500

Project Description: To broaden student's understanding of plant diversity through field trips and hands-on experiences. They will study different types of plants and plant adaptations to different biomes through plant posters, plant activities in class, and field trip to a plant nursery. March - start unit on genetic engineering and it's applications to horticulture (SOL LS12), April - field trip to Andersons, unit on living and nonliving factors in ecosystems (SOL 10), May/June - continue growing plants - unit on energy cycles and biomes (SOL LS 9)

Summary not yet received. Extending project into 2015-2016 school year per teacher.

Butterfly Sensory Garden – Loch-Meadow Kindergarten, Norfolk - \$250 (split with Stormwater Education)

Project Description: To create a learning and sensory garden space with a raised bed in an existing play area that currently has a poor drainage. (Planning to create a learning center in an existing off limits area of playground to the students due to poor drainage.) The objective is two fold: create useable space from an unusable section of playground and to attract butterflies for learning and exploration.



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Mini Grant Project Summary Form

Project title: Butterfly Sensory Garden

Teacher or Leader's Name: Temple Richardson

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

Our garden plot was built and planted by the students and an adult helper. We planted many flowers to draw the butterflies and help them complete their life cycle in our garden. We planted dill, parsley, indigo, coreopsis, butterfly bush, veronica, pentas, yarrow and milkweed. for our sensory garden area we planted lambs ears, spearmint, oregano and astilbe. We even planted citronella, to keep the mosquitoes away! The border of our gareden is planted with marigolds and vinca because they are pretty and we each got to plant one!! We each planted a terrarium in a water bottle to learn about the water cycle. We observed the condensation after evaporation. We explored how roots carry water up into celery leaves using food coloring. Saw what causes erosion. What did the students enjoy the most about this project?

Everyone enjoyed planting the garden. One child even went home and told his mother he wanted to be a botanist when he grew up. Our children are 3- 5 years old so getting dirty is their business. By adding water to the soil we just doubled the fun. Examining the plants and roots intrigued the children. Being able to plant their own plants was also a hit. The celery experiment definitely piqued their curiosity. Every time they walked past the celery, they checked to see if the colors had gone into the leaves. Also, seeing the water collectina on their terrarium gave way to many questions

How could a similar project be improved? (Lessons learned, etc.)

I would not do anything differently. I could not get the rain barrel donated so I had to purchase one and I had to wait until I had access to a truck. I plan to incorporate that into a school project in September when the children return to school.

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Surf & Turf: Habitat Improvements for the Schoolyard – Virginia Beach Middle School, Virginia Beach - \$248 (Split with Stormwater Education)

Project Description: The grant funds will be used to purchase native plants for the VBMS Butterfly Garden. This will help to expand and replace at least 3 species of milkweed and other plants for the Monarch Waystation. We are also going to mount a bluebird house, made from recycled materials, in the rain garden. Bluebirds have been seen on the school grounds. These items can be enjoyed by the whole school and the public using the city trails by the school. The Chesapeake Bay Foundation boat trip will allow the students to get an excellent education from an exciting hands-on experience. This trip allows them to know that they truly make a difference as they release the oysters the Environmental Club has been raising for reef restoration.





Mini Grant Project Summary Form

Project title: Surf and Turf: Habitat Improvements for the Schoolyard and Chesapeake Bay

Teacher or Leader's Name: Maurice A. Cullen

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

LS6: The student will investigate and understand that organisms within an ecosystem are dependent on one another and on non-living components of the environment-Students were able to see firsthand on the CBF boat trip how the bay ecosystem works. By applying what was taught in the classroom, students understood the food chains and food webs formed in the Bay. The non-living components of the bay, the salinity, dissolved oxygen, sunlight was discussed to tie in the importance. **LS9: The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem-** The students learned much here about adaptations from the close examination of specimens collected in the trawl. Adaptations based on where an animal lives-like a bottom feeder or design of fins for types of swimming. **LS10: The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time (daily, seasonal, and long term)** In the butterfly garden the students were able to see seasonal changes. After the snow melted, students were able to note the dormancy of the perennial plants. Spring brought major change as we had to weed out some stubborn invasive plants. Students were shown what plants were native and the importance of natives. By focusing on the food plants for different butterfly species, they can help restore declining butterfly populations (most notably the monarch). By releasing the oysters raised by the Environmental Club students, they can feel they make a difference for the future of the Lynnhaven River and ideally the Chesapeake Bay.

What did the students enjoy the most about this project?

There is no doubt that the students will have a lasting memory of the boat trip. However, they also enjoy when caterpillars are transferred from the butterfly garden to be raised in the classroom. There is excitement whenever a chrysalis is made and even more when the butterflies emerge!

How could a similar project be improved? (Lessons learned, etc.)

Improvement on this project would be to have more students get the same experience. However, there are logistics involved that make it prohibitive due to costs, availability of multiple trips, and time restraints from SOL testing windows. Butterfly gardens to do well, require lots of maintenance by adults to get to a manageable stage and require maintenance during the summer.

Please check off that you have included the following with your submission:

- ✓ Copy of receipt(s)
- ✓ Digital photos of youth engaged in the project (will send in a separate e-mail)
- ✓ Completed summary form

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Reach for the Sky – Newtown Elementary School, Virginia Beach - \$426

Project Description: This grant would allow for the expansion of the current garden plan to include climbing plants that produce things that can be used by humans. The initial intent is to grow birdhouse gourds and lufa sponges. Students will take the birdhouse gourds in to art class and paint them up and some can be used as birdhouses in the garden, some can be donated and some can go home with the students. The lufa sponges can be used as a bath scrubber or scrub dishes and can be donated or taken home. To add some attractiveness and something to attract butterflies and pollinators, Bearded Iris will be planted at the base of the lattice wall. There is no shade in the courtyard and the umbrellas will help with giving cover over students and staff that are in the courtyard. SOLs will be addressed.

Summary not yet received.

Sweet, Sweet Strawberries to Eat – Newtown Elementary School, Virginia Beach - \$426

Project Description: The gardens are being sectioned off so that different classes can “adopt a bed” and manage that portion of the garden, from the planting to the weeding and for the vegetables and herb, harvesting. We want to create a learning environment in our enclosed courtyard where students can learn about natural resources and where the food they eat comes from by building a strawberry patch that will allow students to have an extra fruit with their lunch come spring time. This is a Title I school with 80 percent of the students on free or reduced lunches. The umbrella will our students who are not use to the hot weather feel more comfortable in the hot sun of the courtyard. Every SOL listed below can be addressed in a series of lessons that span the entire school year for all 530 of our second and third graders. Beyond that, reading and writing objectives can be met through incorporation into the lessons as well.

Summary not yet received.

Matoaka Recycling Rangers – Matoaka Elementary School, Williamsburg - \$500

Project Description: Goal: to involve 5th grade students in the expansion of our recycling efforts in the school and ensure all the children become life long recyclers. To educate students about recycling; to educate students on the importance of recycling; to promote recycling to the students and encourage them to share the information at home and to carry these skills to middle and high school; to reduce the fees for solid waste removal by minimizing trash volume; to reduce the solid waste leaving the school and lessen our footprints; and increase the rate of recycling at Matoaka and homes of Matoaka families.





Mini Grant Project Summary Form

Project title:

Teacher or Leader's Name:

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

Successful. We are learning about the human impact on the environment.

What did the students enjoy the most about this project?

We have enjoyed helping the community and knowing that we are helping the environment.

How could a similar project be improved? (Lessons learned, etc.)

We should put up a list of what can be recycled and send representatives to each room explaining what can be recycled.

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School Recycling Program – Matthew Whaley School, Williamsburg – \$500

Project Description: To expand our recycling efforts in the classroom and the cafeteria to ensure the children become life long recyclers; to educate students on the importance of recycling; to educate students about what is recyclable; to promote recycling to youth so that they share the information at home and then take their skills with them to middle and high school; significantly increase the recycling rate at Matthew Whaley; establish a recycling protocol that can be shared with other WJCC schools; reduce solid waste leaving the school to decrease our footprint; and reduce solid waste fees by minimizing volume of trash.

Summary not yet received.

Norge Elementary Goes Green – Norge Elementary School, Williamsburg – \$500

Project Description: To increase the recycle capabilities of Norge Elementary, and decrease the amount of garbage. To educate students on the importance of recycling. To educate students about what is recyclable.



KC



Mini Grant Project Summary Form

Project title:

Teacher or Leader's Name:

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

With your generous grant, Norge Elementary School was able to purchase a bottle recycling center for the cafeteria, 10 rubbermaid 10 gallon containers for classrooms(Still short about 10), 4 dollies and 4 - 44 gallon Recycling containers. Some of the broken recycling containers in the classrooms were replaced, some classrooms which did not have any recycling containers have it now, and their are enough large recycling containers now to put around the school for students to empty their recycling when it is full. Also, the bottle center in the cafeteria has brought attention to the importance of recycling. The students are learning SOL 1.8 the importance of recycling, we are still working on WHAT is recyclable SOL k.11. I think the students moving on to middle school will take their recycling.

What did the students enjoy the most about this project?

The students enjoy knowing they are helping the environment. They also like the responsibility of emptying the recycling bins, and helping others know what can be recycled. Students on our Beep Beep News show tell and demonstrate what exactly should be done. The students love being able to focus on a problem that is within their reach to do something about. Thank you for jump starting this program.

How could a similar project be improved? (Lessons learned, etc.)

I just have to figure out how to come up with more funds to place more 10 gallon containers in all classrooms and offices. Students love the project, but some teachers feel that it is to hard to keep the recycling separated from the trash in their classrooms, so we are still tweaking. Education is the key! Thanks again!

Please check o that you have included the following with your submission:

- Copy of receipt(s)
- Digital photos of youth engaged in the project
- Completed summary form

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Please email copy of receipts, digital photos and completed summary form to HRGreen@hrpdcva.gov or mail to Address on: askHRgreen Mini Grant Program, 723 Woodlake Drive, Chesapeake VA, 23320.

School Wide Cafeteria Recycling Program – Berkeley Middle School, Williamsburg – \$500

Project Description: To implement a school wide recycling program which will train our Middle School students to recycle. The impact will reduce the amount of waste collected in our cafeteria as well as in our classrooms. LS.11 The students will investigate and understand the relationships between ecosystem dynamics and human activity.

Summary not yet received.

Wild About Birds at School – Virginia Cooperative Extension, York/Poquoson – \$500

Project Description: Since 2012, VCE-York/Poquoson has actively been providing nature education resources and outreach to twelve public schools (ten elementary schools, two high schools) in York County and the City of Poquoson as they have built or improved schoolyard habitats both for monarch butterflies and for K-12 education. Our goal in 2015 is a dual expansion--reaching out to additional schools in these two school divisions while broadening our habitat focus to attract and support wild birds. While monarchs may be observed and studied in our area during the summer and fall, a variety of birds may be observed here every day of the year. As a result, studying birds opens up additional opportunities for teachers to incorporate environmental education during class throughout the school year. Adding bird-friendly plants and amenities on school grounds is a cost-efficient way to entice the five newest schools in the program to explore and expand environmental education while offering something new to the twelve schools that have been diligently focusing on monarch conservation. Instead of simply providing habitat and educational materials to all 23 schools, we assessed interest levels via a survey. For the first part of the survey, students had to inventory bird-friendly features currently in existence on school grounds. Next, they rank-ordered a school wishlist of bird-friendly amenities for habitat improvement. Our volunteer outreach partner network, consisting of Master Gardeners and Virginia Master Naturalists, provided nature-based consultation and assistance when requested. Eighteen school communities expressed interest. Our objective is to provide each of these interested schools with two or more items from their wishlist this school year so they may make an immediate impact in support of wild birds. Along with one or more free habitat amenities, we will provide teachers with sample lesson plans and educational materials that relate directly to birds. The greatest impact to classroom education will come in future school years as the outreach partners continue to mentor teachers who will eventually become more familiar and comfortable with teaching outdoors. To stretch our funding, we are working with the woodworking department from New Horizons Regional Education Center. Students there will build items to our specifications, e.g. birdhouses, bird feeders, and insect homes, so long as we provide the raw materials. One of our top goals is for students, teachers, and administrators to appreciate that nature is all around us, not just tucked away in tropical rainforests and parks. We live in a truly amazing region! With this understanding, our next goal is to empower school communities to take positive actions at the local level, and collectively on a regional level, towards a better environment for our local native wildlife as well as the people who live here. Standards of Learning (SOLs) that this project addresses may be found in nearly all subjects.



Mini Grant Project Summary Form

Project title:

Teacher or Leader's Name:

Project Outcome: (Successes, results, how the project met SOL requirements, etc.)

What did the students enjoy the most about this project?

How could a similar project be improved? (Lessons learned, etc.)

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4-H Schoolyard Habitats Outreach A Youth Environmental Program of VCE-York/Poquoson Introduces “Wild About Birds At School”

Funding from  askHRgreen.org



First Graders label native plants
in the schoolyard habitat at Tabb
Elementary School in York County, VA.

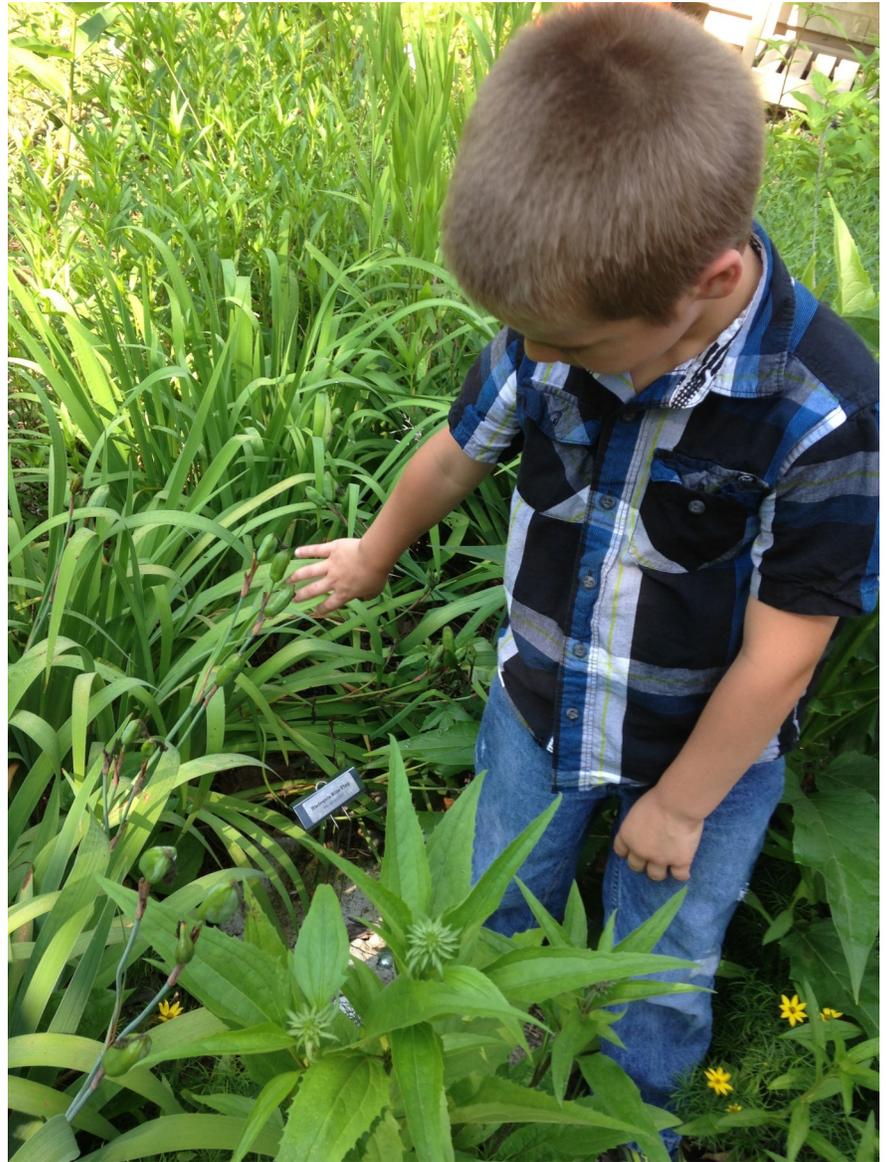
June 2015

Attachment 5-C

4-H Schoolyard Habitats Outreach

A Youth Environmental Program of VCE-York/Poquoson
Introduces “Wild About Birds At School”

Funding from  askHRgreen.org



Adding new native plant labels
to the schoolyard habitat at Tabb ES, a
K-5 public school in York County, VA.

June 2015

4-H Schoolyard Habitats Outreach *A Youth Environmental Program of VCE-York/Poquoson* Introduces “Wild About Birds At School”

Funding from  askHRgreen.org



Pam Gaspard’s First Graders are happy to show off their school’s new bird waterer!

Here’s a closer look of the bird waterer just after the product label was removed. One of the school’s two compost bins is visible in the background.

June 2015

