



## The Evergreen School

**School location:** Shoreline

**Began to participate in the Green Schools Program:** 2003–2005, again in 2012

**Level One of the Green Schools Program:** Achieved in December 2012

**Level Two of the Green Schools Program:** Achieved in May 2013

**Level Three of the Green Schools Program:** Achieved in May 2014

**Sustaining Green School recognition:** Achieved for

- 2014-15
- 2015-16
- 2017-18
- 2018-19
- 2021-22
- 2022-23

**Student Green Team recognition:** Multiple years, including 2022-23

### Waste Reduction and Recycling (Level One)

- The Evergreen School achieved and maintained a recycling rate of 65% and reduced its garbage volume by 50%.
- All-school waste audits were conducted by seventh-grade students in fall 2011 and 2012 with Recology, the waste management company serving City of Shoreline.
- Audit results were used to standardize recycling, composting and garbage bins as well as signs and information about what materials should be placed in each bin. Students made “What Goes in each Waste Bin” posters for common areas.
- The school replaced all plastic utensils and plastic water bottles in the school lunch program, classrooms, and school events with compostable or reusable supplies.
- Fourth- and fifth-grade students inspected classroom bins and reported to teachers if waste was not sorted correctly.
- School copy machines were set to print double-sided.



- Nearly all school communications, registration forms, and business office transactions were electronic, instead of on paper.
- At the start and end of the school year, staff held Free Cycle events where items no longer needed were placed in a location for others to take.
- At assemblies, in the weekly bulletin, and in e-newsletters, information was shared about waste reduction, recycling, reusing, and composting.
- The school eliminated subscriptions to unwanted newspapers, catalogues, and mail.
- All unwanted computer equipment was taken to a recycling facility.

## **Energy Conservation (Level Two)**

- Energy use was reduced by more than 30%, thanks to a new centralized automated management system and setting all thermostats to 65 - 67 degrees on school days.
- A 9.66 kilowatt solar electric system was installed in 2011-12 with a grant from Bonneville Education Foundation, Solar 4R Schools program, the class of 2011 parents, and two foundations.
- Evergreen participated in the Green School Alliance Green Cup Challenge, an annual energy conservation national competition, resulting in increased awareness of electricity use and a 12% reduction in electricity.
- Energy conservation tips were included in the weekly all school bulletin, on the internal school website, and sent to all staff via e-mail.
- In their science class, eighth-grade students conducted a school-wide, multi-year energy audit, analyzed the information, and recommended ways to reduce energy.
- During 2012-13, the school joined EPA's Energy Star Program to assess and improve energy conservation. In 2012, according to EPA Energy Star Target Finder, the school achieved a performance rating of 90 for K-12 schools.

## **Water Conservation (Level Three)**

- Annual water audits led to maintenance and replacement of leaky faucets, high-efficiency toilets and faucets, and improved irrigation practices.
- The school's sustainability coordinator and facilities director monitored monthly water bills for spikes in water consumption.



- Large containers of tap water were provided at school events, and students were encouraged to bring reusable water bottles to school.
- Students created and signed Green Pledges to conserve water.
- Most landscape was composed of native plants requiring little watering. Roughly 1% was grass and 14% protected wetlands, ponds, and streams.
- 43% of school grounds were devoted to ecologically beneficial uses with two bio-filtration swales and a 31% tree canopy.
- Fifth-grade students learned about their local watershed, conducted water quality tests, and studied invertebrates at several sites. They analyzed their data and presented it to other classes. Students visited Brightwater Center and learned how their daily actions influence the Puget Sound watershed.
- Kindergarten, fourth- and fifth-grade students removed non-native vegetation and planted native plants along the school's stream riparian zone.
- Third-grade students studied wetlands and how people impact wetland ecosystems, including the school's wetland and Twin Ponds Park in Shoreline.
- Fourth- and fifth-grade students conducted a biodiversity audit of school grounds and completed projects to benefit wildlife. Fifth-grade students worked with kindergarteners on a habitat area for amphibians in the school's wetland.

## **Sustaining Green School recognition**

The Evergreen School maintained its Level One waste reduction and recycling practices, Level Two energy conservation practices, and Level Three water conservation strategies. How the school built on its Level One through Three practices each year is described below.

## **Sustaining Green School 2014-15**

- The school formed a staff committee to audit, assess, and implement best practices for healthy schools that focused on indoor air quality, pest management, healthy food, and healthy classroom practices.
- In 2014-15, students and staff displayed "No idling" signs and reminded parents to turn off their engines while waiting to pick up students in the parking lot.



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- The school set up a system to facilitate carpooling to and from the school.
- Evergreen officially adopted a sustainable purchasing plan which was shared with all employees. The facilities manager asked the school's contracted cleaning company to only use products with the Green Seal.
- The school built a new Gold Certified LEED building complete with light sensors, LED lighting, and dual flush toilets.
- Sustainability and Environmental Curriculum Coordinator Janet Charnley presented the school's new Healthy School plan and Green Purchasing policies at a staff meeting in April 2015.

## **Sustaining Green School 2015-16**

- Reminders were sent to students about how to have a green Halloween and cut down on waste during the holiday season.
- First-grade students checked all faucets for leaks and reported leaks to the facilities staff so they could be fixed.
- The school standardized the colors of all recycling and garbage sorting stations, and installed two new outdoor recycling stations.
- Evergreen worked with the school's cleaning company to develop a cleaning system using non-toxic cleaning solutions. Teacher and sustainability coordinator Janet Charnley presented at a staff meeting about buying sustainable and non-toxic products and provided resources about which products or brands to purchase.
- The school received 10 "No Idling" signs to install in the student pick-up area.
- The school researched monthly paper purchases and met with intermediate and middle school teachers to brainstorm solutions for reducing paper use.

## **Sustaining Green School 2017-18**

- The school's new buildings were equipped with LED lighting and automatic light sensors.
- Email reminders were sent to staff to power down equipment and shut off lights when not needed.



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- Students learned about the importance of water conservation and storm water pollution prevention through classroom curriculum and the Salmon in the Classroom program.
- Anti-idle signs were posted in the school parking lots to reduce CO2 emissions.
- Two electric vehicle charging stations were installed at the school.
- Students planted a school vegetable garden with six raised edible garden beds. Students helped maintain and harvest the gardens.
- Newly constructed school buildings meet LEED standards.
- Students initiated projects focused on Green School practices, including searching for and reporting leaking faucets, testing faucet flows, and researching, piloting, and collecting feedback on two different faucet aerators for classroom sinks.
- Students searched, documented and reported blocked storm drains on campus, and designed a leaf-catching filter for storm drains.
- Fifth-grade students completed a Citizen Science Project with Seattle Public Utilities and Thornton Creek by testing water and tracking water pollution.
- Students created mulch and tested it in nearby wetlands, then added their mulch to a school garden bed and tracked plant growth in the “test” bed vs. the other beds.
- Ms. Charnley presented results of a paper audit at a monthly faculty/staff meeting and teachers discussed ways to help to reduce paper use.
- Fourth- and fifth-grade students tracked reams of copy paper used at copy machines and how much copy paper went unclaimed at the end of each week.
- The school completed an audit with Recology which determined recycling and organics collection was going well, but that more recyclables could be collected.
- The fourth- and fifth-grade Service Club shared its waste audit skit, song, and slide presentations with all Intermediate students, presented at an all-school Earth Day Assembly, and created signs showing what items should go into each waste bin.

## **Sustaining Green School 2018-19**

- A Middle School Restoration student club was formed. In partnership with stewards at City of Shoreline Twin Ponds Park, the club conducted monthly restoration work parties for students and community members.



- During Earth Week, each class learned about a Washington State endangered species, and created presentations to share with the rest of the school.
- On its website, City of Shoreline recognized the school for sustainability efforts.

## Environmental Education

- Fourth- and fifth-grade classes investigated conservation practices in the use, or re-use, of natural resources, conducted a survey of the biodiversity of the campus and explored sustainable practices at school. Based on their research, the students developed a presentation and a hands-on lesson that was delivered to the primary classrooms.
- In a Farm to Food unit, fourth- and fifth-grade students learned about the lifecycle of food, including resource use, energy, and soil and water conservation. They took field trips to Full Circle Farm, a public market, Pike Place Market, and a solid waste transfer station to learn about farming, food, and where waste goes in our region.
- Preschool, pre-kindergarten, first- and second-grade students used the school's garden beds to grow vegetables as part of their science and health curriculum.
- A fifth-grade science unit on weather explored solar energy, while students in the Pacific salmon unit investigated salmon populations and conducted water quality testing of a local salmon spawning stream. Fourth-grade science classes learned about renewable energy, including how windmills generate power.
- Sixth-grade health classes learned about global malnutrition and agricultural difficulties caused by intensive farming and loss of soil nutrients.
- In the Ecosystem Biology unit of seventh-grade science, students helped design a field study of the Elwha River system on the Olympic Peninsula. They analyzed ecosystem impacts of hydroelectric dams and evaluated and compared energy production and ecological impacts of different energy sources. The dams were removed in 2011 and students were involved in the long-term monitoring of this large-scale watershed restoration project.
- In eighth-grade science, students conducted a school-wide energy audit to analyze data and make recommendations about reducing energy use.
- In eighth-grade English, students participated in non-fiction book groups about the environment, and wrote essays on environmental or sustainability topics.



- Preschool and kindergarten classes learned about gardening, composting, reducing, reusing, recycling, wetlands, temperate rainforests, marine environments, and the impact of waste on the environment.
- In first grade, students learned about social justice and diversity, habitats, water conservation, ecosystems, packaging, and food banks.
- Second-grade students learned about local habitats, while third-grade students participated in service learning and green pledges, Native American use of local resources, wetlands, ethno-botany, and food webs.

## Transportation

- The school partnered with Community Transit to provide student bus services.
- In 2013-14, the school increased the number of staff members biking, walking, and using public transportation or Metro's Vanpool program by 13 percent.
- The school started parent volunteer positions for Neighborhood Carpool Captains who helped create carpools to and from The Evergreen School.
- A Community Transportation page was created for the school's website that listed alternative transportation options linked to the Neighborhood Carpool Captains.
- The Green Team promoted alternative transportation options through presentations at parent meetings, new parent and guardian orientation, back to school events, the school website, and in the all-school bulletin.

## Sustaining Green School 2021-22

- Ecology Club members distributed indoor plants to classrooms to improve indoor air quality, students' health, and wellbeing.
- On Earth Day, Ecology Club organized a nature scavenger hunt and nature art activities for all students at school.
- The school sent out emails to remind teachers to unplug their electronics and appliances before school breaks.
- The school provided presentations about recycling, green cleaning, and sustainable purchasing programs to all employees.
- Waste reduction, recycling, and anti-littering information was shared with students in classrooms, morning announcements, and assemblies.



- The school collected plastic film, polystyrene, electronics, and batteries to recycle.
- The intermediate Service Club conducted a classroom waste audit. Based on the results, the students created presentations discussing ways to take care of the environment, reduce, and sort waste properly to share with the school community.
- In sixth-grade math, students collected and documented types of waste around campus. Eighth-grade science students drafted a school climate pledge.
- Ecology Club members helped maintain the school's vegetable garden beds by weeding, planting vegetable seeds, and setting up a worm bin for vegetable scraps.
- Students in Pre-Kindergarten, second, fifth, and seventh grades involved in removing invasive plants, re-mulching, and picking up litter to maintain the health of Evergreen's forested wetland and intermittent stream.
- Each grade participated in planting native trees to improve wildlife habitat and reduce stream bank erosions.

## **Sustaining Green School 2022-23**

- The school continued its waste reduction and recycling practices, and achieved a recycling rate of 72%, with leadership from Janet Charnley, Sustainability and Science Coordinator, as well as the Operations Coordinator, Facilities Assistant, Education Technology Coordinator, and thirteen teachers and staff.
- All energy and water conservation practices, litter reduction efforts, and transportation program were maintained.
- A new weekly newsletter was created to email to all staff, and a Green Tip was included in each edition. The tips included waste, energy, and water conservation information, educational resources, and updates on student Green Team activities. Monthly staff meetings included presentations about recycling, green cleaning, energy and water conservation, and sustainable purchasing.
- In classrooms, morning announcements, and assemblies, students heard about waste reduction goals and recycling tips, the no littering campaign.
- Students maintained the school's vegetable garden beds and forested wetland area as part of class service projects or class activities.





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- The Healthy Schools Environment program at The Evergreen School includes green cleaning protocols, staff trainings about purchasing and using less-toxic, non-hazardous classroom materials.
- The Middle School Ecology Club of ten 6th-8th grade students led student environmental projects. At the start of the school year, former club members shared club information at a middle school assembly. The club met twice each month, completed projects for animal shelters, created educational materials about wildlife and how to protect their habitats, and improved campus garden beds and greenhouse.
- The Intermediate Service Club of 15 fourth- and fifth-grade students met once each week during lunch, focused on the problem of plastics in oceans, created a 3-D sculpture of an Orca whale and sea turtle with plastic litter attached, made presentations about the problems and solutions, and improved the school's website information about recycling at The Evergreen School.
- In fifth-grade science, students investigated the health of Thornton Creek and the Salish Sea, used the design thinking process to ideate solutions, develop a prototype of solutions, and receive feedback from city government and community group experts. They hosted a Community Scientist Summit where Evergreen students and students from two other schools presented their environmental projects. City of Shoreline and Thornton Creek Alliance guests attended the summit.
- Three fifth-grade students planned and conducted a park clean-up.
- Fourth- and fifth-grade classes learned about water conservation practices, composting, vermiculture, wildlife and trees native to Washington, and recycling and waste reduction. They developed a hands-on lesson that was delivered in a primary classroom. In Evergreen's forested wetland area, fourth- and fifth-grade students removed invasive plants, spread mulch, picked up litter, and planted native plants to improve wildlife habitat and reduce stream bank erosion.
- At an event in the school's forested area, 40 student and family volunteers cleared paths, removed invasive vegetation, mulched, and planted native plants.



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## **Awards**

- In spring 2013, the school received a U.S. Green Ribbon School award for reducing environmental impacts, including waste reduction, energy and water conservation, for excellence in health and wellness programs for students and staff, and for excellent environmental and sustainability education.
- In 2013, the school achieved a Silver Award through the National Wildlife Federation's Eco-Schools Program.
- In March 2012, the school received a Washington State Green Leader School, Pillar 3 Award for excellence in environmental and sustainability education.
- The school received the King County Green Globe Leader in Sustainable Schools Award in 2005 for outstanding efforts to expand conservation practices and raise awareness among students and staff.