



Vashon High School

School district: Vashon Island

School location: Vashon Island

Began participating in the Green Schools Program: November 2013

Level One of the Green Schools Program: Achieved in May 2014

Level Two of the Green Schools Program: Achieved in May 2016

Level Three of the Green Schools Program: Achieved in May 2022

Waste Reduction and Recycling (Level One)

- The school achieved a recycling rate of 49 percent.
- Recycling and garbage bins were placed in each classroom and office.
- In 2013-14, the school began to collect recyclable and compostable materials in its lunchroom.
- The school reduced waste by using durable plates, lunch trays, and utensils.
- Food scraps and leftover liquids from the lunchroom were collected daily and given to local pig and chicken farmers for use on their farms.
- The school installed reusable water bottle filler stations throughout the school to encourage students to use reusable water bottles.
- In 2013-14, the student Green Team:
 - Created three-dimensional posters to display around the school to inform students and staff about what can and can't go into each bin.
 - Presented to the school board in March 2014 about the school's Green School efforts and successes.
 - Held an assembly to educate other students and staff on waste reduction and recycling best practices.
 - Created a video about the importance of waste reduction and recycling and shared it with the school community.



- The school used PA announcements to share information on waste reduction and recycling efforts.
- Students used google documents for homework assignments and projects.
- All printers were set to automatically print double-sided to reduce paper consumption. Computers were not connected to printers in order to encourage use of the cloud and to reduce the amount of print outs for projects and homework assignments.
- In 2015-16, the student Green Team:
 - Added paper reuse boxes to classrooms for paper used only on one side so students could use the blank side for notes.
 - Hosted an educational booth at the school fair to engage their peers in learning about waste reduction and recycling practices.
 - Created a video about saving natural resources by recycling and composting.

Energy Conservation (Level Two)

- The student Green Team:
 - Regularly shared energy conservation tips and techniques with the school community.
 - Made posters about supporting salmon recovery through simple actions such as turning off lights in unoccupied rooms.
- To reduce energy use, students and staff manually turned off light switches when leaving rooms. The occupancy sensors shut off lights if someone forgot to turn them off.
- When not in use, all computers were shut down each evening to conserve energy.
- To conserve energy, the school building was managed by an nLight system with Sensorview software.



Water Conservation (Level Three)

- The student Green Team made posters and used Instagram to feature actions students could take to reduce water use and prevent water pollution at school and in the community. The posters were hung throughout the school.
- The student Green Team:
 - Participated in an environmental symposium at University of Washington to learn about pollution in the Puget Sound and how actions such as picking up dog poop can reduce water pollution.
 - Created a slideshow to present to the entire school about efficient and eco-friendly environmental practices, including water conservation and pollution prevention. The slide show included information about the school's water tank which collected rain water to flush school toilets, and about the school's rain gardens which allow rainwater to soak into the ground and fill the wells that provide the school with drinking water.
- The school reduced water use by installing faucet aerators, faucet motion sensors, low-flow faucets and shower heads, dual-flush toilets, and low-flow toilets and urinals.
- To maintain education and practices started in Levels One and Two, the school:
 - Made sure garbage, recycling, and food scrap bins were set up in common spaces with labels noting what materials can be placed in each.
 - Continued to give the collected food waste to local pig farmers.
 - Eliminated all plastic eating utensils.
 - Encouraged students and staff to turn off all lights when not in use.
 - Heated and cooled the school building with a geothermal heat pump which harvests energy from the ground, and uses it to heat the building. Since most energy use is due to heating and cooling of buildings, this heating system reduced the school's energy use.