



## King's High School

**School location:** Shoreline

**Began participating in the Green Schools Program:**  
April 2006

**Level One of the Green Schools Program:**  
Achieved in June 2009

**Level Two of the Green Schools Program:**  
Achieved in June 2012

**Level Three of the Green Schools Program:**  
Achieved in May 2016

**Sustaining Green School 2016-17:**  
Achieved in May 2017

**Sustaining Green School 2017-18:**  
Achieved in May 2018

**Sustaining Green School 2018-19:**  
Achieved in May 2019

**Sustaining Green School 2019-20**  
Achieved in December 2020



Reusable Water Bottle Campaign:  
Student campaign to raise awareness  
of the effects of bottled water



Water bottle filling station at the school

## Waste Reduction and Recycling (Level One)

- King's High maintained its 46 percent recycling rate.
- In 2015-16, Environmental Science students investigated the amount of paper used on campus and compared results to previous years.
- To reduce paper consumption, the school piloted digital methods of information delivery and submission.
- To replace paper towels, air dryers were installed in student bathrooms.
- Kitchen staff began to recycle steel cans.



Bee friendly garden at the school

- Environmental Science students collected data on what materials were being thrown away, recycled, and collected for compost. Students created signs for classroom recycling bins to help remind staff members and students.
- All batteries and light bulbs and tubes from the campus were recycled.
- Recycling bins provided by King County Green Schools Program were set up around the school and the school purchased recycling bins for the cafeteria and outdoor areas, including the school's Woolsey Stadium.
- All printers on campus were set to two-sided printing.
- Signs were posted throughout the school, on or above color-coded recycling stations, to remind students and staff about what items can and cannot be recycled and collected for compost. Student presentations and announcements also were used to encourage waste reduction and recycling practices.
- The school reused large tin cans from a local restaurant by painting them green and decorating them for collection of compostable materials in classrooms.
- Students created and aired a recycling video, and started to collect bottle caps to send to Aveda, a salon company that sends the caps to a manufacturer that uses them to make plastic containers for Aveda products.
- Students planned a community paper shredding/recycling and electronic recycling event with [Friendly Earth](#) (external), a national nonprofit organization and member of [E-Cycle Washington](#) (external) and the [Take it Back Network](#). At the event, information tables were set up to share what King's students are doing to be green.
- The campus participated in Apple's program to recycle old electronic equipment.
- Students conducted a research project on solid waste and the importance of recycling and then presented their findings.
- Classrooms received King County's Biodiversity, Earth Impact, and Food for Thought workshops throughout the year.



Mason bee house at the school

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

- To save energy, the school adjusted custodial schedules so work was completed during daylight hours.
- Energy efficient lights and fixtures were installed whenever possible and fluorescent bulbs were replaced with LED bulbs.
- Administrative staff encouraged energy conservation actions through daily announcements.
- Classroom thermostats used pre-set temperatures to conserve energy.
- The school partnered with Puget Sound Energy to conduct energy audits and make additional improvements.
- The new buildings on campus were fitted with light sensors that automatically shut off lights when rooms are empty.
- Emails were sent to staff members reminding them to shut off lights and equipment when not in use.

## **Water Conservation and Pollution Prevention (Level Three)**

- Environmental Science students researched how water was being used in the school and educated the school community on how to conserve water.
- Water conservation announcements were included in the weekly bulletin.
- Environmental Science students partnered with City of Shoreline and University of Washington Restoration Ecology students to remove invasive plants and re-establish native species in coastal dune habitat at Richmond Beach Saltwater Park.
- As part of both Biology and Environmental Science classes, students pledged to conserve resources on a daily basis. Many students elected to take shorter showers or use a reusable drink bottle. Environmental Science students tracked their progress for 40 days and wrote a personal reflection at the end.
- Environmental Science students launched a reusable water bottle campaign to reduce use of plastic water bottles at school. They collected empty plastic bottles from around campus for one week and built a display for the school on how much plastic was being consumed.

- King's High School installed two refillable water bottle stations.
- A rain garden was installed on the north side of the high school.
- Students sold reusable water bottles to raise funds and awareness for global clean water projects. By choosing reusable instead of single-use plastic water bottles, King's students and staff members avoided use of 13,792 single-use plastic water bottles in spring 2016.
- Environmental Science students researched the Cedar River watershed and issues surrounding storm water runoff in Puget Sound and presented their findings to school administrative staff as part of the water resource research project.
- Students collaborated with fifth-grade teachers and students at King's Elementary to plan and lead on-shore activities at Edmonds Beach where fifth-grade students learned about the importance of marshes, how to improve water quality, the dangers of marine debris to wildlife, and basics of food webs and tide pool ecology.

## **Sustaining Green School recognition**

King's High School earned Sustaining Green School recognition by sustaining and building on 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 Level Three successes each year is described below.

## **Sustaining Green School 2016-17**

- The school began collecting paper towels throughout the school and the towels were added to food scraps and other compostable materials and transported to Cedar Grove Composting.
- Environmental Science students built a raised garden bed outside the STEM building and learned about alternative irrigation methods including water saving "ollas" which they constructed out of unglazed flower pots.
- Students learned about the composting process and how Cedar Grove converts the campus yard waste into useable soil products.
- King's High School purchased Cedar Grove topsoil for the raised garden beds and planted bee-friendly plants.

- Environmental Science students studied the decline of honeybees and colony collapse disorder and set up a mason bee house with 20 cocoons to promote populations of native pollinators.
- Students created 3-D posters to remind the school on what can and cannot be recycled and to address misplaced items.
- To reduce waste, students conducted classroom water assessments and recorded the frequency of misplaced non-recyclable items.
- Students collected data on the school's use of electricity, water, and paper, as well as generation of solid waste, and then researched the impacts of this resource usage.
- Students presented strategies to reduce energy, water, and paper use to school administrators.
- Students partnered with University of Washington to help restore coastal habitat near Deer Creek. They removed invasive blackberries and scotch broom.

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

- The school switched to automatic hand dryers in bathrooms. Prior to the switch, the school purchased two large cases per month of paper towels for \$100 per month. Automatic hand dryers resulted in cost savings and waste reduction.
- Students volunteered at Saturday work parties in habitat restoration at Richmond Beach Saltwater Park. They removed invasive blackberries and scotch broom, planted natives, installed ollas for irrigation, and mulched the hillside.
- The school switched from purchasing lemon scented aerosols for bathrooms to a non-aerosol, non-fragrant product.
- The school partnered with City of Shoreline's adopt-a-storm drain program to label the drains on campus with No Dumping decals during the spring, with a plan to monitor and remove debris in 2018-19.

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

- Students partnered with the THIRST Project to raise awareness about the global water crisis and hold a fundraiser to build water wells.
- The Mayor of Shoreline, a member of the Orca task force, talked with environmental science students about orcas and salmon and inspired them to write letters to the state legislature.
- Students maintained drought-resistant raised garden beds outside the STEM building.

### **Sustaining Green School 2019-20**

- Students studied environmental issues related to stormwater, labelled campus storm drains, and raised awareness in the school community about preventing pollution in streams, rivers, and Puget Sound.
- Water bottle filling stations were installed and the Parent Booster Club gave students durable bottles.
- Green Team members ensured lights were turned off in empty classrooms at the end of each school day. In addition, motion sensors on light switches made sure lights were turned off when rooms were empty.
- In fall 2019, the school carried out a waste audit. The results of the audit were announced in a student assembly. Students continued to collect paper separately from other recyclable materials to avoid liquid contamination in paper recycling bins.
- Additional compost bins were added so more compostable materials could be collected for transport to a regional composting facility.