



King County Green Schools Program

Success Story

Reduce • Reuse • Recycle • Rethink

The Jewish Day School

School Location: Bellevue

Began participating in the Green Schools Program:
October 2008

Level One of the Green Schools Program: Achieved in
June 2010

Level Two of the Green Schools Program:
Achieved in November 2011

Level Three of the Green Schools Program:
Achieved in May 2013

Sustaining Green School 2014-15:
Achieved in May 2015

Sustaining Green School 2015-16:
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

Waste Reduction and Recycling (Level One)

- The Jewish Day School maintained a recycling rate of 54 percent.
- Team Yerukim, the school's elementary student Green Team led by Rabbi Stuart Light, helped set up the school's recycling program.
- In 2010-11, in partnership with King County, the City of Bellevue provided on-site support, recycling containers, and recycling signs for the school.



Students participate in food scrap composting collection.



Jim Wiesen and Team Yerukim students receive the King County Earth Hero at School award in April 2011.



Lunchroom bins with signs garbage.



Students help remove invasive plants.



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- In 2011, Team Yerukim expanded to include a newly created school group led by facilities and athletic director Jim Wiesen. The elementary and middle school team members worked together to maintain the program through regular promotional messages.
- Two students from each class made daily deliveries of trash and recyclable materials from classrooms to a central area where they were emptied into collection containers. The process was monitored by students and Jim Wiesen to ensure all materials are properly sorted.
- The school started campus-wide collection of food scraps, which were then sent to Cedar Grove Composting to be composted.
- In 2011, the school decreased the size of its garbage/landfill container and increased the number of compost containers from one to three.
- The school established a share table in the lunchroom for leftover or unwanted food items.
- To reduce paper use, faculty members and the parent association increased use of email, e-newsletters, and blogs for their communication, and staff members canceled unwanted subscriptions and mail.
- Team Yerukim initiated an annual holiday Recycled Gift Fair encouraging students and their parents to donate toys and gifts they no longer use. Participating families received credits to purchase other recycled toys and gifts.
- Team Yerukim promoted waste free lunches by encouraging students and their parents to pack lunches and snacks in durable and recyclable containers.
- Team members monitored lunchroom containers to ensure that compostable materials, recyclable materials, and trash were properly sorted.
- Elementary students organized campus clean up and litter removal.
- Team Yerukim created three-dimensional signs to help students and faculty properly sort recyclable and compostable materials.
- Middle school students produced a video and skit on proper waste reduction and recycling practices.



King County Green Schools Program representative trained second- and third-graders how and why to reduce waste and properly sort materials.



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- Preschool students learned to place their leftover food from snacks into a worm bin located in the school's vegetable and herb garden.
- In 2009-10, in partnership with Albertsons, the school returned polystyrene sandwich packaging to be recycled. In 2010-11, in response to the school's request that no polystyrene packaging be used for sandwiches, Albertsons packaged sandwiches in paper sacks which were collected and placed in the school's composting bins.
- Durable trays and utensils were used at special events and the lunchroom switched to compostable materials.
- The school established an area for reusable supplies such as file folders, binders, decorations, displays, etc.
- Containers were provided for recycling and proper disposal of electronics.
- A King County Green Schools Program representative trained second- and third-grade students why and how to reduce waste and properly sort materials.
- Jewish Day School students and staff weighed and tracked food waste as part of a zero-waste lunch challenge to increase compostable materials collected in the lunchroom.

Energy Conservation (Level Two)

- To conserve energy use, water temperatures were lowered where allowed.
- Thermostats were set at energy-efficient levels and monitored to ensure they were not adjusted by unauthorized persons.
- All lights and heat settings were programmed to shut off in unoccupied rooms.
- School communications encouraged parents to dress students appropriately for classroom temperatures.
- Team Yerukim created energy signs for light switches, computer stations, copiers, smartboards, and appliances, and announced energy conservation tips during the school's First Friday assemblies.
- Unnecessary appliances were removed from classrooms and offices.
- The school replaced all its old lighting fixtures with energy-saving lighting.



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Water Conservation and Pollution Prevention (Level Three)

- Team Yerukim created water conservation signs that were posted above sinks throughout the campus.
- Aerators were added to numerous sinks.
- Single-use plastic water bottles are not available on campus. The school encouraged the use of reusable water bottles and has distributed bottles to members of the community.
- Preschool classes conserved water by only running full loads when dishwashing or clothes washing.
- In October 2012, students created signage to announce how much water was saved the previous year and to encourage continuing conservation efforts. The data along with the school's conservation efforts were presented during faculty meetings, on the school website and in e-newsletters.
- The fourth grade and middle school curriculum incorporated topics such as water conservation, watersheds, storm water and wastewater. Guest speakers have presented to these classes on water conservation and pollution prevention.
- Second- and third-grade classes raised salmon fry and read a story called *Come Back Salmon* which includes information on how a school protects a stream and the salmon living in it.

Sustaining Green School recognition

- The Jewish Day School sustained and built on its Level One waste reduction and recycling practices, Level Two energy conservation practices, and Level Three water conservation strategies.
- How the school accomplished this each school year is detailed below.

Sustaining Green School 2014-15

- The school worked with Cascade Water Alliance to install a rain cistern and drip irrigation system to conserve water in its garden. Thanks to the cistern's water reserves, the school did not have to run the taps for the school garden in the summer of 2014.



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Sustaining Green School 2015-16

- The school administration approved a sixth through eighth-grade elective class on sustainability. Topics and projects in this class included:
 - Learning about and promoting water conservation at school and home.
 - Creating a recycling relay field activity to teach other students how to properly sort waste into recyclable and compostable materials, garbage, and reusable items. Students facilitated the relay with third-grade classes and then discussed why certain items were sorted into categories students may not have expected. Additional grade levels completed the relay in gym class as well.
 - Making an energy conservation music video to share with the school. The goal of the video was to challenge teachers and students to conserve energy throughout the school day. The team suggested that classrooms switch on only one bank of lights whenever possible.

Sustaining Green School 2016-17

- All indoor garbage cans have recycling and compost collection containers placed next to them, with signs on or above each container to help students and staff sort properly.
- Weekly green tips were posted on the school's website and in the weekly newsletter.
- School lunches were served on durable and compostable serving ware.
- Lights and heat were turned off in unoccupied spaces.
- Automatic shut-off features, compact fluorescent lights, and LED bulbs were installed to reduce energy use.
- Elementary school curriculum incorporated information about salmon runs, stream restoration, and watershed protection.
- Students helped maintain the school's garden which includes a rain cistern and drip irrigation to conserve water, worm bins, on-site composting for leaves and debris, and several raised garden beds.



Sustaining Green School 2017-18

- During the student "day of helping" in June, students helped clean up the local area by picking up litter and removing invasive species.
- The Jewish Day School added two new water bottle refilling stations to reduce use of disposable plastic water bottles.
- School leadership researched the cost of upgrading parking lot lights to LED bulbs and replacing gas tools (weed eater, leaf blower, etc.) with battery powered options to reduce noise pollution.

Sustaining Green School 2018-19

- To reduce gas emissions and noise pollution, the school purchased battery operated replacements for several gas-powered landscaping tools.
- Curriculum included conservation components such as information on bee pollination, watershed restoration, and protecting key species.

Environmental Education

- The school made environmental stewardship a component of its curriculum. Recycling and stewardship projects, such as removing invasive plants and the clean-up of area parks and trails, were part of the school's two annual community service days in 2013-14.
- Middle school students participated in an environmental summit focused on climate change.
- Middle school math and science curriculum was updated to include energy conservation information and activities.
- Middle school science teacher Lisette Trombley used lessons from Hazards on the Homefront, a program offered by King County, in all her classes. The sixth-grade class made bottles of a non-toxic spray cleaner using vinegar, water and borax, designed labels for the bottles, made posters, filmed a commercial, then invited parents to visit the class to compare the product with a commercial spray cleaner, and hopefully take the product home to use.



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Environmental Purchasing

- The Jewish Day School instituted a comprehensive environmental purchasing policy pertaining to office and art supplies, cleaning products, energy efficient equipment, kitchen and lunchroom products, and other purchases.
- The school purchased recycled content paper and prints materials on unbleached, Forest Stewardship Council-certified paper with soy and vegetable based ink.
- Green building approaches and standards were carefully considered and implemented whenever possible during renovation and construction.

Transportation

- Team Yerukim started a no-idling campaign in the school parking lot during student drop-off and pick-up times to educate both students and parents about the environmental and health effects of idling cars.
- The Jewish Day School encouraged families to carpool and offers two buses from Seattle for transportation to the school.
- In spring 2013, two parking spots were designated for high efficiency vehicles.

Awards

- Team Yerukim and Jim Wiesen, athletic director and facilities director, received the King County Earth Hero at School award in April 2011.
- In March 2012, the school received a Pillar 1 Washington State OSPI award for environmental impact (including waste reduction and recycling) and energy and water efficiency.
- Eighth-grade student Fay Koyfman won a King County Earth Hero at School award in May 2015.