**Water Conservation and Pollution Prevention**

**Level Three Best Practices Guide for School Districts**

To receive recognition as a Level Three King County Green School District, school districts must meet the criteria in this Best Practices Guide. School districts that do not meet criteria are still eligible to receive assistance.

**Directions**

* Fill in the school district name and other information on this page.
* For each action your district completed, place a check mark in the appropriate box.
* Email the completed form to Dale Alekel at [dale.alekel@kingcounty.gov](mailto:dale.alekel@kingcounty.gov) or the Green Schools Program representative who has assisted your district.

**Criteria are divided into five areas:**

* Assessment and monitoring
* Indoor water conservation
* Outdoor water conservation
* Policies and purchasing choices
* Communication with King County Green Schools Program

**Assistance:** Ask for help from the King County Green Schools Program. For participating schools and districts, the program provides hands-on assistance, site visits, tools, and step-by-step guidance.

**Recognition:** To be recognized as a Level Three Green School District, complete actions in this guide. See page 6 for steps to recognition.

**School district:**

**Date:**      

**Name and title of person completing this guide:**

**Contact information for person completing this guide**:

**Name and title of district resource conservation (RCM) or facilities manager:**

**Contact information for RCM or facilities manager:**

**A. Assessment and monitoring**

**Complete the following 4** **REQUIRED actions. Fill in all note fields.**

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|  | 1. Establish a baseline for water use and regularly monitor water use and costs for each facility. If possible, use a Utility Manager Software Program to monitor water use and costs, and use water district or local utility resource conservation programs.  As of       (*enter date*), our district’s average monthly **indoor** water use is       CCF and $      per month, and our average annual **irrigation** water use is       CCF and $      per year. As of       (*enter date*), our district’s **total** annual water use is       CCF and the annual cost is $     .  Notes:  **OPTIONAL**  **If** data is available, compare current water use with water use during the previous year.  Notes/data:  Since sewer charges are directly related to water use, find out how much your district pays in sewer charges: |
|  | 2. Annually share with each principal and custodian the water consumption data for their facility and how it compares to the water consumption per capita for the other facilities in the school district. Briefly describe how and when you did this: |
|  | 3. Regularly check water meters, even during no-occupancy months. Briefly describe how and when you did this: |
|  | 4. Adopt and implement a summer/holiday water shut-down checklist for maintenance staff. Briefly describe how and when you did this, and send us the checklist: |

**B. Indoor water conservation**

**Complete the following 3 REQUIRED actions. Fill in all note fields.**

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|  | 1. Establish and implement a system for regularly checking, reporting, and correcting water leaks, standing water, and/or running water when and where they should not be. Shut off water to leaking fixtures and pipes. Briefly describe how and when you did this: |
|  | 2. Only run dishwashing and clothes washing machines with full loads. List facilities with dishwashers and clothes washing machines, and briefly describe how and when you did this: |
|  | 3. Turn off hot water and/or circulation pumps during extended school breaks. Briefly describe how and when you did this: |

**Complete at least 1 of the following recommended actions.**

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|  | 1. Adopt, communicate, and enforce a policy or procedure that classroom faucets, such as those in art or family consumer science classes, will be turned off when the water is not being used. Briefly describe how and when you did this, and send us the written policy or procedure: |
|  | 2. Instead of washing items under continually running water in classroom, laboratory, maintenance, and kitchen areas, fill containers with water, then use brushes or sponges to wash equipment and tools. Briefly describe how and when you did this: |
|  | 3. Post permanent notices about water conservation above or next to all restroom, classroom, kitchen, and laboratory sinks. Briefly describe how and when you did this: |
|  | 4. Other      \_\_\_\_\_\_ (What other indoor water conservation practice did the district implement?) |

**C. Outdoor water conservation**

**Complete the following 3 REQUIRED actions. Fill in all note fields.**

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|  | 1. Annually apply two to three inches of mulch at each facility with gardens or landscaping. Briefly describe how and when you did this: |
|  | 2. Use a broom, rake, or leaf blower (instead of pressure washing and hoses) to clean sidewalks and other concrete areas of school grounds. Briefly describe how and when you did this: |
|  |  |
|  | 3. **If** using an irrigation system, select either a conservation controller or an ET (evapotranspiration) controller with a rain shut-off device. (Conservation controllers have features to allow the operator to change the program to match weather conditions. ET controllers receive programming information from a weather station via a radio signal. Evapotranspiration is the amount of water grass loses though evaporation and by the plant transpiring.) Briefly describe how and when you did this: |

**Complete at least 1 of the following recommended actions.**

|  |  |
| --- | --- |
|  | 1. **If** adding new plants, select drought-resistant plants for landscaping. Briefly describe how and when you did this: |
|  | 2. Collect rain water in rain barrels or tanks in one or more facilities. Use captured water for school gardens or grounds. List the facilities with rain barrels or tanks, and briefly describe how and when you did this: |
|  | 3. Use water-saving irrigation systems such as drip irrigation or soaker hoses. Briefly describe how and when you did this: |
|  | 4. When installing playfields, use at least six inches of top soil or compost to increase water holding capacity. Briefly describe how and when you did this: |
|  | 5. Replace non-field lawns with shrubs or native plants. (Other than sports fields, the amount of turf should be limited to a small percentage.) Briefly describe how and when you did this: |
|  | 6. Use electric mulching mowers. Briefly describe how and when you did this: |
|  | 7. Start a rain garden, organic garden, or other type of outdoor demonstration area that conserves water. Include informational signs about the environmental benefits. List the school(s) with gardens or outdoor demonstration areas, and briefly describe how and when you did this: |
|  | 8. Other:      \_\_\_\_\_\_\_\_\_ (What other outdoor water conservation practice did the district implement?) |

**D. Policies and purchasing choices**

**Complete the following 6 REQUIRED actions. Fill in all note fields.**

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|  | 1. Adopt, communicate (at least once per year to all staff), and enforce water conservation policies or procedures. Briefly describe how and when you did this, and send us the written policies or procedures: |
|  | 2. Include water conservation policies or procedures in annual custodial/maintenance staff training. Briefly describe how and when you did this, and send us the written policies or procedures: |
|  | 3. Adopt, communicate, and enforce a purchasing policy specifying high-efficiency fixtures and equipment when replacement is needed, if cost effective. Briefly describe how and when you did this, and send us the written policy: |
|  | 4. When replacing old fixtures and equipment, purchase the following if cost effective:   * Low-flow toilets, shower heads and faucets. * Faucet aerators or motion sensors on faucets. * Waterless urinals or urinals that use one pint per flush. * Ice machines that are air-cooled instead of water-cooled. * Boiler-less kitchen steamers which use significantly less water than traditional steamers. * “Energy Star” dishwashers (these use very little water). * High-efficiency, pre-rinse spray heads in kitchen wash stations. (They use one half to one-third the amount of water as traditional spray heads. Specify the most efficient spray head available.)   List which school(s) did this and briefly describe how and when these changes were made: |
|  | 5. When renovating existing buildings or constructing new buildings, use low-impact development techniques, including selection of pervious surface alternatives instead of impervious surfaces such as concrete, asphalt, typical roofing materials. (See the Green Building category of the King County Green Schools Program.) Briefly describe how and when you did this: |
|  | 6. Other:      \_\_\_\_\_\_\_\_\_ (What other policies, procedures, and purchasing choices did the district adopt related to water conservation?) |

**E. Schedule telephone call with King County Green Schools Program representative / Schedule visit if needed**

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|  | 1. Communicate with the King County Green Schools Program representative to determine if a site visit will be scheduled prior to recognition as a Level Three Green School District. |
|  | 2. Talk via telephone or in person with the King County Green Schools Program representative about your district’s Level Two practices.  Date of telephone call or visit:  Notes about telephone call or visit: |

**Steps to recognition**

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|  | **Step 1.** | Complete this guide. |
|  | **Step 2.** | Send this completed guide to the King County Green Schools Program representative. |
|  | **Step 3.** | **Celebrate!** Inform your district and community that you are a King County Level Three Green School District. |
|  |  | Share your successes   * on your school district website * in a family newsletter * at a district staff meeting, PTSA meeting, and/or a school board meeting   Visit [Certificates of Recognition](http://your.kingcounty.gov/solidwaste/greenschools/certificates-recognition.asp) for forms you can fill in and print for district or school staff members, student leaders, and parent volunteers.  Your school district will receive a certificate of recognition and a success story will be posted on the King County Green Schools Program website. Your school district also will be mentioned in a press release issued by King County.  *Optional* – To help showcase your efforts, send the King County Green Schools Program representative a photo(s), along with either a signed release form(s) for each staff member or student in the photo(s) or an email stating that your school district has parent/guardian permission to use the photo(s) of students that appear in the photo(s). |

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