



## Chestnut Hill Academy

**School district:** Private

**School location:** Bellevue

**Began participating in the Green Schools Program:**  
October 2010

**Level One of the Green Schools Program:**  
Achieved in April 2011

**Level Two of the Green Schools Program:**  
Achieved in December 2011

**Level Three of the Green Schools Program:**  
Achieved in February 2015

**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 June 2020

### Waste Reduction and Recycling (Level One)

- The school maintained a recycling rate of 66 percent.
- To reduce paper, school employees used “good on one side” paper whenever possible.
- The school eliminated the use of plastic bag liners in classroom recycling bins.
- The school Green Team set up a school-wide program to collect compostable materials with help from City of Bellevue.



The Chestnut Hill student Green Team helped teach others how to sort garbage, recyclable and compostable materials.



A Green Team bulletin board with Green School reminders and updates is located in the school Café.



Display of student pledges vowing an action each student will take to protect the Earth.



- The King County Healthy Habitat classroom workshop was presented to three second-grade classes and a King County Green Team specialist visited to help the Green Team plan for Earth Week Activities.
- Recycling and composting collection containers with signs listing what can and cannot be recycled were placed in all classrooms and offices.
- The student Green Team placed posters and made presentations about recycling and composting in all classrooms.
- A student team monitored cafeteria recycling, waste, and composting bins to ensure that students understood proper sorting of materials.
- Color-coded blue recycling bins were placed next to each garbage bin, with signs placed on or above each bin directing students on how to sort materials.
- Fourth and fifth-grade students attended Island Wood, an outdoor education camp on Bainbridge Island that stressed conservation of natural resources.
- A food waste reduction campaign was promoted. Lunch orders were tracked with the Chef and the menu was adjusted as needed.
- The school requested menu feedback from parents and students with the intention of incorporating the feedback into future school menus to reduce wasted food.

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

- To promote energy conservation, school employees made announcements to remind students to keep doors closed and turn off lights when possible. A reminder to parents to dress their children appropriately for the weather was included in the school newsletter.
- Motion sensors were placed in classrooms to automatically shut-off lights when a room is not occupied.
- Maintenance workers monitored the heating system and turned off the heat on evenings and weekends when the school building was not in use. Classroom heaters were set at 68-70 degrees Fahrenheit during school hours and were turned off in unused classrooms.
- Energy conservation signs were posted on light switches, computers, and monitors to remind staff and students to turn them off when not in use.



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

- The school partnered with Puget Sound Energy to install water faucet aerators.
- To conserve water, the school's irrigation system was set on a timer and faucets were equipped with motion sensors and an automatic shut-off feature.
- Building drain spouts were designed to drain underground to help water the soil.
- The student Green Team measured and compared water flow from faucets with and without aerators throughout the school, then reported their findings to employees. Faucet aerators were installed as needed.
- Water collected in the flow-test bags was used to water classroom plants.
- Students, employees, and parent volunteers maintained the school's year-round garden. Compost purchased locally or generated in a school worm bin was used to enrich the garden's soil. Seeds were planted in indoor pots and in the spring the plants were transplanted in the outdoor garden.
- School employees created a bridge map to going green with messages for reducing waste, saving energy, and preventing water pollution.
- Fourth- and fifth-grade students visited the Cedar River Watershed to learn more about their local watershed, and fourth-grade curriculum included a unit on water and pollution prevention.
- The school presented Green Tips of the Week on energy and water conservation and posted conservation signs on light switches and faucets.
- The Green Team completed a clean-up session in the school garden before planting native plants to help conserve water.

## **Sustaining Green School recognition**

Chestnut Hill Academy sustained and built on its Level One waste reduction and recycling practices, Level Two energy conservation strategies, and Level Three water conservation actions. How the school accomplished this each school year is detailed below.



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

- The Green Team updated posters and made announcements about conservation practices throughout the school year. The team added staff and student members, growing its membership to larger than any previous year.
- The Green Team presented in classrooms to remind students about what materials belong in garbage, recycling, and compost bins, and created a bulletin board in the school café to display Green School reminders.

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

- At the school's 20<sup>th</sup> anniversary celebration, the Green Team sorted garbage, recyclable and compostable materials to increase knowledge of proper sorting.
- Activities were planned for each day of Earth Week and included a planting station, introduction of worms to the school's worm bin, and Low Energy Day when all power was turned off for an hour during the school day.
- The Green Team applied for and received a grant to purchase a hydroponic garden.
- To reduce waste, the school switched to compostable paper boats for classroom snacks.

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

- At the school's annual Fall Festival, plastic bags were no longer offered and instead the school encouraged families to bring their own reusable bags.
- During Earth week, students pledged on a school-wide pledge wall to take at least one action to protect the Earth.
- The school added a mason bee house to its pollinator garden and received a presentation from International Community School students on BEEeducated, a resource created by International Community School students to help schools set up, maintain, and learn about pollinator gardens.



King County Green Schools Program

# *Success Story*

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

- Students wrote and received a grant for water coolers and the school installed water coolers in October 2019.
- Second-grade Green Team students helped Kindergarten students in the Café to sort their recyclable and compostable materials.
- In January 2020, to eliminate disposable plastic spoons, the school kitchen started using reusable spoons for classroom snacks.
- Students participated in an Earth Aid Energy Charade activity in Spring 2020.
- Green Team students used Microsoft Teams to communicate with other students about green practices while students were learning remotely during the COVID-19 pandemic.
- On Earth Day 2020, the Green Team created a 30 Ways to Love Our Planet in 30 Days campaign that included a variety of conservation practices students can do at home.