

## Montessori Children's House

**School Location:** Redmond

**Began to participate in the Green Schools Program:**  
September 2008

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

**Level Two of the Green Schools Program:**  
Achieved in April 2017

**Level Three of the Green Schools Program:**  
Achieved in January 2019



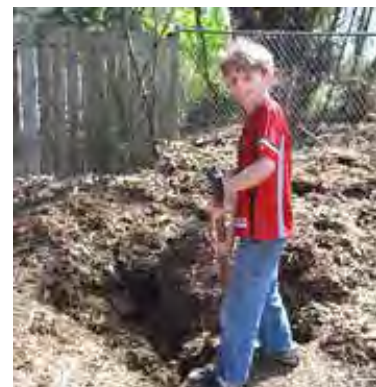
This student's waste free lunch is packed in durable containers.

### Waste Reduction and Recycling (Level One)

- Montessori Children's House maintained a recycling rate of 55 percent.
- The school converted to an electronic parent newsletter, after 92 percent of the parents, in response to an on-line survey, indicated a preference for a paperless newsletter.
- In several classrooms, yogurt and applesauce cups were reused for seed containers and art projects.
- Each classroom and office was provided with a paper reuse box so staff and students could use both sides of a piece of paper before recycling.
- The school began serving afternoon snacks in durable containers so leftovers could be stored and served the next day.
- In classrooms, at parent events, and staff meetings, pitchers of water and durable cups were provided instead of single-use water bottles or paper cups.



Student artist and her art work about the environment.



Student works with the compost in the school garden.



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- During National Green Week, the school held waste-free Wednesday to promote the practice of packing reusable containers for lunches.
- Students and staff used metal silverware and plates for lunch and snack time.
- Most of the school's food scraps were fed to three goats and eleven chickens living on school property and the remainder was placed in on-site composters.
- A yard waste bin was added to the school's waste management system to hold pizza boxes left over from special events as well as excess food scraps that cannot be handled by the methods listed above.
- A battery disposal and printer cartridge exchange box was set up in the office.
- In November 2008, at the Nature Trail Grand Opening, the school held a recycling relay race where families sorted trash from recycling and placed items in the proper receptacles.
- The teacher in-service day included information about waste reduction, recycling, and environmental curriculum.
- Students improved classroom composting by collecting food and liquid waste separately then measuring and recording their findings.
- In 2018-19, the school built worm bins to be used in the school's onsite garden.

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

- Energy conservation signs were posted on light switches and electronics to remind staff and students to turn them off when not in use.
- The school installed a series of cascading roofs to connect classrooms. These roofs collect water; the rain cascades from one canopy to the next, traversing a green roof of plants, and then falls into an aqueduct and rain barrels that store the water for irrigation of school grounds.
- To improve energy efficiency, the school replaced all overhead fluorescent lights with LED bulbs and added motion sensor switches in each classroom.
- Students learned in science lessons about how people all over the world use energy and handle limited resources.



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- Green Team advisors conducted an all-staff presentation in fall 2016 about energy consumption and conservation.
- The school established a no-idle policy to reduce greenhouse gas emissions. Information about this was shared in a school newsletter and through in-person conversations by staff parking/traffic monitors.

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

- Students regularly visited the school's on-site wetland to observe, test water supply, and record any changes.
- Students visited the school's Nature Trail where they learned how the natural groundcover helps with storm water management. Students also participated in a field trip to Mercer Slough Environmental Education Center which includes a wetland nature park.
- Elementary classrooms learned about the connection between food and water supply.
- Throughout its campus, the school planted drought-tolerant plants that require minimal watering. To conserve water, the school's vegetable garden was watered when needed in the early morning.
- To reduce water use, low-flow toilets were installed when replacements were needed and plastic bottles were placed in older toilet tanks.

## **Environmental Education**

- The school held a community Earth Day event where students and their parents learned about composting by helping to prepare gardening spaces for planting.
- The school submitted grant proposals to take the school's gardening program to the next level. Proposals included rain barrels, downspout diverters, and worm bins to help garden beds produce a year-round supply of fruits and vegetables for the children's snack times.
- A Humans as Consumers unit was developed and taught in elementary classrooms to help students understand the interconnectedness of all living things and to see how their daily choices affect the environment.



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- To nurture each child's spirit through connection with the outdoor environment, the school offered access to an enclosed nature trail, a meadow, a mixed conifer and deciduous forest, several wetland areas, and children's gardens.
- Elementary age students were introduced to an in-depth study of life sciences including taxonomy, the periodic table, the function and parts of living organisms, and how all parts of the natural world are interconnected with one another

For more information about this school's participation in the Green Schools Program, contact:

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