

**ELIGIBILITY CERTIFICATIONS**

**School and District's Certifications**

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades early learning to 12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

**U.S. Department of Education Green Ribbon Schools**

Public    Charter    Title I    Magnet    Private    Independent    Rural

Name of Principal:

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Dr. Camille Colatosti

Official School Name: Interlochen Arts Academy

(As it should appear on an award)

Official School Name Mailing Address: Interlochen Center for the Arts 4000 M-137 Interlochen, MI 49643

(If address is P.O. Box, also include street address.)

County: Grand Traverse County State School Code Number \*: 232-086

Telephone: (231)276-7200 Fax:

Web site/URL: www.interlochen.org E-mail: Camille.colatosti@interlochen.org

*\*Private Schools: If the information requested is not applicable, write N/A in the space*

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.



Date: Jan. 28, 2019

(Principal's Signature)



Name of Superintendent: Mr. Trey Devey  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Interlochen Center for the Arts

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Date: Jan. 28, 2019

\_\_\_\_\_  
(Superintendent's Signature)

### Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Michigan Department of Education

Name of Nominating Authority: Mrs. Sheila Alles  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: February 15, 2019

\_\_\_\_\_  
(Nominating Authority's Signature)

### SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

### Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



## School Highlights

Interlochen Arts Academy has a passion for education and arts, while providing an enriching environment. The academy is settled on 1,200 acres of pristine forest land comprised with lakes, diverse prairies, abundant wildlife, as well as 286 instructional buildings and spaces. The academy comprises of 530 students and 82 staff members from all over the world. Over the past five years the academy has made substantial advances in sustainability efforts and continues to identify ways to reduce its environmental footprint and make impactful decisions that will help the environment, and improve the health and wellness of our students, staff and community.

Reducing environmental impact and costs has become extremely important to Interlochen Arts Academy. The academy has a sustainability coordinator to help maximize its green and energy saving initiatives. This helps monitor, document, and manage energy consumption on the campus. New and existing buildings are being housed with energy efficient infrastructures, appliances, and utilities. LED lighting has been installed, along with lighting controls and sensors. Temperature controls have also been installed as have efficient heating systems to reduce natural gas usage.

Interlochen Arts Academy has 3 wells on its property that it uses for water consumption. The academy has its own water treatment facility and tests for bacteriological quality levels monthly and annually tests for E. coli, nitrate, nitrite, chloride, ammonia, phosphorous, lead, and copper. Initiatives to reduce water usage at the academy have been put in place as well, such as low flow shower heads, low flow toilets, and an energy efficient dishwasher in the cafeteria that alone will save 600,000 gallons of water a year.

Regarding waste, Interlochen has made some major steps to reduce the amount of waste produced by the academy. The Academy recently installed a \$80,000 on-site composting system that will allow the entire campus to compost its food scraps, organic landscaping material, grass clippings, along with compostable dishes, cutlery, and napkins. The academy actively practices and encourages recycling providing various receptacles around campus for staff and student use.

Interlochen views health and wellness of both the environment and students, faculty, and staff as an incredibly important pursuit. The Academy has taken steps to ensure that their buildings and campus grounds are maintained to ensure that any contaminants or harmful chemicals are identified and removed as efficiently as possible. Interlochen has recognized that the systems of human, built, and natural life are interlocking, and they have taken steps to promote overall wellness through relying on the use of organic compost and cleaning supplies, conducting water quality tests, and high building quality through inspections and renovations. As a fine arts school, Interlochen continues to recognize the interconnectedness of systems by ensuring that humidity control and building-wide exhaust fans are installed in order to maintain the high quality of expensive instruments and remove any contaminants that may otherwise have an adverse effect on students' health.

Further, Interlochen has ensured that positive practices are being taught to students in order to benefit them for a lifetime. Interlochen's Dennison Center, the new recreation center and gym, focuses on physical and nutritional health and wellness by offering classes in yoga, exercise, and advanced ballet and by hosting foundational nutrition classes. Interlochen has monthly programming that encourages students and staff to integrate holistic practices of mindfulness, healthy eating, and physical activity into their daily lives.

The Academy partners with a local organic farm to provide fresh fruits and vegetables to their students and utilizes their greenhouse and garden for both academic and health pursuits. Students in the Agricultural Science class meet in the on-campus greenhouse for their classes to learn about sustainable farming practices, composting, and more. These students are also directly involved in composting and



have created a manual that instructs the maintenance staff on the technicalities of effective composting. Students are encouraged to directly contribute to the production of the food that they will soon be consuming, establishing a direct connection between students and their environment.

As a fine arts academy, Interlochen has many avenues for the incorporation of environmental and sustainability education. Themes of sustainability and the environment arise throughout theatrical productions and artistic creations that students have a direct hand in creating or contributing towards. In addition, Interlochen offers classes focused entirely on teaching environmental stewardship. In classes such as Agricultural Science and Ecology, students are encouraged to participate within and outside of the classroom. Students are gaining hands-on experience by participating in classes held at the on-campus greenhouse or conducting field-work. Outside of the classroom, there is a student-led Sustainability Club which encourages students to explore ideas or problems present in the Interlochen community and present their solutions to the academy's administration. Students are encouraged to take ownership of their knowledge and experience of the environment and to discuss ways to contribute towards sustainability.



# Michigan Application U.S. Department of Education Green Ribbon Schools

## School Information

### School Contact Information

Official School Name: Interlochen Arts Academy Website: www.interlochen.org

Address: 4000 M-137 South  
Interlochen MI 49643

District Name: Interlochen Center for the Arts – Interlochen Arts Academy

### Principal Contact Information

Name: Trey Devey, President; Camille Colatosti, Provost

Trey.devey@interlochen.org,  
E-mail Address: Camille.colatosti@interlochen.org Phone: 231-276-7200

### Applicant Contact Information (If Different)

Name: Emily Umbarger Title: Sustainability Coordinator

E-mail Address: Emily.umbarger@interlochen.org Phone: 231-276-7479

### School Information

Grade Level      Early Childhood Learning      Elementary      Middle School      High School  
                       

Grades at School: 9-12 & Post Graduate

School Type      Public      Private  
     

How would you describe your school?      Urban      Suburban      Rural  
           

Total Enrolled: 528

Please provide percentages of students in each subgroup below based on 2017-2018 data:

Economically Disadvantaged: 19%  
English Learner: 12%  
Students with Disabilities: 20%

Migrant: 0%  
Foster: 0%  
Homeless: 0%



## School Overview

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Interlochen Center for the Arts opened its doors in 1928 as a National High School Orchestra camp, one of the first of its kind. After enthusiastic success with the camp program, in 1962 Interlochen Arts Academy became the nation's first independent boarding school in the arts, with 135 students and 34 faculty. Interlochen is seated on a pristine 1,200-acre campus that is comprised largely of native forests, spectacular lakes, full and diverse prairies, and abundant native wildlife. Interlochen's student body today consists of over 530 students from 49 states and over 31 countries from around the world. Students receive a rigorous academic education, in addition to an intensive artistic experience. The diverse student body enriches the culture of our community. The deep, diverse, and expansive native wooded setting provides context for the setting in which learning, art, and human growth and emotion continues to be developed and defined. Over the past 5 years, Interlochen has made substantial gains in identifying, recognizing, and responding to the need to become a responsible example of sustainability-for our students, staff, faculty, and families and for the world in which we belong. Interlochen's Board of Trustees identified an initiative for our school to make gains and improve our sustainable footprint. Our process toward sustainability is long from finished, and we have many goals in our future ahead. We have made the commitment toward becoming the most sustainable campus that we can be. We have identified champions on our campus to help lead and direct these efforts, including an administrative Green Team spearheaded by our first ever Sustainability Coordinator. We have established a beautiful greenhouse (R.B. Annis Botanical Lab), a robust garden program that supplements our cafeteria dining options with 'homegrown' fresh produce and eggs, an outdoor educational learning center/pavilion, a composting system that will allow us to compost all organic matter on campus, and employees who are devoted to mental, physical, and emotional wellness on campus.

We believe that sustainability and our efforts to be sustainable make us not only an attractive place to learn for our students and their families, but also an attractive workplace for our employees. Our sustainability efforts are proudly described on our [HR workplace and culture page](#). Our faculty and staff comprise an important part of our community, as mentors, teachers, role models, and supporters of our sustainability goals. Currently, over 85% of our staff report recycling at home, and over 50% compost at home. More than 70% of our staff garden at home; more than 50% of our staff report using energy efficient utilities in "most all" of their appliances; and over 25% use 'alternative' methods of transportation to get to work. These statistics help display that out of a faculty and staff of more than 500 people, Interlochen employees find great value and importance in being sustainable as an integral part of who they are and the values they live, day to day.

## Pillar I: Reduced Environmental Impact and Costs

**Describe how your school is reducing environmental impacts and costs.**

Interlochen Center for the Arts is a long-established school, community, summer camp, and organization. Our camp roots stem back to 1928; the academy officially opened in 1962. Because of this, many of our buildings have historic charm, appeal, and sentimental importance to the campus. To the charm and sentimentality that co-exists with old structures comes the challenge of retrofitting old buildings to meet 'new' clean energy standards. This, as one might imagine, requires a great deal of time, funding, and oftentimes reconstruction in order to bring all buildings up to speed. We are pleased to note that as reconstruction happens, each of these buildings also improve and are brought up-to-date. As a constantly evolving campus, we are also continuously adding new buildings to our beautiful campus. All new builds meet state code requirements for new builds, and many have outstanding, yet financially sustainable, green initiatives to include daylighting, LED bulbs, automatic and remote sensed temperature and lighting controls, top line energy efficient appliances and utilities, and the like. Interlochen has 3 water wells, on-site, that provide all of the campus' water needs. We also have our own water-treatment facility on-site which is maintained by our maintenance staff. We have recently installed an \$80,000 3-bay composting system on-site that will allow the entire campus to compost all food scraps – pre and post-consumer, all landscaping organic material, grass clippings, all compostable disposable dishes/coffee cups, etc., paper towels, napkins, compostable cutlery, etc. With a commitment to purchasing only compostable disposables in our coffee shop and cafeteria, we have also committed our campus to reducing our trash footprint by encouraging a recycle-reduce-reuse-compost mindset. Employee offices are all equipped with recycling bins, and this spring each major office space will have a composting bucket. Each employee's recycling and composting are picked up regularly by janitorial staff and volunteers whereas all trash must be taken out by each employee. We hope to instill this mindset that encourages each person to take responsibility for 'going green' on campus. Each student residence hall is equipped with recycling bins and 6-yard recycling receptacles in order to encourage student recycling as well. Future plans exist to encourage composting collection in each student residence dorm as well. Healthy, clean, accessible drinking water is important to Interlochen and we have installed 7 drinking fountain/water bottle refill stations (in addition to our usual drinking fountains) to encourage healthy hydration and dissuade students and staff from purchasing plastic bottles of water.

**Element IA: Energy**

Yes    No

1. **Does your school or school district have a sustainability coordinator?**
2. **Summarize your school's plan to manage and reduce energy use, such as an energy master plan, an energy conservation plan, or energy conservation guidelines. Please clarify which impacts and costs are the responsibility of the school and which are the responsibility of the district.**

Our school manages and documents all energy consumption on campus. Our plan includes meeting all state code requirements for new builds, retrofitting older builds to meet energy efficient models as reconstruction occurs, refitting older less-efficient utilities and appliances as they are replaced, and keeping a mindful intent when purchasing and/or installing new buildings, infrastructure, or appliances/utilities as we move forward. There is a delicate balance between affordability and efficiently. We are committed to finding a place in the middle that answers the need to be both affordable and efficient.

3. **Describe how your school has reduced the total non-transportation energy use (e.g. electricity and temperature control) over the past 5 years?**

All new builds utilize LED lights and many of the older buildings (around 30% of the buildings) have been replaced with LED bulbs. All new builds have light sensors and controls and many of the older restrooms and office spaces have been retrofit to include light sensors. We have also installed temperature and lighting controls that allow for remote programming and sensor adaptation on daylighting features in a few of our buildings. All new builds meet Michigan building codes and older buildings that have recently undergone reconstruction meet greener energy usage.



- 4. In the past 5 years have you seen an energy reduction at your school?** Yes No
- We have deduced that there has been a reduction in energy use based on our power use over the past 5 years, which has relatively plateaued, even though we have added more buildings, more students, more facilities, more classrooms, and more teaching space on campus. Despite the increase in our physical footprint and overall school count (student, faculty, and staff) our energy use has remained consistent, within 0.03% of years past 3.
- **What efforts have you taken to reduce usage in the 5-year period?**

Electric upgrades, efficient heating systems, water efficient appliances & utilities
- 5. What percentage of your energy is obtained from:**
- **Onsite renewable energy generation:**
    - i. Percentage: less than 1%
    - i. Type: We have both solar and geothermal energy on campus at our greenhouse. The solar panels power the greenhouse's energy and the geothermal flooring runs below the greenhouse to heat the facility, allowing us to grow in the greenhouse year-long in northern Michigan climates. Yes No
- 6. Has your building operator participated in training to find opportunities to reduce energy use and cost in the last 3 years?**
- US Green Schools Conference (2017 - 2019), Compost Training (2018), Michigan Clean Energy Conference (2018)
- 7. Has your school received any of the following in the last 3 years?** Yes No
- **Utility energy assessment**  

Spring 2017, DTE did a water assessment whereby we replaced shower heads with high efficiency water flow heads
  - **Building commissioning or retro-commissioning** Yes No

All new builds are commissioned; the newest builds – Dennison Center (rec center/gym) and the new Music Building have most recently been commissioned
- 8. Can your school demonstrate a commitment to reduce its greenhouse gas emissions?** Yes No
- Our composting facility's grand opening is something long-awaited, to be open in March 2019.
- With the opening of our on-site composting facility, our entire community can embrace the beauty of reducing our carbon footprint while also creating rich, 'black gold' to nourish the soils of our campus at the same time. We are teaching the future generations the importance of being mindful of where our waste goes. We have been single stream recycling for a long time but are shifting the mindset from our janitorial staff only taking out the recycling an administrative 'green team' and Agricultural Science class leading the efforts for an entire school recycling-first mindset.



**Element IB: Water and Grounds**

- 1. Can you demonstrate a reduction in your school’s total water consumption from the past 5 years?** Yes  No

- **How did you document this reduction (e.g., ENERGY STAR Portfolio Manager, utility bills, school district reports)?**

We can monitor our own water pumps on a yearly basis. With the upgrades detailed below, we have been able to identify that even with more students, more utilities being used, and a larger expanded footprint, our water consumption (via well-pump rates) have remained consistent. The 2018 numbers have not been concluded yet, but with the installation of our new dishwasher, we expect an even greater water reduction from years past.

- **Describe the efforts have you taken to reduce usage over the past 5-years period.**

In 2018, we installed a new dishwasher in the cafeteria washroom that, alone, reduced our water usage in the cafeteria upwards of 660,000 gallons of water/year. We have installed low-flow shower heads on all dormitory showers, low-flow toilets in all new buildings and retrofitted buildings.

- 2. Describe any alternative water sources used for irrigation.**

We responsibly utilize some of the lake water to use for our irrigation near the beachfront. With an extremely small footprint of irrigated areas on campus, we focus more on native landscape and forest than open, irrigated greenspaces.

- 3. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.**

We currently have a small rain garden and water cisterns at our garden and greenhouse site that are used for native wetland habitat and water from the cisterns are utilized in our garden irrigation system. In addition to this, we are currently in planning discussions about creating two 30ft circular rain garden spaces outside of our classroom rotundas to help offset stormwater runoff.

- 4. Where does your school’s drinking water come from?**

Municipal water source

Well on property

- 5. Does your school currently test its water quality?** Yes  No

On a monthly schedule, we test for bacteriological quality levels. Annually, we test for ecoli, nitrate, nitrite, chloride, ammonia, dissolved oxygen, phosphorous, lead, and copper

- 6. Describe how the water source is protected from potential contaminates.**

Our well-heads are under a strict protection plan following DEQ safety guidelines

- 7. Describe the program you have in place to control lead in drinking water.**

Fortunately, we are a 100% lead pipe free campus. There are no lead pipes on our campus. We test annually to ensure the water is lead free.

- 8. What percentage of the school’s grounds is devoted to ecologically beneficial uses?**

90%

- 9. What percentage of your school grounds is considered water-efficient and/or regionally appropriate?**

95%

- 10. List the types of plants used for landscaping on school grounds and their ecological benefits.**



Interlochen is seated on a pristine 1,200-acre campus that is comprised largely of native forests, spectacular lakes, full and diverse prairies, and abundant native wildlife. We are committed to maintaining a diverse, native-to-Michigan plan for landscaping and school grounds.

#### **Element IC: Waste**

- 1. Describe your school's efforts to ensure that office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine free?**

Our school offers a wide variety of paper to meet an incredibly diverse body of users. To that, for the first time, to begin spring 2019, Interlochen is proud to offer office copy paper that includes varieties that are sustainably harvested from sugar cane and acid-free. We are currently working on a Sustainable Copy Paper Guideline that includes measures and suggestions for faculty and staff regarding appropriate usage for virgin, 30% PCW (post-consumer waste) paper, and the like. This is a goal for our school for the 2019-2020 school year and something we are beginning to phase in.

- 2. List the types and amounts of hazardous waste or material generated at your school (include waste from chemistry labs, cleaning, energy, etc.).**

We have very little actual hazardous waste material. There are some chemistry lab materials, some cleaning agents, and motor oil used by our maintenance department. Most chemistry reagents are selected for their waste treatment ability. We do not select many reagents that must be collected and disposed of professionally.

- 3. How is hazardous waste disposal tracked?**

Chemistry hazardous waste is collected in secured containers and held until an outside company can dispose of it. All oil from the maintenance oil changes are saved and are professionally disposed by a bio-fuel company. We have phased out of harmful hazardous chemical cleaners, for the most part. There are acid baths used for our brass instruments. In order to neutralize the acid, we have purchased an acid neutralization tank in which the remaining liquid can be easily disposed.

- 4. Describe efforts to implement "green cleaning" in your school. Include names or types of cleaning products and processes used to reduce or eliminate the use of hazardous materials in your building.**

We standardize the use of our cleaning agents and are currently exploring the idea of moving to a steam cleaning and microfiber sanitation system at our school. We have committed to phosphorous-free cleaning agents and utilize an eco-friendly restroom cleaning product. We use whiteboards that require only water and microfiber cloth cleaners.

#### **Element ID: Alternative Transportation**

- 1. Describe how your school transportation use is efficient and has reduced its environmental impact; students getting to/from school and school function.**

Since we are a boarding school, our campus is set up to encourage foot-traffic (which includes bicycles, skateboards, and the like). Our functions are housed on campus, almost entirely, with few requirements for students to leave campus to perform. In those instances, we utilize appropriately sized transportation vehicles based on the number of students departing from campus. We have an entire transportation department that coordinates this travel and makes best practice to match the vehicle size with the party in need of transportation.

- 2. Has your school implemented any of the following? (check all that apply):**

- Designated carpool parking stalls
- A well-publicized no idling policy that applies to all vehicles (including school buses)
- Vehicle loading/unloading areas that are at least 25 feet from building air intakes, doors, and windows
- Safe Pedestrian Routes to School or Safe Routes to School

- 3. Describe any other efforts in transportation toward reducing the environmental impact of transportation, focusing on innovative or unique practices and partnerships.**



Since we are a boarding school, most of our campus transportation is seen by our faculty. In a survey of our faculty, around 15% of employees share rides to work regularly, over 15% of staff walk to work, more than 10% bicycle to work, 3 ride the local BATA transit bus, and of those that drive, more than 18% own a hybrid vehicle. We have a BATA public transit bus stop on campus that brings students and staff to and from Traverse City. All walk-ways across M-137 are monitored by a security guard during high traffic months. We utilize electric golf carts for handicap needs and electric segues for security duty in warmer months. At the garden and greenhouse, we haul all produce in a wagon connected to a bicycle!

## **Pillar II: Improve the health and wellness of students and staff**

**Describe how your school improves the health and wellness of students, faculty and staff by integrating a campus-wide environmental health program and promoting sound health and wellness practices.**

Health and wellness, both environmental and human, are incredibly important to Interlochen. We are blessed to have several excellent departments committed to student and staff health, wellness, security, and groundskeeping.

We care deeply about the health and wellness of students, faculty, and staff alike. All employees are able to use all recreational and fitness utilities (alongside students!), are incentivized to make healthy choices via our insurance benefits program, are offered a discounted and payroll deducted 24-week CSA (Community Shared Agriculture) vegetable share option, participation in our Health Fair Week, free flu shots, biometric screenings, and are encouraged and supported to find healthy ways to participate in employee benefits of working at Interlochen.

At Interlochen, campus safety and student safety are responsibilities shared by all staff and faculty. Safety services are the primary responsibility of two areas: the Campus Safety Department and the Residence Life Department. The Residence Life Department is namely responsible for student accountability and wellness programming. Res Life has a robust and supportive programming schedule that includes discussions and activities around relationships, boundaries, wellness of self, and more.

The Campus Safety Department is responsible to activate emergency warnings, manage all visitors to campus, facilitates all drills, responds to emergencies, maintains records of incidents involving lost or found property, provides security at performance venues, manage employee fingerprinting and staff identifications, manage access to facilities, and oversee all emergency response protocol.

Interlochen's Health Services Department provides 24/7 nursing care for ill or injured students. They also facilitate referrals to off campus providers as needed. A nurse practitioner holds clinic 3 times a week for students who are ill. Two mental health professionals are available to support students' emotional needs.

Interlochen's Dennison Center (rec center/gym) focuses on physical and nutritional health and wellness. The staff here bring attention to the benefits of whole foods and learning how to manage our bodies through proper nutrient intake. We build ideas and focus on how foods affect us mentally, emotionally, and physically, through easy to learn and observe infographics and educational materials. We have introductory nutrition classes to provide students with a ground-level understanding about macro and micronutrients along with proper hydration and how it can increase their ability to think academically and create artistically. We also meet with student independently to help them with specific needs or concerns in managing their bodies on their own. Our focus is never on weight management but rather eating for color and increasing awareness of how whole foods compared to processed foods affect us. We are teaching skills that stretch a lifetime and help with focusing on ideas of proper health and body management rather than outcomes.

Our groundskeeping crew focuses on keeping the grounds safe, debris-free, clean and tidy while also being aesthetically and naturally pleasing. They are responsible for many of the campus beautification initiatives (spring planting, tree planting, flower planting) and for managing the lawn maintenance, irrigation, tree and leaf removal, etc.

With all these departments working in harmony, campus health and wellness are an important part of our community.



## Element IIA: Environmental Health

### 1. Identify which actions your school takes to minimize staff and student exposure to hazardous contaminants. For each checked practice, provide a description of specific actions taken and incorporate metrics when appropriate.

- School reduces or does not use fertilizer on our property.

Interlochen uses organic compost in our garden beds to fertilize the soil. We also leave grass clippings on the lawn to help provide much-needed nitrogen back into the soil. We have utilized goat lawn maintenance at our greenhouse and garden, whereby a small herd of goats eat greenery, deposit fecal waste, and handle both 'lawn mowing' and fertilizing in one-stop!

- School has efforts to reduce pesticide use.

Interlochen has a stringent IPM plan, as required by the State of Michigan, that includes addressing pest management issues only when identified, an annual May mosquito spray (as deemed necessary because of our marshy location between two lakes) and an annual June sweep of cobwebs.

- School has Integrated Pest Management (IPM) efforts. Include pest management practices and any IPM/green certifications earned in description.

Our school utilizes an IPM as directed by the State of Michigan. Our school greenhouse and garden space is one of two school gardens in the nation that is Certified Naturally Grown (CNG). To be CNG certified, we had to exhibit a rigorous IPM plan for pest management to include all organic, natural, and green-friendly methods. This includes many hand tools, bio-predation, organic methods, sticky traps, excellent garden hygiene, etc.

- School conducts both indoor and outdoor IPM to reduce student exposure to chemical pesticides.

Any chemicals used to address a pest issue is posted in two public locations (safety office and outside the HR office). Staff and students are eligible to be placed on an email list for notification as well when any chemical pesticides are used.

- School prohibits smoking on campus.

- School has removed and prohibits purchasing of elemental mercury.

- School uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).

We have a CO2 monitor anywhere there is propane used on campus, in agreement with the State of Michigan. We are also in the process of switching from propane to electric.

- School has taken efforts to improve water quality for staff and students.

Water quality tests are conducted both monthly and annually. We have installed carbon-filtered drinking stations/water bottle refill stations at several high-traffic areas on campus.

- School has participated in safe drinking water trainings.

Yes, our operators all have Michigan Department of Environmental Quality (MDEQ) certifications.

- Other actions taken to minimize staff and student exposure to hazardous contaminants:

Students and staff are not allowed in any maintenance areas where maintenance department contaminants are contained and held for professional disposal.

### 2. Identify which actions your school has taken to address environmental health issues.

- School takes actions to prevent asthma triggers in and around the school.

All newer buildings, and renovated buildings, have filtered air systems to prevent asthma triggers indoors.

- School controls and manages routinely used chemicals to minimize student and staff exposure.



All janitorial supplies are in a locked closet and are handed to students in the residence life halls, as needed, for cleaning.

School takes actions to control moisture leaks, condensation, and excess humidity.

Most all the bathrooms on campus have automatic exhaust fans; we have also installed building-wide exhaust fans. We have humidity-controlled buildings that house expensive instruments, art installations, and our Dennison Center (rec center/gym) facility. They all have extra features to manage humidity and condensation.

School promptly inspects all structures to ensure they are free of mold, moisture, and water leakage. If moldy material is found it is promptly removed.

School inspects and conducts maintenance on school ventilation system and all unit ventilators to ensure they are clean and operate properly.

School acts to ensure that all classrooms and other spaces are adequately ventilated with filtered outside air, consistent with state or local codes, or national ventilation guidelines.

School has installed local exhaust systems for major airborne contaminant sources.

**3. Indicate which steps your school has taken to protect indoor environmental quality for staff and students. For each checked practice provide examples of actions taken and incorporate metrics when appropriate.**

School implements EPA's [IAQ Tools for Schools](#) and/or conducts other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.

We have full-time custodial and maintenance staff that do rounds, submit work orders if issues are identified, and on an as-needed basis. We have a preventative maintenance program for all indoors air-filters as well.

School conducts good quality daylighting with high-quality electrical light when needed.

Our new Dennison Center (rec center/gym) has a daylighting control system that senses ambient lights and LED lighting to work in cooperation with the programing, so that optimal electric use is utilized based on the amount of sunlight received inside the building. Each room in the facility also has entire wall made of glass windows, allowing maximum natural daylighting potential to be met.

School has good relative humidity control ([ASHRAE 30-60%](#)).

On specific targeted buildings, we have excellent relative humidity control. These buildings largely house extremely expensive instruments (piano building, visual arts building, music building, etc.), performance halls, and are amongst our newest builds on campus.

Schools exceeds minimum outdoor air exchange rates (*2015 International Mechanical Code, [Table 403.3.1.1](#)*).

School has tested all frequently occupied rooms at or below ground level for radon gas and has fixed retested all rooms with levels that rested at or above 4pCi/L or school was built with radon resistant construction features and tested to confirm level below 4pCi/L.

Our on-campus faculty housing was tested for radon in 2016, and radon sensors were installed in each of these homes on campus.

**Element IIB: Nutrition and Fitness**

**1. Indicate the practices your school employs to promote nutrition, physical activity and overall school health for staff and students. For each checked practice provide examples of actions taken and incorporate metrics when appropriate.**

School participates in a school nutrition program.



Interlochen has monthly programming challenges for students and staff, collectively, that speak to mindfulness, exercise, and nutrition. Some of those programs include: Planksgiving, Go Red for Heart Health, Movember, Wellness Bingo, Elf for Health, Health Week, Interlochen Triathlon, Interlochen 5K, Holiday Hold Out, and Go The Distance. We have one staff member dedicated to physical and nutritional health and wellness. He focuses on nutrients, labeling cafeteria food for their nutritional label, phytonutrients, brain-health awareness, Omega-3s, and so much more. We offer classes each month in yoga, TRX, pilates, exercise foundations, and advanced ballet. This 2018-2019 year, our employee health screening saw an 108% increase with a record of 261 participants. In 2018, our Dennison Center (rec center/gym) saw 85% of the student body participating regularly (as indicated by at least 4 activities per week), 30% of the faculty and staff participating regularly, and mixed leagues in co-ed student-staff volleyball, basketball, soccer, and rock wall climbing. Our school has no athletics or athletics department, so co-ed leagues with students and staff has created a wonderful school community of healthy competitive sports and wellness. Finally, our school has participated in our first ever CSA partnership with Second Spring Farm, with over 50 employees and their families picking up locally sourced organic fruits and vegetables for 24-weeks this year, encouraging both healthy community and nutritious diets for our staff and their families.

School participates in a Farm to School program to use local, fresh food.

We have an ongoing partnership with Second Spring Farm, a local organic farm, that helps supplement our vegetable and fruit purchases with in-season and locally obtained organic produce. We also purchase food from our local bulk food co-op, providing farmers a place to sell their produce and buyers, like our school, to purchase.

School has an onsite food garden.

Our school has a beautiful onsite garden and greenhouse consisting of a 20x40 hoop house, 9 raised beds, a permaculture scape, a 20x40 greenhouse, and a functional fish and plant aquaponics system. In 2017-2018, we harvested: 350lbs of produce, \$2,300 market value produce, 80 dozen eggs, \$320 market value eggs; and in 2018-2019, we harvested: 538lbs of produce, \$3,593 market value produce, 150 dozen eggs, \$600 market value eggs. We have recorded over 1,000 hours of volunteer service hours on our garden site, to date. Students in the Agricultural Science class meet in the greenhouse for each class and learn about the importance of sustainable farming practices, including pollination, composting, aquaponics, plant and soil science, and more.

Garden supplies food for our students in the cafeteria, a cooking or gardening class, or the local community.

The garden supplies food for students and staff in the cafeteria! We have recently submitted a grant to the Allen Foundation requesting additional funding for 2 more hoop houses that will allow us to donate 50% of all production to the local food pantry – providing them with the only freshly picked produce they receive, and the other 50% to our students, staff, and faculty in our own cafeteria.

School provides cooking or gardening classes.

We have a gardening club of Michigan started at Interlochen, where we have hosted several meetings. We also are adding an outdoor kitchen to our outdoor learning pavilion connected to the greenhouse and garden whereby outdoor cooking classes, food preparation classes, and community meals can be shared collectively. We have taught several classes on campus already, at our greenhouse, on beekeeping, natural dyeing, seed saving, gardening 101, permaculture, campus cuisine, and so much more!

School has a health advisory council or school wellness committee.

Our school has an administrative “Green Team” consisting of our Vice President of Finance and Operations, our Director of Operations and Maintenance, Director of Dining Services, Marketing, Teaching Staff, Director of Health and Wellness, Director of HR, and the Sustainability Coordinator.

School integrates health measurements into assessments



Our school values health measurements, in both employees and students alike. Health measurements are assessed by metrics of the health screening, conducted yearly. Student health is holistically viewed by physical, mental, and emotional health.

School promotes hand washing for all staff and students.

Signs are posted to remind our community to wash hands to help prevent the spread of unhealthy germs.

Students spent at least 120 minutes per week over the past year in school supervised physical activity.

While this is not a requirement for Interlochen, our statistics show that the student body is incredibly active in our rec center/gym without it being a requirement. We are also a large campus that is spread out with ample walking distances, requiring students to be physically active even walking to and from classes.

At least 50% of physical activity takes place outdoors.

All our walking is outdoors. With our school being under several feet of snow each year, physical activity outside is often difficult. We remediate that by having inviting and exciting activities in our rec center/gym.

Portion of school meals are composted onsite.

As of March 2019, 100% of all school meals, landscaping materials, organic matter, compostable disposables, paper towels, cardboard, and paper will be composted on site! The composting facility has been purchased, concrete footings poured, and construction is underway. The students in the Agricultural Science class studied a unit on the science of composting and created the training manual that the maintenance staff will be utilizing to help learn 'how' to compost as well – exploring topics such as troubleshooting a compost pile, the importance balance of carbon to nitrogen ratio, how to properly manage a compost pile, frequency of turning, and the importance of taking daily temperatures in a composting pile.

Health, nutrition, wellness, and physical activity are taught in curriculum.

We have certain majors, within our high school curriculum, that focus deeply on health, wellness, nutrition, and physical activity. For example, our dance department focuses on all four of these concepts daily. Each dance major spends upwards of 6 hours in dance, every day. Their bodies are their canvas for art, and understanding how to nurture, care, and treat their bodies well is a key component of the dance department at Interlochen. Students involved in theatre are also involved in intensive dance, movement, and technique courses that require a tremendous amount of physical stamina. They also spend a considerable amount of time talking about health, wellness, nutrition. Within the academic scope, many of our teachers are teaching lessons that encompass many of these objectives as well, as an integrated part of their curriculum. In our academics, biology explores the importance of health, wellness, nutrition, and activity on living entities. We offer a summer elective course completely focused on health and nutrition, as well.

School offers professional development or training for staff in health and wellness.

Our residence life department goes through training to help prepare them to guide and mentor students through health, nutrition, emotional and physical wellness obstacles that they will encounter at the "ground level" in our dormitory housing. Faculty and staff are also required to complete online training in a host of topics, most recently in bloodborne pathogens, sleep hygiene, distracted driving, ergonomics, sexual harassment, dealing with difficult people, microaggressions, harassment, etc.

Specify other nutrition, fitness and health related practices for staff and students.

We believe that health, fitness, and nutrition are related to the entire body. It starts with healthy food options, is nurtured by 'fun' events, opportunities, and a non-judgmental experience where students and staff can co-exist and perform in a supportive, encouraging, healthy environment. Staff are invited to participate in co-ed, multi-age activities such as volleyball, soccer, basketball, fitness, yoga, pilates, ballet, and much more.

## **Element IIC: School Health, Mental Health, School Climate, and Safety**



**1. Indicate the practices your school employs to promote school health, mental health, school climate and safety for staff and students.**

School supports student mental health and school climate through counseling, psychological and and/or peer counseling.

On our staff, we have 2 licensed LMSW counselors who work full-time, a full-time school psychologist, 6 academic and college guidance counselors, every faculty member oversees a weekly advisory of 6 students that they will keep from year to year, and 19 student peer-to-peer community service assistants. Every residence life hall has a manager and hall counselors for each hallway of the building. Interlochen provides a well-supported experience for counseling and mental health.

School supports student mental health and school climate through anti-bullying programs.

We have a Community Care Report that allows students and staff to anonymously submit concerns on a wide range of topics from micro-aggressions to bullying to alcohol or drug suspicions. We care deeply about this and have thus created a way for a member of our community to confidentially report any behaviors that need to be addressed. We also offer extremely intensive programming in our residence life halls that are categorized by month. In October, for example, all programming revolved around relationships, boundaries, consent, conflict-resolution, healthy communication, boundaries, vulnerability, etc.

School addresses alcohol and other drug use and abuse.

As a part of our residence life hall programming, students also learn about drug use/abuse in the "Self Care" month, where students explore causality, effects, concerns, habits, and how it affects your mental, physical, and emotional self as well as relationships with others.

School provides violence prevention programs.

Our school, thankfully, has very few incidences of violence or physical altercations. But, the concept of consent, harm, abuse and the like are also discussed as a component of our intensive residence life hall programming.

School has a school nurse and/or a school-based health center.

We have a full-time nursing staff, with 24/7 accessibility to students, a nurse practitioner on staff 3 days/week, and our health services is open around the clock. We provide over-night care to students in need.

School provides opportunities for employee wellness.

Employees are able to use all recreational and fitness utilities, are incentivized to make healthy choices via our insurance benefits program, are offered a discounted and payroll deducted 24-week CSA (Community Shared Agriculture) vegetable share option, participation in our Health Fair Week, and encouraged and supported to find healthy ways to participate in employee benefits of working at Interlochen.

School uses a Coordinated School Health approach or other health-related initiatives to address overall school health issues.

Our entire school participates in events together – with mixed teams of students and faculty/staff, health week, healthy eating in our cafeteria, and resources to support mental and emotional wellness. Our core administrative staff meet weekly to discuss students of concern and create 'next step' plans for how to best support the physical, mental, and emotional needs of each student brought forth to the committee.

School collaborates with community partners to provide services and support to health and wellness needs of staff and students.

Interlochen has a close connection with Pine Rest, local therapists, psychiatrists, psychologists, and Munson hospital to provide supplementary needs for our students.

School provides other school health, mental health, school climate, and safety services for staff and students.



In addition to having a wonderful mental health and health services staff and residence life hall staff, we also have an outstanding safety department that provide on-site safety, 24/7. All visitors must check in, we have a closed campus, all student, faculty and staff must always wear an ID badge. Our safety department is constantly monitoring and ensuring the highest level of safety for all members of our Interlochen community.

## **Pillar III: Effective Environmental and Sustainability Education**

**Describe how your school provides effective environmental and sustainability education by incorporating STEM, civic skills, and green career pathways.**

Interlochen deeply believes in the importance of educating the next generation about the value of taking care of our Earth. While we are an exceptional world-class fine art boarding high school, we are also enveloped in the most beautiful setting on a resplendent lakeshore with 1,200 acres of forested woods and natural beauty surrounding us. Much of our students' work is inspired by the world around us. In the refuge of our campus, students are literally 'brought back to nature'. Several of our classes focus entirely on the importance of the environment and sustainability. Biology, Chemistry, Ecology, Ecology and Art, Art and Ecology, Agricultural Science, and Photographing Nature to name the most significant, are entirely enveloped in the concept of teaching problem-based learning in the environment with a mind toward sustainability and caring for the Earth.

There are passive ways that our curriculum supports sustainability and the environment, as well. Many of our theatre shows are related to the environment; many of our poems in our poetry classes address energy consumption, natural disasters, industrial catastrophes caused by human impact, and the like. Our history classes look at water equality and accessibility. Even our library has the environment and sustainability at its heart when selecting topics of the month to showcase. Students explore Pipeline 5 and the controversy in one of our political science classes and research the role that lawmakers have in exerting decisions that affect not only the people but also the environment.

**Element IIIA: Interdisciplinary learning and relationships between dynamic environmental, energy and human systems**

- 1. Indicate the practices your school employs to help ensure effective environmental and sustainable education. For each checked practice provide examples of actions taken and incorporate metrics when possible.**

Environmental and sustainable concepts are integrated throughout the curriculum.

Many teachers incorporate environmental and sustainable concepts in their lessons. In a some curricula, such as Ecology and Agricultural Science, sustainability and the environment are the central to the entire curriculum. All projects, problem-based learning, activities, etc. are focused entirely on the environment and sustainability.

Environmental and sustainable concepts are integrated into assessments.

The process of 'doing', exploring, experimenting, and becoming involved as student-citizen artists is a central concept at our school. For classes that focus entirely on the environment and sustainability, formative and experiential assessments naturally integrate these concepts.

Professional development in environmental and sustainable education is provided to all teachers.

Staff have attended training at the Northern Michigan Small Farm Conference, Green Schools Conference, we have brought in professionals in the field to speak to our entire school (Project Noah, Earth Works, Freshwater Studies at NMC, etc.). We have hosted outstanding Earth Day celebrations for the past 5 years, involving the entire community – students, staff, and faculty alike. Students have given community meeting presentations on topics of climate change, nature, fungus/mushrooms, recycling, and more.

**Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills to prepare graduates for the 21st century technology-driven economy**

- 1. Describe how your school uses the environment and sustainability as a context for learning STEM and literacy?**



In Chemistry class, students explore the laws of conservation of mass at the atomic level to better understanding disposal and recycling. They explore units on air pollution, petroleum use on plastics and fuel, alternative fuels, water and air quality. In Ecology, students explore streambeds and research macro and micro-vertebrates, raise salmon in the classroom for a release program, study wetlands and native habitat restoration, and freshwater aquatics. In Agricultural Science, students learn about composting, tilling, soil conservation, water quality, organic principles for growing sustainable crops, beekeeping, pollination. Each of these classes are steeped with concepts of the environment and sustainability while being supplemented with excellent, rich literacy to provide background research to support the principles of the lessons.

**2. Describe how your school uses the environment and sustainability as context for learning about “green” technologies and/or career pathways?**

While Interlochen focuses largely on artists, being a fine arts boarding school, we also are pleased to note that about half of our student body goes on to the college level to pursue an arts degree while the other half of our student body goes on into other professional fields. Many of our students go on to become scientists, doctors, teachers, researchers, lawyers, advocates for artistry and life-long artists that also care deeply about activism, equal rights, the environment, and the world around them.

**3. Describe how your school incorporates sustainability, outdoor learning, and/or place-based learning experiences in your K-12 SSTEM curriculum?**

At Interlochen, many of our courses contain activities that are focused entirely on placed-based learning experiences. Agricultural Science meets daily in the greenhouse for each of its classes. Students have daily ‘chores’ whereby they care for the grounds and its inhabitants (fish, plants, chickens, rabbits, etc.) each day in addition to the lessons within each curriculum unit. Ecology and biology students are often outside, in the field, conducting research and applying lessons from the classroom into the real-world environment. Astronomy class requires students to do evening observation journals of the night skies. Art and Ecology and Ecology and Art classes work hand in hand with the Wilson Arts project to create an art installment in the woods as a feature of a natural restoration and reforestation, combining both art and environment into two separate features that work hand in hand. These are only a few examples of what we’re currently doing at our school.

**Element IIIC: Development of civic engagement knowledge and skills, and students’ application of these to address sustainability and environmental issues in their community**

**1. Discuss how your school develops and applies civic knowledge and skills to environmental and sustainability education.**

Our school sits on the Green Lake & Duck Lake Association board, involving our voice to be heard with matters that encompass our property and those in our most immediate area. We offer transportation for voter registration for students over 18 and encourage all students to sign up to vote. We have a student-led Sustainability Club on campus whereby students select topics, projects, and ideas to explore and then propose means for resolution, administrative and school involvement, and discussion.



### **Additional Information:**

**Please provide any additional information regarding your school's efforts that you think make your school stand out as a U.S. Department of Education Green Ribbon School.**

Interlochen has made tremendous strides toward sustainability in the past 5 years. We identified that there was a need for our school to be a leader in the sustainability movement and with administrative support, funding, and a need to be thinking more sustainably, we have made huge changes. We currently have two part-time staff members devoted to supporting our school's efforts to become more sustainable. Our part-time garden coordinator oversees garden production, growing schedules, and is a teaching assistant for the Agricultural Science class. In 2019-2020, our Sustainability Coordinator, who also teaches our Agricultural Science program, is slated to move from part-time to a full-time position, for the first time in our school's history. We see the need. We know the importance. We are embracing the change and looking forward to our goals and progress ahead. In March, our Board of Trustees has identified Sustainability to be the topic of their bi-annual meeting and will be re-evaluating, re-assessing, and establishing short term and long-term goals for our school to help improve, support, and maximize our efforts. This is a significant move for the Interlochen community and we could not be more thrilled with their decision to recognize and embrace the importance of sustainability. This truly identifies Interlochen as a community of people that are embracing sustainability, on all levels of our institution.

We have an outstanding garden and greenhouse program on campus that allows us to teach Agricultural Science as an immersive, intensive experience where students are not just learning theory, but are doing hands-on experimental research and learning. They are seeing the theories come to life before their eyes while digging in the soil, compost, and making plants grow. The students are learning how plants can grow from a closed cycle aquaponics cycle being fed nothing but fish feces. They are embracing the science and understanding the theoretical concepts in a way that make learning exciting and real. Students in this class will also be developing the Interlochen Nature Preserve, establishing native species in a preserved area by providing habitat, native food sources, and supporting the educational learning that goes hand in hand with conservation. Students will study a unit on beekeeping and become 'expert' amateur beekeepers! Our garden provides produce for our community and we are even more pleased that we are able to offer a waste-free dining experience for all of our community; nothing is thrown in the trash!

Our composting facility's grand opening is something long-awaited, to be open in March 2019 – just a few short months away. With the opening of our on-site composting facility, our entire community can embrace the beauty of reducing our carbon footprint while also creating rich, 'black gold' to nourish the soils of our campus at the same time. We are teaching the future generations the importance of being mindful of where our waste goes. We have been single stream recycling for a long time, but changing the mindset from our janitorial staff only taking out the recycling has forced our entire community to really think about convenience and sustainability.

Interlochen has committed to sustainable logging practices on campus, when any trees need to be felled. Our trees are hand-cut and then drug out by horse-pulled logging rigs. We do not employ chainsaws or logging rigs for any of our logging practices in order to minimize the impact we have on the environment and the natural rhythm of the surrounding ecology. We also host a yearly tree-planting on campus to do our share to restore some of the trees that have been felled – namely the red oak that have recently succumbed to oak wilt.

We are one of two schools in the nation to be Certified Naturally Grown, for three years now. We are proud of our hard-earned certification and the work that our students and staff have done to procure this certification. We are also a certified Monarch Waystation, Certified by the National Wildlife Federation, and a Michigan Native Perennial certified garden.

Health, wellness, security, and safety are key pillars to our foundation. We are thrilled that over 50 of our staff and their families have participated in our first ever CSA collaboration with a local farmer, providing healthy, organic vegetables for these families.

Interlochen is a rare, unique, special, and maybe even a little bit magical – with all our incredibly talented young artists, robust faculty, and dedicated staff. But, above all of this, we are humans, too. Caring for our Earth, teaching the next generation 'how to do better', and creating an environment where we care about the Earth and our future is key. We are honored to be considered for this incredible award offered by the US ED-GRS.