



## 2012-2013 School Nominee Presentation Form

### **PART I - ELIGIBILITY CERTIFICATION**

#### **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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
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.
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.

ED-GRS (2012-2013)

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U.S. Department of Education Green Ribbon Schools 2013

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Charter  Title I  Magnet  Private  Independent

Name of Principal Mrs. Molly King, Head of School

Official School Name Greenwich Academy  
School

Mailing Address 200 N. Maple Avenue

Greenwich CT 06830

City State Zip

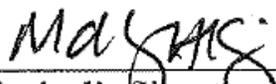
County Fairfield State School Code

Number\* N/A

Telephone ( 203 ) 625-8900 Fax ( 203 ) 629-5942

Web site/URL www.greenwichacademy.edu E-mail Mking@greenwichacademy.org

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

  
(Principal's Signature)

Date 1/10/14

Name of Superintendent\* N/A

District Name\* N/A Tel ( )

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

N/A Date N/A  
(Superintendent's Signature)

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

## **PART II – SUMMARY OF ACHIEVEMENTS**

### **Instructions to School Principal**

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

## **PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE**

### **Instructions to Nominating Authority**

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

### **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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
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

Connecticut State Department of Education

Name of Nominating

Authority

Dr. Stefan Pryor, Connecticut Commissioner of Education

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

  
 (Nominating Authority's Signature) Date 1-17-14

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509  
 Expiration Date: February 28, 2015

**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 Contact Information

School Name: Greenwich Academy  
 Street Address: 200 N Maple Ave  
 City: Greenwich State: CT Zip: 06830  
 Website: www.greenwichacademy.org  
 Facebook page: https://www.facebook.com/gwichacademy  
 Principal Name: Molly King  
 Principal Email Address: mking@greenwichacademy.org Phone Number: 203-625-8900  
 Lead Applicant Name (if different): Scott Thacker  
 Lead Applicant Email: sthacker@greenwichacademy.org Phone Number: 203-625-8921

Level <input checked="" type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input checked="" type="checkbox"/> K - 8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9)	School Type <input type="checkbox"/> Public <input checked="" type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name <u>N/A</u> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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[X] High (9 or 10 - 12)			Total Enrolled: <u>800</u>
Does your school serve 40% or more students from disadvantaged households? ( ) Yes (X) No	% receiving FRPL <u>N/A</u> % limited English proficient <u>0</u> Other measures _____	Graduation rate: <u>100%</u> Attendance rate: _____	

*Summary Narrative:* Provide an 800 word maximum narrative describing your school’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?

(X) Yes ( ) No Program(s) and level(s) achieved: EPA Energy Star Portfolio Manager, Green Schools Alliance

2. Has your school, staff or student body received any awards for facilities, health or environment?

(X) Yes ( ) No Award(s) and year(s) LEED Silver for Schools certification for Middle School 2009

Greenwich Academy (GA) is a private day school, serving 800 girls from grades PK to 12. We are committed to practicing responsible environmental stewardship. GA supports the principles of sustainability in the school’s curriculum to help students understand their relationship with the environment and prepare them to be informed stewards of sustainability. GA supports health and wellness with both students and staff. GA exemplifies sustainability in the management of its buildings and resources use.

Greenwich Academy is privileged to have multiple conservation areas on its campus. This provides ample teaching opportunities; classes use natural and wetlands areas on the grounds in science classes and physical education. Many classrooms overlook wetlands, and students can observe wildlife and enjoy the moments of peaceful reflection that such an environment provides. These areas are protected according to wetland management regulations. The Greenwich Academy community is committed to preserve this area for the future. From collecting and studying water samples in the Long Island Sound, to a recent Upper School environmental biology expedition trip to the Amazon rain forest, students in all grades participate in field trips that deepen their connection and understanding of environmental issues.

Health and wellness are supported in the dining program, through hands-on curricular units focused on organic gardening, and in GA’s extensive athletic programs. GA focuses on healthy environmental quality through participation in Tools for Schools, IPM programs, and effective building management. Each division (lower, middle, upper) has a student organization committed to helping promote sustainable practices and encouraging members of our community

to join this effort. We also have a school-wide green team headed by our facilities director. Students and staff are encouraged to use the on-campus fitness center and to spend ample time outdoors. The cafeteria offers a variety of healthy options and all are encouraged to eat healthy.

GA students learn about energy and water use, using the building data. By implementing various strategies, GA has reduced its energy consumption 15-20% percent in the last 5 years (\$200,000 average annual savings). With Sodexo as its facilities management partner, Greenwich Academy has implemented many improvements in its operating procedures that have resulted in reducing its overall impact. From installing solar panels to encouraging reusable water bottles and promoting recycling, Greenwich Academy is committed to practicing responsible environmental stewardship and sustainability.

Greenwich Academy has partnered with Sodexo to provide green cleaning services in all our buildings. These practices provide a safer environment for everyone and reduce the school's impact on the environment.

In August 2009, the newly renovated Middle School was awarded LEED Silver rating. Students engage in learning about the green building features and the green roof on the upper school building. GA actively monitors and controls building systems to optimize energy use. Use of daylight harvesting, LEDs and other technologies helps to create a green learning environment, while green purchasing and waste reduction strategies help reduce environmental impact. The building automation system is utilized to manage energy during unoccupied hours and school breaks.

Our school is 100% compliant with the comprehensive Connecticut school environmental compliance laws as they apply to private schools, including pesticide use, vehicle idling, building facility operation checklists, IAQ program implementation, recycling, green cleaning, CO monitoring and asbestos requirements.



**Fig. 1 Greenwich Academy grounds**

## Step 1: Green and Healthy Outlook

Key Elements: Participate in CT Green LEAF Schools activities and report on your progress. Maintain a Green Team at your school. Participate in a nationally recognized green school program. Utilize the NAAEE Guidelines for Excellence. Develop partnerships with the local community. Act as a mentor for other schools. ([Green Ribbon School Program – Cross-cutting Questions](#))

Greenwich Academy joined CT Green LEAF Schools this year. We found out about the program through the state's air permit amnesty program for schools. We participated in the initial kick-off meeting where we learned about the CT Green LEAF Schools program and also have participated with the Greenwich PTAC Green Schools committee, a consortium of town schools, and environmental and government interests, where we have the opportunity to learn and share ideas. Our Green Team is headed by the facilities director and is made up of about 25 faculty and staff members from all areas of the school. Each division of the school (lower, middle, upper) also has a green team made up of students. Student representatives report to the campus-wide Green Team on the progress of the initiatives their individual groups undertake. The green teams at our school have successfully improved our recycling program, implemented waste stream tracking, influenced the implementation of greener practices in the cafeteria, and connected sustainability issues to curriculum at all levels.

GA recently started a profile on EPA Energy Star Portfolio Manager. Our initial score came to 29. It's so low because our campus does not have individual buildings metered, so the score is for the entire campus which includes a combination of very different buildings: one LEED certified, with others including a historic Rockefeller mansion, a glass building, and both older and newer buildings. Our goal is to install submeters for each building so each building can be scored independently. We have implemented Energy Star and LEED practices in all our buildings and have reduced energy consumption by 15-20% (\$200,000 average annual savings). We are also members of the Green Schools Alliance.

Greenwich Academy has partnered with community organizations, businesses, and non-profits to provide sustainability-focused educational opportunities for students. In the Lower and Middle Schools these opportunities include field trips to various sites where students learn about the local environment. In the Upper School, students embark on independent study programs that allow them to explore areas of interest such as composting, gardening, and wetlands preservation. Upper School students also have the opportunity to participate in global studies, travelling to regions where they immerse themselves in unique and protected habitats include the recent Upper School expedition to the Amazon rain forest.

The facilities director is a LEED Green Associate and is also a Certified Facility Manager. Many faculty members have participated in professional development opportunities where they learn how to incorporate sustainability in curricula and have attended conferences such as the annual Green Schools Alliance Conference.

We share information about our successes in sustainability primarily through our website: <http://www.greenwichacademy.org/sustainability> . We also share best practices with other independent schools through the CT Association of Independent Schools (CAIS) and NAIS networks. As our facilities management partner, Sodexo has the ability to benchmark our efforts against peer schools where Sodexo also provides facilities management services. Facilities directors at these peer schools meet regularly and share ideas that have been successful on their campuses.

Greenwich Academy hopes to be recognized as a Green Ribbon school and use that recognition as a platform to help other schools improve their efforts in sustainability.

### **Step 2: Environmental and Sustainability Literacy**

Key elements: Incorporate environmental and sustainability literacy into the curriculum and instructional practices. Measure outcomes of environmental and sustainability education efforts and assess student literacy in these areas. Support learning with professional development for all staff. ([Green Ribbon School Program Pillar Three – 3A, 3B, 3C](#))

Our Pre-kindergarten and Kindergarten classrooms are surrounded by wetlands and wooded areas. Students regularly spend time outdoors learning about the surrounding environment. Students plant and maintain a garden on their playground; from seed to sprout to vegetable, they care for their crop and eat the fresh vegetables they helped grow. Students plant flowering bulbs each year to beautify the area around the parking lot. Most recently, working hand-in-hand with the facilities department, students developed a nature trail through the wooded area that allows them to get close to nature and learn about indigenous plants and animals.

In the Lower School (grades 1-4) science classes regularly make connections with environment and sustainability. For example, students learn about recycling, conservation, and preventing food waste. Lower School students attend field trips each year to SoundWaters, an environmental education organization on Long Island Sound. The 4th grade student green team leads greening initiatives for the Lower School. In after school programs for grades PK-4, students spend most of their time outdoors. They plant and maintain an organic 3-sisters garden and study wetland and wooded habitats. This garden combines science with social studies in learning about Native American agriculture.

In the Middle School (grades 5-8) science classes regularly make connections with environment and sustainability and are focused on STEM initiatives. The 5th grade science classes support the organic garden on campus and engage in other outdoor learning experiences. The 6th grade environmental science classes focus on environmental issues. Students also have ample time to learn about the various features of their LEED Silver Middle School building. For example, students learn about the solar panels on the roof, energy saving lighting features, and recycled content in building materials. When students give tours of the building they particularly enjoy pointing out the dual-flush toilets. Each day students walk past a monitor in the Middle

School entrance that displays real-time generation of the photovoltaic system. All Middle School students have the option of joining the student greening committee.

The Upper School (grades 9-12) organic vegetable and herb garden (Fig. 2) was started by students. Students also started a small-scale composting program with the goal of capturing pre-consumer waste from the kitchen. Students are provided opportunities to get school credit for independent study courses such as gardening and composting. AP Environmental Science classes focus on environmental issues. A very active



Fig. 2 Students harvesting vegetables from the organic garden

group of students interested in STEM make regular connections to environment and sustainability in their classes and clubs. The Duff Center for STEM Initiatives partners with community groups and businesses to give students opportunities to be involved in aspects of sustainability and learn about careers in sustainability. The GAINS network was started by Greenwich Academy to partner with professional mentors for students interested in careers in STEM related fields. Students have opportunities for internships with green organizations such as at the Seaside Center at Greenwich Point, a Long Island Sound nature education center. Students' learning is measured in a grade-appropriate manner and includes exams, research papers, projects, and real-world experience.

Faculty are offered professional development opportunities and are encouraged to learn more about sustainability and energy, and how these can be tied to the curriculum in age appropriate ways. Each year faculty can apply for a school-wide Innovation Grant which promotes the development of innovative projects that enhance learning. Last year's winner proposed, "Pathways to Creativity" a project to redesign one of the playgrounds to provide students with more opportunities to explore nature during recess. Faculty are also given opportunities to conduct research and take development trips that will aid in their ability to teach about pressing current issues.

### Step 3: Healthy School Environment

Key elements: Implement and actively maintain EPA's Indoor Air Quality Tools for Schools program. Comply with or exceed all CT school-based environmental health laws. Incorporate environmental health issues into the curriculum. ([Green Ribbon School Program Pillar Two – 2A](#))

GA is focused on providing a green, safe, and healthy learning environment. The Tools for Schools program is a new initiative for the school and has been implemented as a subgroup of our Green Team. Even before the formal adoption of this program, Greenwich Academy has maintained high standards for HVAC maintenance, filter changes, green cleaning, etc. We understand the importance of good air quality and how low quality air can negatively impact

student learning. Faculty and staff are encouraged to report issues as soon as they arise so they can quickly be remedied.

Greenwich Academy is compliant with all EPA and State of CT school-based environmental health laws. Idling of vehicles is prohibited on campus and signs in the pick-up waiting line reinforce this. School bus drivers are trained in the state’s no-idling laws applicable to school buses. An IPM plan is in place for pests and no lawn care pesticides are used. HVAC systems are properly maintained and run continuously during occupied times. In large gathering spaces such as the gym and theater, the HVAC system automatically samples the air regularly to ensure CO2 levels are appropriate and opens air dampers to allow more fresh air to enter the building as needed.

Green Cleaning has been practiced for a number of years. The facilities department in partnership with Sodexo regularly evaluates new products on the market to ensure best practices are utilized. Our green cleaning program includes environmentally safe cleaning products that are Green Seal certified, green equipment, green cleaning procedures that reduce chemical usage and overspray and paper and plastic products with recycled content.

Overall, Greenwich Academy’s operating practices often exceed environmental health laws. This is a priority for the school and the parents and is not done simply because we have to.

**Step 4: Healthy Nutrition**

Key elements: Comply with the nutrition standards in National School Breakfast and Lunch Programs. Encourage healthy eating in your school including vegetarian and vegan options, and use of local, organic foods. Incorporate healthy nutrition into the curriculum. ([Green Ribbon School Program Pillar Two – 2B](#))

As an independent school, National School Breakfast and Lunch Programs are not applicable to Greenwich Academy. We have high standards for health and nutrition. All students are provided multiple healthy options for meals including vegetarian, vegan, and gluten free. Health classes emphasize the importance of developing healthy eating habits. When possible, produce grown by students in the on-campus garden is used in meals served to students. Other times, local produce is used in season. Signage in the cafeteria promotes local products and also identifies allergens in the foods being served. Our Green Team is in the process of working toward certifying our cafeteria through the Green Restaurant Association.

Reusable water bottles are promoted with students and staff, encouraging healthy habits and reducing waste. The dining service provides reusable silverware and serving ware to reduce environmental impact. During each meal period, a display at the entrance of the serving area lists key ingredients used and identifies sustainable practices

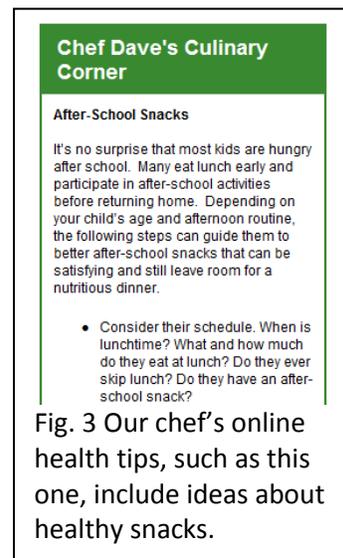


Fig. 3 Our chef's online health tips, such as this one, include ideas about healthy snacks.

as well as potential allergens. This chart helps students and faculty make decisions about the food they chose to eat at school. Parents have access to an internal website that contains menus and information about healthy options for meals and snacks.

### Step 5: Physical Well-Being

Key elements: Promote physical health including outdoor opportunities for all students and staff. Incorporate physical well-being into the curriculum. ([Green Ribbon School Program Pillar Two – 2B](#))



Fig. 4 Greenwich Academy's Upper School Green Roof

Physical health and nutrition is incorporated into the curriculum in appropriate ways for each grade. Physical health is promoted with outdoor activities for all students. This not only includes physical education classes and competitive athletics, but also includes curricular outdoor activities such as nature walks and tree identification. The nature trail near the kindergarten and pre-kindergarten classes was designed to include logs and other simple obstacles to contribute to the health and development of our youngest students. Students are also encouraged to take their lunch outside and spend other free periods outside enjoying the campus surroundings including the green roof on the Upper School building (Fig. 4).

An on-campus fitness center is available to all faculty and staff and students (age appropriate). Use of the fitness center is also incorporated into health classes and training of student athletes. Yoga classes are also offered for students and interested staff. Insurance providers for employees offer incentives for being proactive with good physical health. This includes an annual opportunity for employees to participate in a private on-site preventive medical screening. The annual school-wide walk/run is a great opportunity for all members of our school community to participate.

Athletics is an area of focus at Greenwich Academy, encouraging students to learn about healthy lifestyles and be active. Older Middle School students are required to participate in a sport each season, with a wide variety of activities offered. The Upper School offers over 25 teams and 15 sports. Daily practices or games provide each student with more than an hour a day of exercise.

### Step 6: Energy Efficiency and Water Conservation

Key elements: Complete Energy Star Portfolio Manager Benchmarking for your building. Implement a plan to measure and reduce energy (including from transportation), greenhouse gas emissions and water use while improving water quality. Use renewable energy sources. Encourage energy efficient transportation to and from school by students and staff. Incorporate energy and water issues into the curriculum. ([Green Ribbon School Program Pillar One - 1A, 1B, 1D](#))

Energy consumption has been reduced at GA by 15-20% in the last five years (\$200,000 average annual savings). Currently, we track energy consumption with master meters and have plans to install submeters to target the largest conservation opportunities. This will also enable opportunities for student competitions centered on energy reduction. Renewable energy is generated from photovoltaics on the roof of the LEED Silver middle school building (27.6 kW). Each year, through solar power generation, Greenwich Academy avoids generating the pollution that would be emitted by 46 cars during that same time period. At the same time, the photovoltaic cells are generating enough power to operate 1,200 computers for one year. This is a great resource for teaching children about renewable energy. Data about the energy generated from this system is available on the school website and is displayed on a screen in the Middle School lobby (Fig. 5). In addition to being able to see the amount of energy generated, students are also aware of total energy consumption and can access this data online through a link from the school's website: <https://easyview.auroravision.net/easyview/index.html?entityId=148841>.

GA's buildings are equipped with building automation controls that allow for centralized control and scheduling of mechanical equipment. The systems are programmed to automatically reduce usage during evenings and weekends and other times when buildings are unoccupied. This results

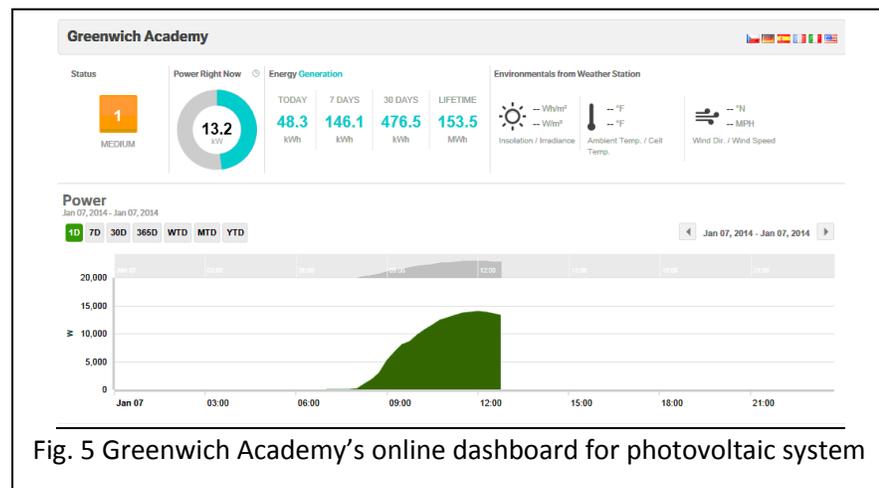


Fig. 5 Greenwich Academy's online dashboard for photovoltaic system

in significant savings, especially during the summer and holiday breaks. Using motion sensor lights around campus has decreased the Academy's energy costs. Through efficient design, natural sunlight has been provided a natural resource for light throughout the school. State-of-the-art light fixtures that feature reflective lighting and daylight harvesting have been installed in the Upper and Middle Schools.

The newly renovated Middle School building was certified LEED Silver in 2009 (Fig.6). The Upper School building has a green roof that is accessible to students. Both the Upper School and Middle School buildings have lighting controls that include a combination of occupancy sensors and daylight harvesting. Lighting is being converted to LED and other high efficiency products where appropriate.

Students and employees are encouraged to carpool, walk, bike, or use bus transportation. Commuting students are encouraged to use train transportation, with access to bus pickup at the station. Demand for bus service has increased as this option has been encouraged, and we have hired additional drivers. Signage is posted to remind carpool drivers to not idle their engines and bus drivers are trained in CT DEEP regulations regarding idling of school buses.



Fig. 6 Middle School, certified LEED Silver for Schools

Water use reduction efforts started with installing low flow sink aerators several years ago. Now we have dual flush toilets, drip irrigation, rain sensors incorporated in our irrigation systems, and employ green cleaning methods that utilize less water. Water conservation concepts are connected to the curriculum in environmental science classes.

During the summer and holiday break periods, the students and staff work with the facilities department to minimize energy usage. The building management system sets all mechanical systems to unoccupied settings, while personnel check to make sure that lights are off, windows closed, fridges emptied and unplugged, and electronic devices disconnected. This school-wide effort has reduced energy consumption during these periods, but more importantly it has been a great way to teach students about responsible resource consumption.

Greenwich Academy utilizes Sodexo's SMART (Sustainability Management and Reporting Tool) dashboard to track progress with initiatives in sustainability. This is reviewed quarterly to identify additional opportunities and to help us maintain a focus on energy management and sustainability.

GA also participates in Demand Response to reduce electric use in times of high use. Fairfield County is an area of high congestion and poor air quality during peak electric use. Our ability to shed load reduces both costs and environmental impact.

### **Step 7: Green Purchasing and Waste Management**

Key elements: Assess our building's purchasing policies and waste production. Implement a green purchasing policy and plan to measure and reduce waste. Incorporate purchasing and waste management issues into the curriculum. ([Green Ribbon School Program Pillar One – 1C](#))

GA's recycling program begins with complying with Connecticut laws, recovering all designated and mandated recyclables and preventing disposal of banned materials, such as electronic waste. In addition, GA follows the CT waste management hierarchy, which emphasizes reducing waste followed by reusing resources and then recycling and composting.

For example:

- Students and staff are taught to change printer settings to print double sided.
- The norm is to use reusable dishes and flatware in the cafeteria.
- Students and staff are encouraged to bring reusable water bottles rather than bottled water.
- GA follows a single-stream collection method, accepting all cardboard boxes, mixed paper, plastics #1 thru #7, metal cans, scrap metal, and glass.
- Composting was started by students as a class project and is used as a teaching tool for students. Composting is also performed by the pre-K and Kindergarten classes as an activity on the playground.

Students have been the leaders in encouraging the GA community to increase recycling efforts; this has included creating signage for recycle bins and weekly reminders in class meetings.

To help us better understand what types of materials are still in our waste stream that could be reduced, reused or recycled, we have begun weighing and tracking our waste stream so we can set goals for reduction. This is being conducted in partnership with our refuse and recycling hauler. Our goal for the next six months is to closely measure and track our waste stream so we can then set goals and make plans to reduce waste that goes to the incinerator.

We strongly encourage green purchasing (recycled content, Energy Star, green packaging, sourcing local). When faculty or staff makes purchases that do not meet green purchasing standards, the Green Team discusses how to make better purchasing decisions in the future. , Hazardous materials have been reduced through green cleaning and green purchasing policies. Science teachers have also reduced the type and quantity of chemicals they use to limit the amount of hazardous materials they utilize. Liquid waste from science labs is neutralized prior to entering the sanitary discharge. Hazardous chemicals are properly disposed of according to CT DEEP and EPA guidelines.