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Overview

The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools that are taking a comprehensive approach to greening their schools. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts.

This is a two-step process. The first step is to complete and submit an application to the California Department of Education to be selected as a state nominee. If your school is selected as a state finalist, you will be asked to complete the second step of the process by providing additional information for the nominee package that will be forwarded to the U.S. Department of Education.

Schools will be evaluated based on their progress towards a wide variety of green benchmarks, including zero greenhouse gas emissions, food that is locally sourced and sustainable, and curriculum that ensures all students are environmentally and sustainability literate.

Four items are important to keep in mind as you consider applying to become a nominee:

These are ambitious goals and few, if any, schools are expected to have achieved all three, or even 100% of any one of the Pillars.

Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.

It is important to demonstrate concrete achievement, using quantified measures, whenever possible.

If your school is being actively considered, additional documents supporting your answers may be requested.

Completing the Application

Selection is based on the National Green Ribbon Schools three Pillars:

Pillar I: Environmental Impact and Energy Efficiency

Pillar II: Healthy School Environments

Pillar III: Environmental and Sustainability Education

To complete the application, schools are asked to provide basic information and complete a series of questions, including some short narratives. You will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. Some of the questions will require you to reach out to a variety of school and district personnel to gather quantifiable data. We hope you will assemble a team to work together to complete the application. This team may include physical plant directors, physical education directors, food services directors, curriculum directors, finance department representatives (for access to purchase orders, etc.) and teachers. A class or a group of students may also work with this team.

A [guide](#) is available on the CDE Website. You are encouraged to use this guide to develop responses before you begin this online application. Once you begin the application, you may save and return to it at any time until you hit the "submit" button.

As you will see in the application, the California Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals.

Timeline

December 22, 2011 - Application posted

February 17, 2012 - Applications submitted online by 5:00 pm PST to the California Department of Education (CDE)

March 22, 2012 - Four nominees submitted by CDE to the U.S. Department of Education

April 2012 - Earth Week - The U.S. Department of Education announces winners

May 2012 - U.S. Department of Education hosts national recognition award ceremony

Technical Assistance

For assistance in completing this application, please contact Kathleen Seabourne in the School Facilities and Transportation Services Division at 916-323-3926 or by e-mail at kseabour@cde.ca.gov.

Private Schools

Private schools are eligible to apply. These applications will be reviewed, scored, and nominated by the California Association of Private School Organizations (CAPSO). For assistance in completing this application, please contact the CAPSO representative, Paul Chapman at pchapman5@gmail.com.

The application is due no later than 5:00 pm PST on Friday, February 17, 2012.

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By submitting this electronic application, the school principal (or equivalent) below certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. Private schools only certify to certifications 1 through 7 and 12 and in no case is a private school required to make any certifications with regard to the public school district in which it happens to be located.

The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: I) environmental impact and energy efficiency; II) healthy school environments; and III) environmental and sustainability education.

The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.

The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act, and has no outstanding violations, nor has resolved such a case within the past year.

The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.

The school has not been cited within the past three years for failure to meet federal, state, or local potable water quality standards.

The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.

Neither the applicant 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.

OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation.

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.

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.

The school and, in the case of a public school, the district meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

The superintendent approves the submission of this application.

School Contact Information

County/District/School Code

District Name

N/A

County

Contra Costa

School Name

The Athenian School

Mailing Address

2100 Mount Diablo Scenic Boulevard

City

Danville

Zip Code

94506

School Website

www.athenian.org

Principal/Head of School First Name

Eric

Principal/Head of School Last Name

Niles

Principal/Head of School E-mail Address

eric.niles@athenian.org

Principal/Head of School Telephone Number

925 362-7211

Lead Applicant First Name (if different from Principal/Head of School)

Robert

Lead Applicant Last Name (if different from Principal/Head of School)

Oxenburgh

Lead Applicant Title

Director of Finance & Business Operations

Lead Applicant E-mail

bob.oxenburgh@athenian.org

Lead Applicant Telephone Number

925 362-7221

If you would like to receive an email with your answers to this survey, please enter an email address here

kseabourne

kseabour@cde.ca.gov

Level

Middle (6 - 8 or 9)

High (9 or 10 - 12)

School Type

Private

Total School Enrollment

472

How would you describe your school?

Suburban

Total building area of the school

135,000 sq.ft

Year the school was built

1965

Year of modernization or renovation project(s)

1996, 2001, 2006-2012

Does the school have at least 40 percent of students from a disadvantaged background?

No

Number of full-time and part-time staff members in each of the categories below

	Full-time	Part-time
Administrators	5	
Classroom teachers	41	28
Physical education specialists	2	
Counselors	1	1
Credentialed librarians	1	1
Nurses		1
Psychologists		1
Technology/media specialists or technicians	2	
Paraprofessionals		
Campus resource officers		
Other staff	9	8
Total	61	40

Application Outline:

<u>Green Ribbon Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Questions: Participation in Green School Programs and/or awards for environmental and sustainability efforts, along with commitment of school organization	5 points
<u>PILLAR I: Environmental Impact and Energy Efficiency: 30%</u>	
Element IA: Improved energy conservation/energy-efficient building(s)	15 points
Element IB: Improved water quality, efficiency, and conservation	5 points
Element IC: Reduced waste production and improved recycling and composting programs	5 points
Element ID: Use of alternative transportation to, during, and from school	5 points
<u>PILLAR II: Healthy School Environments: 30%</u>	
Element IIA: An integrated school environmental health program	15 points
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time	15 points
<u>PILLAR III: Environmental and Sustainability Education: 35%</u>	
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems	20 points
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills	5 points
Element IIIC: Development and application of civic engagement knowledge and skills	10 points
TOTAL	100 points

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QCC1: Is the school participating in a local, state, or nationally recognized green school program which asks benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

If yes, which program(s) is the school participating in and what level(s) have been achieved?

Green Schools Alliance, Alliance for Climate Education, EPA Power partner, CA Green Business,

QCC2: Has the school, staff, or student body received any awards for environmental or sustainability stewardship/action?

Yes

List the awards received and the years received.

ACE 2010, Contra Costa Sustainability Champion School 2010, Diablo Magazine Eco award 2009, WRAP 2010, 2011, Environmental Design + Construction Case Study Solar Power, EPA Green Power Partner Recognition

QCC3: Is there a forum provided where all representative stakeholders involved in the daily operation of the school (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts?

Yes

If yes, describe: (Maximum 200 words)

There are 4 main groups: Town Meeting. Students discuss motions for democratic change. Example is the Cash for Trash. This

funds other Student Town Hall action to the extent that waste haulage costs are reduced by composting, recycling or reducing trash. Regenerative Ecology team. Students, faculty and administration meet regularly to plan and execute regenerative projects: Example: the permaculture garden replaced a lawn. Facilities Committee. Meets 9 times each year to schedule improvements to campus buildings. Improvements serve the mission of the Environmental Conservation Pillar of the school. Conservation Club. Students and faculty mentors meet weekly to further student projects which are self-studies in environmental stewardship. Example is electric car conversion of 1988 Honda. Board of Trustees. The 25 Trustees have charged the school with creating a long term plan for Environmental Stewardship. This is the 3 point summary: 1. Students should understand leading environmental practices, and develop a mindset to promote and integrate respect for environmental sustainability into their everyday life. 2. Students will be educated on opportunities in emerging green industries and be encouraged to contribute ideas for change. 3. Practicing environmental sustainability contributes to the measurable financial sustainability of the Athenian School.

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Pillar I: Environmental Impact and Energy Efficiency

Buildings, grounds and operations: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints). Pillar I includes four main elements:

Element A: Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, and on-site renewable energy and/or purchase of green power.

Element B: Improved water quality, efficiency, and conservation.

Element C: Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

Element D: Expanded use of alternative transportation to, during, and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure the school's progress towards Pillar I and its associated four elements.

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QIA1. Is there an energy master plan in place?

No

QIA2: Has the school received EPA's ENERGY STAR certification?

No

If the school received the certification, note the year it was achieved and the score received:

If no, is the school eligible for certification?

No

QIA3: Has the total non-transportation energy use (i.e. electricity and temperature control) been reduced from an initial baseline?

Yes

Provide the following information:

Percentage of reduction : 48%

Measurement unit used (kBtu/square foot or kBtu/student) : kBtu/square foot

Time period measured (mm/yyyy - mm/yyyy) : 07/2004-06/2011

What documents can be provided to document this reduction (such as ENERGY STAR Portfolio Manager reports), if requested? : Utility bills and building space measurement

Q1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation : 65

Purchased renewable energy : 0

Q1A5: If the school has been constructed and/or renovated in the past ten years, did the project meet one of the following green building rating systems? (Check all that apply.)

Other standard

Provide the following information:

What certification (if any) did the school receive and at what level (e.g. CHPS Verified, CHPS Verified Leader, CHPS Designed, LEED Certified, Silver, Gold, Platinum) : Title 10, California

What is the total constructed area? : 135000

What is the total renovated area? : 21000

Q1A6: Do existing buildings meet green building standards?

No

Provide the following information:

Q1A7: Can a reduction in the school's Greenhouse Gas (GHG) emissions be demonstrated?

No

Provide the following information:

Q1A8: Is there a reduction and/or offset of greenhouse gas emissions from building energy use?

No

Provide the following information:

Q1A9: Indicate which green building practices are being used ensure the building is energy efficient.

Other, describe: Self regulated and monitored energy practice

IA10: Describe any other indicators in the progress toward the elimination of GHG emissions (describe in detail and include metrics if available). (Maximum 200 words)

1. 0.29 megawatt Solar PV power. Zero in 2004-05 to 65% of needs, +5% more March 2012. Overall electrical power consumption down from 705,000 kWh in 2004 to 695,000 kWh with 7% increase in campus population, 10% in building under roof and added A/C. 1,600 lighting tubes T8, now converting to LED, computers in dormant mode 1/3rd day, motion sensors, SEER14 HVAC heat pumps, solar heating 100,000 gallon pool, new pool pump 50% less power use, kitchen equipment PG&E audited, upgraded. 2. Natural gas for hot water and some heating reduced by 41% 2004-05 to 2010-2011. 3. Compost close to 90% of all food waste on-site. No methane released. 4. Trash haulage reduced by 51% in volume 2004-05 to 2010-2011. Two consecutive CA WRAP awards (only school in CA). 5. Transportation to school by bus of 42% of students, up from 37% in 2005. 6. Water reduction from 12 million to 8.5 million gallons per year 7. Paper use down in 5 years 2.1 million sheets p.a. to 1.3 million. 100% post consumer content since July 2, 2011. 8. Food service. Introduced 2 meatless days per week in September 2010. 500 lunches served daily.

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QIB1: Can a reduction in the school's total water consumption (measured in gallons/occupant) from an initial baseline be demonstrated?

Yes

Provide the following information:

Time period measured (m.m/yyyy - m.m/yyyy) : 07/2004- 06/2011

Which documents can be provided to document this reduction (such as ENERGY STAR Portfolio Manager, school district reports), if requested? : Utility bills and records

Percentage reduction domestic : 3%

Percentage reduction irrigation : 29%

Q1B2: Which of the following practices are employed to increase water efficiency and ensure quality? (Check all that apply)

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

Our school's landscaping is water-efficient and/or regionally appropriate.

Taps, faucets, and drinking fountains are cleaned at least twice annually to reduce contamination, and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Our school uses alternative water sources (ie. grey water, rainwater harvesting, etc.).

Provide the following information about the school's landscaping

What percentage of the total landscaping is considered water-efficient or regionally appropriate? : 100

What types of plants are used and where are they located? : Drought tolerant species throughout 75 acres

Describe the alternate water sources used for irrigation. (Maximum 100 words)

Run off from one office building. Mostly runoff from Mount Diablo Green Valley watershed in 3 streams which trisect campus; for East lawn area and baseball fields (in part).

Describe the program that is in place to control lead in drinking water. (Maximum 100 words)

Q1B3: Our school's drinking water comes from:

Municipal water source

Describe how the water source is protected from potential contaminants. (Maximum 100 words)

Q1B4: Describe any additional progress that has been made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Installation of synthetic grass sports field (savings 1.5 million gallons per year) Switching off all irrigation of 75 acre campus between October 1 through later of April 30, or one week after last rain of the spring. Saves estimated 1 million gallons - dependign on past rainfall history. Installation of waterless urinals in 50% of campus restrooms Community-wide led alerts for leaks. All 50 or so toilets are low flow ,1.6 gallons. Mostly 1.3 gallons.

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Q1C1: What percentage of waste is diverted from landfill or incinerator by reuse, composting, and/or recycling?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 53.5

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 69.1

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 12

Recycling Rate = $[(B + C) \div (A + B + C) \times 100]$: 48.5

Q1C2: What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (FSC), Sustainable Forestry Initiative (SFI), American Tree Farm System, or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

100% School uses only 100% post consumer content paper

QIC3: What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed chlorine free" (PCF)?

100%

QIC4: Is there an environmentally preferable purchasing policy that prioritizes purchasing products with fewer toxic and hazardous chemicals, with higher recycle content, with greater recyclability, and with greater energy and water efficiency?

Yes

QIC5: Provide the following information about the school's hazardous waste

How much hazardous waste is produced at the school (lbs/person/year)? : 0.2

How is the amount generated calculated? : manifests of bus engine oil collected

List the types of hazardous waste generated : Bus engine oil + small amounts chemistry lab items

How is hazardous waste monitored? : Director of Facilities records and Contra Cosat County for EPA

QIC6: Which of the following benchmarks have been achieved to minimize and safely manage hazardous waste at the school? (Please check all that apply)

Our school has in place and actively enforces a hazardous waste policy for storage, management, and disposal of chemicals in laboratories and other areas with hazardous waste.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

All computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.

Our school's custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

Which green cleaning standard is used?

Green Seal

QIC7: Are "third-party-certified" green cleaning products used at the school?

Yes

Provide the following information about the green cleaning products used:

What percentage by volume of all cleaning products in use are "third-party-certified" green cleaning products? : 80

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal

QIC8: Describe any other indicators of the school's reduction of solid waste and elimination of hazardous waste. (Maximum 200 words)

9th grade handles all school recycle program and assures all recyclables reach two x 4 cubic yard recycle containers each Tuesday. Recycle % up 50% in 5 years. Single use beverage containers, styrofoam food packaging, packed lunch single use packaging banned by student body in 2006. School will discontinue sale of packaged manufactured snacks end 11-12 school year. Fluorescent lighting T8's and CFL'd are recycled at Home depot. Number of pickups of 30 yard landfill container is down from 23 per year in 04-05 to 12 in 10-11. Eco pickups are up from zero in 04-05 to 90 cubic yards in 10-11. All electronic items, batteries, CD-ROMs, printer cartridges, toner cartridges, community and student family electrical collected recycled by Recycle for Breast Cancer: <http://www.co.contra-costa.ca.us/depart/cd/recycle/options/v6628.htm>. Nearly all food waste from food service on campus is composted on-site using 2 ton Earthtub. Reduction in solid waste 4 tons per year. Furniture and other household items pickups arranged with Urban Ore, Berkeley for department and 17 residential families disposal: <http://urbanore.yppguides.net/>

QID1: What percentage of students take the following to get to/from school?

Walk : 12

Bicycle/scooter/skateboard : 1

Carpool (2+ students in the car) : 20

School bus : 36

Total percentage : 69

Describe how these percentages were collected and calculated : School runs its own 3 route bus service and keeps records of student ridership, parking lot observation.

QID2: Which of the following policies or programs have been implemented:

Our school has designated carpool parking stalls.

Our school has a well-publicized no idling policy that applies to all vehicles, including school busses.

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Our school has established safer pedestrian routes to school which are distributed to parents and posted in the school office.

Our school has a policy to promote active forms of transportation (i.e. walking, bicycling, skateboarding, etc.).

QID3: Describe how the school transportation use is efficient and with fewer environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in the school's fleet, bus routes, or other indicators of significant reductions in emissions): (Maximum 100 words)

School has 5 buses and 8 vans. As bus fleet is renewed the diesel particulate filter systems are upgraded to highest available level. All new passenger vans are diesel blu-tec vehicles with 19 mpg rating. Of 106 employees, 17 walk to campus, 2 cycle, 87 arrive by car, of which 22 are hybrids; only 7 are non-hybrid SUV's, and 3 are bio-diesel users.

QID4: Does the school have any of the following that intentionally connect students to the school grounds? (Check all that apply)

School garden

Wildlife or native plant habitats

Outdoor classroom

Restoration projects on school campus or nearby (removing invasive non-native plants, planting native plants)

Rain garden

Walking or running trails

QID5: Describe other ways in which the use of alternative transportation to and from school through the active promotion of locally-available options and implementation of enabling projects and policies have been expanded. (Maximum 200 words)

45 (9%) of the students live on campus. Other students arrive by bike, one by Segway. There is no public transportation within a ten mile range, which is why the school runs its own bus service from 3 BART locations, the furthest of which is 23 miles. We carry 168 students daily. The student Conservation Club runs the carpooling arrangements.

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Pillar 2: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff. Pillar II includes two main Elements:

Element A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

Element B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure the school's progress toward Pillar II and its associated two elements.

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QIIA1: Which of the following pest management practices are employed? (Check all that apply)

Our school has an integrated pest management plan, as recommended by the California Healthy Schools Act, or organic gardening practices in place to reduce and/or eliminate pesticides.

Pest control policies, methods of application, pre-notification, and posting requirements are provided to parents and school employees.

Copies of pesticide labels, copies of notices, material safety data sheets (MSDS), and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least eight hours after the treatment, or longer if required by the pesticide label.

QIIA2: Which of the following practices are employed to improve contaminant control and ventilation? (Check all that apply)

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.

Our school meets American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) Standard 62.1-2010 (ventilation for acceptable indoor air quality) or state or local code.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, elemental mercury, etc.

Our school has installed local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) at all major airborne contaminant sources, including science labs, copy/printing facilities, art and wood shops, auto shops, technology centers, and chemical storage rooms.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers, and other devices in accordance with federal, state, and local environmental regulations.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidance.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (i.e. flooring, tub/shower, backing, and piping).

Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean up and disposal), purchasing policy for less toxic art supplies and selecting EPA's Design for the Environment approved cleaning products.

Our school has an environmentally preferable purchasing policy.

Our school prohibits smoking on campus and in public school busses.

Our school has CO alarms that meet the requirements of the National Fire Protection Association Code 720.

All of the ground contact classrooms have been tested for radon within the last 24 months.

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): Yes

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with American Society for Testing and Materials (ASTM) E2121?: 100

QIIA3. Describe any other measures that consider student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of school grounds. (Maximum 200 words)

The school classrooms are all stand-alone single story structures spread around our 75 acre campus. All windows open, each has a minimum of 2 doors, and these are often wide open, and therefore fresh air is prevalent. Students also walk an average of 5 minutes between classes. All flooring is being replaced by Interfloor carpet squares and no adhesives are used. All repainting uses non-VOC paints. Since 2006, no pesticides, herbicides or fertilizers are permitted on campus. No power landscaping tools are run when students are present. Maintenance, custodial and landscaping is outsourced to Sodexo which follows highest eco-standards of Sodexo corporate social responsibility rules.

<http://eon.businesswire.com/news/eon/20120213005595/en/Sodexo/sustainability/CSR> Maintenance, custodial and landscaping is outsourced to Sodexo which follows highest eco-standards of Sodexo corporate social responsibility rules.

<http://eon.businesswire.com/news/eon/20120213005595/en/Sodexo/sustainability/CSR>

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QIIB1: Which practices are employed to promote nutrition, physical activity, and overall school health? (Check all that apply)

Our school has an on-site food garden.

Our school garden supplies food for our cafeteria.

Our students spent an average of at least 120 minutes per week over the past year in school supervised physical education.

At least 50% of our students' annual physical education takes place outdoors.

List your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

Describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

The Athenian Wilderness Experience (AWE) comprises 26 consecutive days of hiking, camping and rockclimbing in the High Sierra or Death Valley for all 11th grade. 6th graders hike 3 days in Pinnacles National Monument. Ninth graders hike six miles into a Pt. Reyes National Seashore campsite for required orientation for two days of trail restoration work. Outdoor Club offers rockclimbing, skiing and river rafting. PE offers hiking, rockclimbing and sailing classes. Athenian's spring program includes trips with outdoor education component. Examples include sea kayaking in Monterey Bay, hiking Bay Area Ridge Trail, and river rafting. 100% students engage in minimum three hours aerobic activity a week. 7 years of PE/Sports. All PE except three are outdoors. And of those three, two of them have some activity outside. Athletic program is extension of physical education program. Middle School sports practices occur during fifth period, games after school. Upper School athletics has higher commitment; practices held after school five days a week, depending on season. Methods of assessing student learning: Three expectations are required appropriate attire, participation and attitude. Every student must participate in a positive and productive manner.

QIIB2: What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

97

QIIB3: Describe any other measures regarding high standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff, that should be considered. (Maximum 200 words)

All employees and students are offered a free organic/local ingredient lunch each day. (Note Q IIB2 - not all certified - not necessary to support our commitment to truly healthy ingredients). No anti-biotics, no BGH, seasonal, whole grains etc, no sodas, no juices (natural sugar content viewed as too high). Fresh fruit offered free all day as snacks. 22 water stations for hydration. Students, faculty and staff spend at least 30 minutes each day walking between the 35 buildings on our 75 acre campus. Parking lots are also quite remote. There is a weekly yoga class for staff/faculty.

13. Page 13

Pillar III: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate. Pillar III includes three main Elements:

Element A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems.

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

Element C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Each question in this section is designed to measure the school's progress toward Pillar III and its

associated three elements.

14. Page 14

**Q IIIA1: Which practices are employed to help ensure the environmental and sustainability literacy of graduates?
(Please check all that apply)**

- Our school has an environmental or sustainability literacy graduation requirement.
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into classroom based and school-wide assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.

Describe the school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

The Athenian School's curriculum is founded upon five fundamental principles or "pillars," one of which is "Environmental Conservation." While there is no formal graduation requirement as such, each of our students participates in a number of activities both on and off campus that focus on sustainability and environmental stewardship. 8th grade science completes a month long pollution paper project where students research on the internet AND make first-hand contacts in the community on topics of their own choosing. Topics have ranged from electric cars to pesticides on apples to light pollution. The student must offer solutions. 9th graders participate in California Coastal Clean-up Day and engage in composting and recycling duties as part of their on campus community service. All students are trained in Leave No Trace activities as part of their Athenian Wilderness Experience, a 26 day Outward Bound modeled excursion required of all 11th graders. Students also participate in permaculture activities, biodiesel fuel production, an electric car conversion project and have been vital in reducing Athenian's energy use and waste production. Members of Alliance for Climate Education of which we have a student advisory member to the board.

Describe how environmental and sustainability concepts are integrated throughout the curriculum.

Upper and middle schools have substantial coordination in curriculum design around ecology. Examples are: 1. Enviro lit / Enviro science experiential education collaboration, student applied science work on biodiesel, student work in Conservation Club on electric car/garden, independent studies on permaculture. 2. Chemistry: The chemistry behind water pollution, acid rain and CO₂ formation by combustion reactions (combustion engines). Class discusses limiting our impact on environment with every lab (do very small reactions to limit waste, use "green reactions" whenever possible). Waste disposal is discussed before every lab. 8th grade month long pollution research papers. Etc.

Describe any classroom based or school-wide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better by local standards. (Maximum 200 words)

Environmental Science: Many of the CA standards for Ecology that may get missed in Biology, such as: Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept: a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size. c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death. d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration. e. Students know a vital part of an ecosystem is the stability of its producers and decomposers. We do not have measure of % students who score proficient by local standards. Would hope that 100% do so, give the school's focus.

Describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past two years. (Maximum 200 words)

PD opportunities abound. The perma-culture design summer course is an example and attracts other schools participation. Professional development opportunities in environmental and sustainability education are provided for all teachers. 20% participation last 2 years.

Q IIIA2: If the school serves grades 9-12, provide the following information:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career : Don't offer this.

Q IIIA3: Provide examples of school site projects and practices that demonstrate how students learn about the environment and sustainability, (e.g. storm drain stenciling, composting, pond/stream study, school farms, forests, restoration projects, native plant, pollinator, and vegetable gardens, etc.) (Maximum 200 words)

We benefit from location at the foot of Mount Diablo and as a neighbor the State Park. The mountain feeds 3 streams through the campus and provides ample opportunities for ecological study. All students participate in composting of food waste through kitchen crew requirement. 9th grade vegetable garden uses compost to organically grow part of produce needed for school lunch program in greenhouse, and multiple raised beds. Students practice cover crops, installed drip feed irrigation. The permaculture regenerative garden, which took over a lawn area by administrative offices, is an outdoor student led classroom and has 85 independent species of plant in correct physical inter-relationship relative to nitrogen fixation etc. Other projects include biodiesel distillation, electric car conversion, olive harvesting and pressing, owl box construction. Complete native species inventory of campus has been made. Students are building swales, contouring slopes to identify runoff direction, researching native plants for hill restoration project to return area to local grassland from a rudderal habitat. School site moves for 11th grade students 26 day Outward Bound experience which has an ecology focus with trained instructors. Similarly for other grades though on a shorter time scale.

Q IIIA4: Supply any additional information that demonstrates how students learn about the environment and sustainability at every grade level within the school, incorporating both content and practice. (Maximum 200 words)

See above and: 10 grade : The chemistry behind water pollution, acid rain and CO₂ formation by combustion reactions (combustion engines). All of these reactions are performed as lab experiments.

Q IIIB1: Do science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Describe how science courses frequently use sustainability and the environment as a context for learning science. (Maximum 200 words)

Biology: cover biodiversity and ecosystem ecology. Chemistry: cover the chemistry behind water pollution, acid rain and CO₂ formation by combustion reactions (combustion engines). More detail will be provided.

Q IIIB2: Does the school's curriculum make connections between classroom and college and career readiness, in particular, post-secondary options in environmental and sustainability fields (for example, courses, modules, or activities introducing students to environmental sustainability related career options, or career technical education in courses such as green sustainable design and technology, green construction, green energy, etc.)?

Yes

Describe these connections between classroom and college and career readiness. (Maximum 200 words)

The school has been fortunate to have a number of energy saving projects on campus which have provided the opportunity for student study and some involvement. These include a 0.25 megawatt solar photovoltaic ground mounted array providing 50% of current power needs; installation of waterless urinals in student restrooms, healthy food service industry by growing food, delivering it to the kitchen, occasional cooking classes, dish crew, and composting food prep waste thereby completing the circle of food production. Students have also designed 21st C environmentally friendly learning spaces, joined meetings with ecology focused architects and will shortly provide an advisory and learning team to the architectural firm selected to create a campus Master Plan that will restore and protect the 75 acres of water shed that is the basis for the Athenian campus, in the context of sustainable landscape architecture & urban planning.

Q IIIB3: Provide any additional evidence of how the environment and sustainability develop STEM content knowledge and thinking skills to prepare graduates for the 21st century-technology driven economy are used. (Maximum 200 words)

1. In 11-12 the school added to its upper school program a Maker's Studio class integrating engineering and design. A 4,000 sq.ft space was converted to a workshop and equipped with machine tools. Projects are being undertaken to better involve environmental content and by 12-13 should be much more fully developed. See 2. below. 2. Electric Car project includes: o Mechanical engineering design, analysis, and fabrication. o Electrical system design, analysis, layout, and construction. o Chemistry of batteries, physics of electrical and mechanical energy. 3. Biodiesel project covers: o Chemistry of fatty acid

neutralization, catalysts, and esterification, temperature-dependence of reaction rates. o Physics of large-scale chemical reactor flow, pressure, fluid density separation. o Reactor design, analysis, and fabrication. o Development of laboratory protocol, measurement, translation to large-scale process, quality assessment. 4. The award winning robotics program does not include much in the way of environmental sustainability other than material waste is an absolute minimum. 5. The student Christen Eagle aircraft construction project includes work and study on the engine which improves understanding of fuel efficiency.

Q IIIC1: At which grade levels do students conduct an age appropriate, self-selected, civiv/community engagement project related to environmental sustainability?

All grade levels

Describe civic/community projects and specify at which grade level each is implemented. (Maximum 200 words)

6th grade Pinnades National Monument creek invasive species dean-up 7th grade community service projects - details to follow 8th grade as above 9th grade California Coastal Clean Up day 10th grade Mount Diablo trail restoration 11th grade High Sierra and Death Valley ecological studies included in 26 day Athenian Wilderness Experience 12th grade Alliance for Climate Education student advisory to Board 12th grade Instituted Town of Danville Bounty Garden, Hap McGee Ranch (produce for food banks)

Q IIIC2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving, and decision making) at every grade level?

Yes

If not in all grades, specify which grades.

Share how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills, specifying at which grade level each is implemented. (Maximum 200 words)

Athenian has a full-time community Services Director who task himself with planning and arranging a very broad range of activates throughout the Bay Area, as well as through the Round Square partnership of over 100 schools throughout the world. Athenian is a founding member of Round Square. Students participate at all grades and must complete 100 hours of community service each year, many of which projects are environmentally linked. In 2011 Athenian upper school students presented and led on environmental issues at 4 schools in Germ any. Middle School beginning 6th grade include creek restoration on campus, learning the importance of protecting the water shed form polluted storm water runoff and the Rotten Log project Upper School beginning 9th grade manages recyding, composting vegetable garden. Democracy in Action class focuess on regenerative ecology of the Green Valley Watershed. The upper school leadership, known as Town Hall, has debated and decided frequently on environmentally favorable resolutions that include banning single use beverage containers to avoid failure in the recycle stream and leading to photo-degradation of plastics into the water system; meatless days at lunch - methane reduction, agricultural ecological damage limitation; banning pesticides on campus; etc.

Q IIIC3: Describe partnerships with the local community (e.g., academic, business, government, non-profit and informal science institutions) that help advance the school, other schools (especially schools with fewer resources) and the greater community toward the Three Pillars. Letters of support may be requested. (Maximum 300 words)

Sustainable Contra Costa San Ramon Valley Unified School District Alliance for Climate Education Green Schools Alliance
For some detail of partnership see below.

Q IIIC4: Provide any additional evidence demonstrating that school programs develop civic engagement knowledge and skills, and encourages students to apply these to address sustainability and enviornmental issues in their community. (Maximum 200 words)

In many respects students have taken the lead in environmental civic matters at local public schools, and non-profit environmental ecology organizations. A team of Athenian students presented at Green Schools Alliance conference in Southern California in 2011 to students from 20 other schools. Paul Chapman, former Head of head-Royce School recognized their leadership and invited Athenian to make this Green Ribbon application. Other students have taken Permaculture summer courses at UC Santa Cruz and brought that training back to the school to develop the permaculture garden and then reach out to hold a permaculture summer course for other schools. Sustainable Contra Costa county has acknowledged our students as exemplars in environmental leadership, awarding the 2010 Champion designation - the only school to win that. Our students have carried that beyond Athenian's gates and reached out to all local high and middle public schools to educate other students at a series of "Summits" hosted by Sheila Hill. Athenian students are recognized as leaders. We have a student is on the student advisory board of Alliance for Climate Education

15. Page 15

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

If you wish to print out a hard copy of this application before final submission, and conduct a final edit, please click the "print" button.

Print

16. Page 16

Thank you for submitting an application to California Green Ribbon Schools.

An e-mail with a copy of your application has been sent to your school's principal/head of school.

Your application will be reviewed along with all completed applications following the application deadline of February 17, 2012.

If you have any questions, please contact [Kathleen Seabourne](#).

Send email copy of response

Email Confirmation

Feb 17, 2012 18:16:29 Success: Email Sent to: eric.niles@athenian.org

CDE Copy of Green Ribbon Schools Application

Feb 17, 2012 18:16:31 Success: Email Sent to: kseabour@cde.ca.gov

17. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.

Response ID: 258

Survey Submitted:	Feb 17, 2012 (6:17 PM)
IP Address:	76.102.82.51
Language:	English (en-US,en;q=0.8)
User Agent:	Mozilla/5.0 (Windows NT 6.1; WOW64) AppleWebKit/535.7 (KHTML, like Gecko) Chrome/16.0.912.77 Safari/535.7
Http Referrer:	http://www.cde.ca.gov/ls/fa/sf/greenribbonprog.asp
URL Variable: id	(no value)
URL Variable: crc	(no value)

25 February 2012

To: Ron Reynolds, California Association of Private School Organizations (CAPSO), and Kathleen Moore, California Department of Education

From: Paul Chapman for the CAPSO-GRS Selection Committee

Re: Nomination of the California Green Ribbon School (GRS) Private School for 2012

I am writing to tell you that the Selection Committee designated by CAPSO recommends that the Athenian School in Danville, CA be presented by the California Department of Education to the U.S. Department of Education as the private school nominee as part of the pilot Green Ribbon School (GRS) program. This memo explains our process and rationale for the recommendation.

The selection team included: Paul Chapman, former Head of School of Head-Royce School and currently Executive Director of Inverness Associates; Peter Esty, former Head of School of San Francisco University High School, Branson School and the Marin School; Deborah Moore, Executive Director of the Green Schools Initiative; and Pauline Souza, LEED-accredited Architect, Partner and Director of Sustainability at WRNS Studio, and Northern California Chair of the US Green Building Council's Green Schools Committee. Deborah Moore and Paul Chapman participated in the stakeholders meeting to develop the CA application and the subsequent webinar, and Paul Chapman attended the training for GRS at CDE on February 23. Subsequently, the Selection Committee met at length on February 23 and 24, in person and by conference call, to consider the eight private school applicants. The SC reviewed the criteria, assigned two members to evaluate each of the applications, recorded the data, assessed variances in member ratings, and prepared a final average score for each school. While there was a significant range among the eight applicants, two schools received an identical, top score of 76. After examining the scores in each of the five sections, the SC elected to review and analyze the "environmental footprint reduction" data provided in the applications as a means of determining the candidate that mostly strongly meets the GRS goal of "net zero environmental impact." The SC also reviewed the detail of the data in the descriptions for Pillar II Healthy School Environments, and Pillar III Environmental and Sustainability Education. As a result, the SC came to consensus that the Athenian School best met the CDE and GRS criteria. A caveat should be noted: in Section I the school did not present all relevant data about its significant GHG reduction using a carbon footprint calculator and had it done so, it would have emerged as the clear top scoring school without a tie. The Prospect Sierra School in El Cerrito was second among the eight candidates. The attached spreadsheet provides the statistical ratings for each of the three top schools, as well as the data they provided about their environmental footprint (reduction in energy, water, waste, transportation, and hazardous materials).

We all have appreciated the opportunity to participate in this first year of the Green Ribbon Schools program, look forward at the appropriate moment to sharing our observations about the process and recommendation for strengthening the application, and are eager to support the efforts of the CDE to launch the second year of the project.

Green Ribbon Schools - Private School Scores

Athenian

Cross-cutting	5
Element IA: Improved energy conservation/energy-efficient building(s)	3
Element IB: Improved water quality, efficiency, and conservation	4.2
Element IC: Reduced waste production and improved recycling and composting pr	5
Element ID: Use of alternative transportation to, during, and from school	5
Element IIA: An integrated school environmental health program	15
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor ti	7.5
Element IIIA: Interdisciplinary learning about the key relationships between dynan	18
Element IIIB: Use of the environment and sustainability to develop (STEM) skills	3.75
Element IIIC: Development and application of civic engagement knowledge and sk	9.5
Total	75.95

Reduction in Environmental Footprint Summary

% Reduction in Energy	48%
% on-site renewables	65%
% GHG reduction	*Yes
% irrig reduction	29%
% domestic reduction	3%
native plants/drought	100%
rainwater harvest/gray water? Yes/No	Yes
% waste reduction/recycling rate	++60%
% non-car transport?	69%
Other efficient transport? Yes/No	** Yes
Have IPM Program (don't use pesticides)? Yes/No	Yes
Do green cleaning? Yes/No	Yes
Recycled paper	***100%

Comments/Explanation

* Athenian describes their GHG reduction in comments box, but not fully quantified, if they had, they would have +2 points.

++Athenian listed 48.5% in application, but there was an arithmetic error in recycling rate

** Athenian has diesel particulate filters on buses, vans are diesel blu-tec

***Athenian also reduced total consumption of paper by 800,000 sheets per year, in addition to purchasing 100% recycled content.

NB: Athenian is a day-boarding school, 472 students, 101 full/part-time staff, many live on campus full-time, a 75-acre site and 135,000 sq ft of buildings. They reduced energy use despite 7% increase in campus population, 10% inc buildings and adding AC.

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

Name of Principal Mr. ERIC FERON AILES
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name THE ATHENIAN SCHOOL
(As it should appear in the official records)

School Mailing Address 2100 MOUNT DIABLO SCENIC BLVD
(If address is P.O. Box, also include street address.)

DANVILLE CA 94506
City State Zip

County CONTRA COSTA State School Code Number* N/A

Telephone (925) 362 7221 Fax (925) 362 7203

Web site/URL WWW.ATHENIAN.ORG E-mail ERIC.NILES@ATHENIAN.ORG

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Eric Niles ROBERT ORENBERG Date 3/20/12
(Principal's Signature) [Signature] DIRECTOR OF FINANCE & OPERATIONS

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* N/A Tel. ()

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

[Signature] Date 3/20/12
(Superintendent's Signature)

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

The Athenian School

Danville, California

Summary of Achievement

One of the ideological pillars Athenian was founded upon in 1965 was environmental stewardship, and nearly all of the 472 students get involved with an eco-friendly project. These include converting a beat-up Honda into an electric car, creating biodiesel for the school bus in the science labs, reducing water use through sustainable agriculture techniques and improving rain catchment, or working in one of the two student run organic gardens on campus. The environmental science class recently redesigned a trampled area that used to flood the rest of the campus into a native plants and animals sanctuary by using techniques learned in class. Seventh graders put in a “sensory garden” to connect to their literature class. This year’s senior gift of fruit trees will help kick start an orchard project using simply the runoff water from the baseball field as irrigation.

Teachers across disciplines see value in both the bio-intensive garden and the permaculture garden as a science laboratory, photography subject, and source of poetic inspiration. Health and wellness educators built curriculum around the garden, compost, and organic food service, helping students make connections between diet, personal health, and environmental sustainability. The work of Athenian students has been recognized by numerous local and state organizations and featured in many television and magazine stories. Furthering the school's commitment to environmental literacy, the junior class spends 26 days in either Death Valley or the High Sierras, with the objective of gaining an understanding of the importance of regenerative ecosystems.

The guiding principle in every school operation, including food service, construction, maintenance and renovation, is the school's Environmental Stewardship Pillar. Aside from the student led efforts, three solar arrays exist on campus. The system now provides nearly 70 percent of Athenian's power. Almost 60 percent of the school's hauled waste gets recycled, and no green waste leaves the campus due to the composting program. Despite an increase in the student population by 5% and building space by 10%, the school's carbon footprint has been radically reduced in the last 6 years: (See chart below)

-Non-renewable electrical power usage reduced by 60%

-Water consumption down 25%

-Waste haulage costs down 45%

-Natural gas consumption decreased 40%

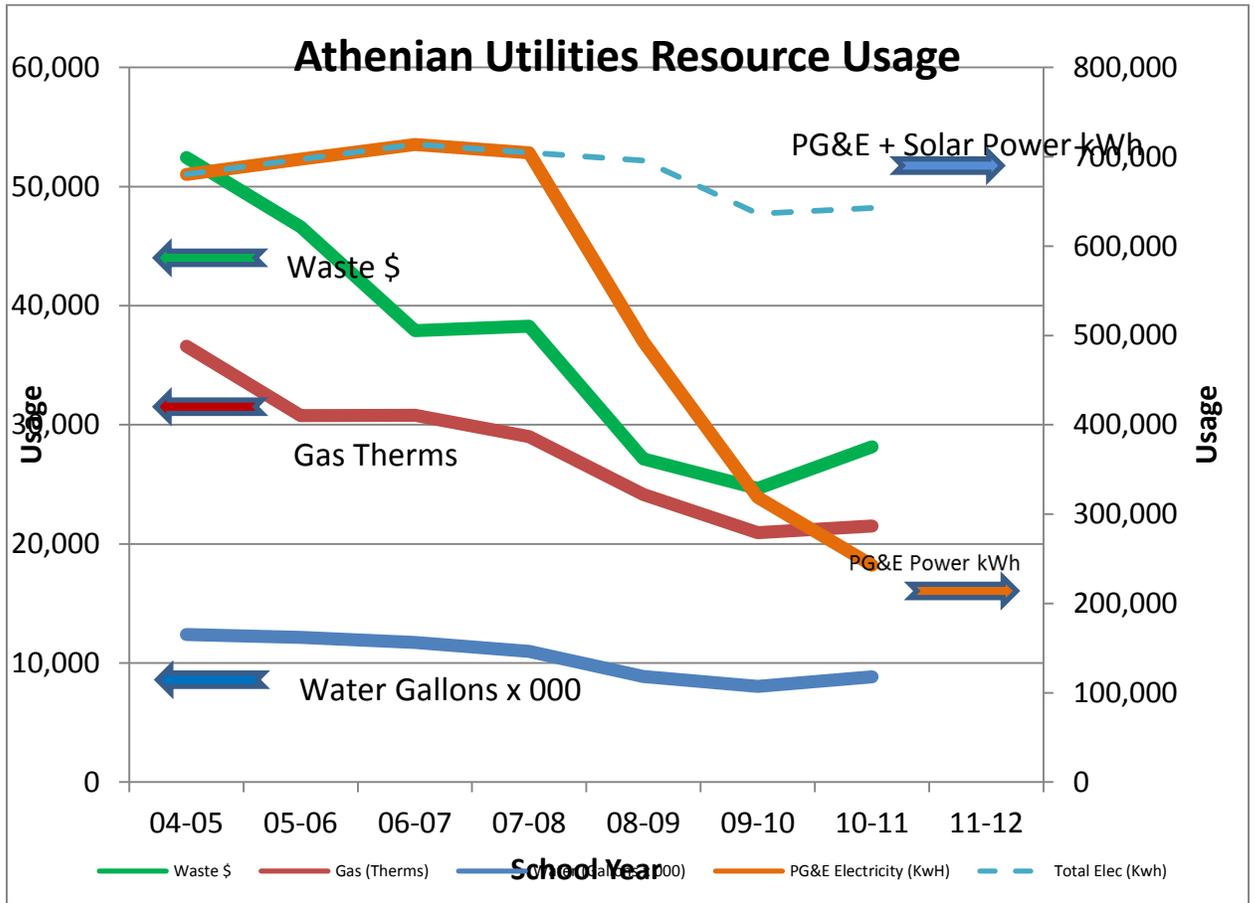
The school's location only augments the already robust commitment to the environment. The student body takes pride in being neighbors with Mt. Diablo State Park and being at the head of the Green Valley watershed. Students lead other students on nature walks to share knowledge of the local environmental surroundings. Athenian considers it important to be as inclusive as possible in sharing our stewardship of our 75 acres, so much so that part of the objective of the \$2,000,000 in yearly financial aid is to fulfill the school's mission of a diverse student body who can contribute to the local environment while learning from their classmates.

The Athenian School was recently a finalist, and the only school, in the **Acterra Sustainable Business Awards**. The school has also been certified as a green business by the **Contra Costa Green Business Program**. Athenian is the recipient of the **2009 and 2010**

Californian WRAP award, a founding member of **Green Schools Alliance**, winner of the **2010 Green Cup Challenge**, an **EPA Green Power Partner**, and an **Alliance for Climate Education** award winner for its biodiesel project and electric car project. The **Sasson Foundation award** funded the Permaculture garden project. **Sustainable Contra Costa County** recognized the school as green school of the year in 2010, naming the school **Sustainability Champion**.

Athenian is an active participant in the High Schools Environmental Summit hosted by Sustainable Contra Costa County. The school has hosted meetings on environmental issues on its campus and also reached out to make presentations to other schools in the area. Students have presented at The Green School's Alliance in Ojai, CA, and at numerous other events. A permaculture design course was run on campus in July 2011 at which faculty from other schools joined.

A founding document of The Athenian School states: "A direct and respectful relationship with the natural world refreshes the human spirit and reveals the important lessons of recurring cycles and cause and effect. Students learn to become stewards of the earth for the generations to come." The school's administration and Board of Trustees are guided by such ideals, along with the environmental goals set forth in the ambitious Strategic Plan, and ensure that they are in the DNA of the school's academic program, building and maintenance policy, food service program and every other aspect of running the school. In 2005, the school made a commitment to halve the use of the non-renewable resources of electricity and natural gas, and that was achieved by 2010. A further reduction of 50% is in progress with a target date of 2020.



The Athenian School

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.

1. 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.
2. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
3. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three Green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
4. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.
5. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: California Department of Education

Name of Nominating Authority: Tom Torlakson, State Superintendent of Public Instruction

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Tom Torlakson Date 3/20/12
(Nominating Authority's Signature)