



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 K-12. (Schools on the same campus with one principal, even a 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.

GreenRibbon

U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [] Charter [X] Title I [] Magnet [] Choice

Name of Principal Mr. William Byron Brasher
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Fayetteville High School
(As it should appear in the official records)

School
Mailing Address 170 W. W. Averiette Drive
(If address is P.O. Box, also include street address.)

Sylacauga Alabama 35151
City State Zip

County Talladega State School Code Number* 0080

Telephone (256) 315-5550 Fax (256) 315-5575

Web site/URL www.tcboe.org E-mail wbrasher@tcboe.org

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

William Brasher Date February 1, 2013
(Principal's Signature)

Name of Superintendent* Dr. Suzanne Lacey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Talladega County Schools Tel. (256)315-5104

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.

Suzanne Lacey Date February 1, 2013
(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.

Fayetteville School Green Ribbon Award 2013 800 Word School Principal Summary

After a ten mile drive from a lone traffic light on a major Alabama highway, through a randomly populated, rolling countryside, one arrives in Fayetteville. The state of the art outdoor athletic field may catch your eye or maybe the groups of students who have laptops in hand, along with charts and devices probing in a wetland area. This wetland is part of the school campus, where one soon notices a variety of small, but growing, and well maintained trees surrounding the various school buildings. A drive around the school quickly reveals even more groups of students, from various elementary grade levels. These students are actively engaged in listening, learning, and digging in the large, raised garden beds that further enhance the school campus and announce that learning is taking place outside the walls, in a most enjoyable and healthy environment. The school is a uniquely thriving kindergarten through twelfth grade community serving over 650 students.

What could be environmental issues in this clean, refreshing location? The first issue is having garbage service only once a week. The second issue is a small local water system and a limited volunteer fire department, with no local governance. The last issue, whether positive or negative, is very limited partnerships for economic support. The school and its stakeholders are the town and the community, and are, therefore, responsible for the quality of life in this long established hamlet in rural, central Alabama. A driving factor for embracing environmental activities is to assure that the positive factors of a quality green environment are maintained. With the community being reliant on the school for much more than the traditional education of its constituents, the school, through partnership development, has moved full steam ahead to develop a quality, enriched, and sustained environment—clean air, quality water, and enjoyable surroundings that promote healthy lifestyles.

A step inside any of the buildings reveals neatly, student-labeled recycling bins for paper, plastic, and aluminum. Hallway exhibits show evidence of students' work that reveal studies of biomes, plant life, and chemical effects on the environment. Students' writing, technology, and social science skills are evidenced in the displays as well. These exhibits and displays are not a random occurrence, but are the way of study in this school, and has been for the past three years. The three year phenomenon resulted from a community partnership with the area's only major business, Farmlinks. This partnership was developed mutually to help the school and the community learn to embrace its natural resources and sustain the quality of life through supportive environmental studies and activities.



It is difficult to determine the strongest Green Ribbon Pillar component of the Fayetteville School. There is not a lot of pavement, rather there are lots of trees, green grass, and garden plots. There is only one small dumpster for solid waste. Most waste is recycled or lunchroom leftovers are composted. There is no litter. Although there are not any city workers to maintain the roads and grounds, there is student and community member pride in having a clean environment with ample evidence of “let’s get outdoors to exercise and educate.” There is little wasted energy in heating, cooling, and lighting the school buildings as evidenced from our Energy Star rating of 92%. Environmental education is not a reactive project in the Fayetteville School, however, it is a proactive program that has not only been sustained for three years, but it also has grown into a model of a highly desirable educational curriculum that many schools would want to replicate.

Being at Fayetteville is a wholesome experience. Yes, the school is located near a sizeable river—you can enjoy quality fishing, boating or skiing with us. More importantly, the students now understand not to take these recreational activities for granted, but understand that positive environmental actions are essential to pass these quality water resources on to the next generation. Beginning in kindergarten, students at Fayetteville have become competitive in developing quality nutritional food items in their grade-level gardens, and are anxious for the next year and the next type of home-grown food crops! The personal health perspective of embracing a quality outdoor atmosphere is evidenced as over 85% of the high school students at Fayetteville participate in outdoor sports and enjoy valuing those opportunities on quality, environmentally-friendly athletic fields and walking tracks. Nearby is a US Treasure Forest. We now more deeply appreciate its far reaching value, and are learning to preserve it. Across the road from the school is FarmLinks, a world class golf course and a related international business firm. Here our students are interns not only in developing golf course management skills, but in the professional labs that are promoting quality environmental practices in the related business.

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.

The Alabama State Department of Education created the Alabama Green Ribbon Schools Committee consisting of eighteen representatives from various public and private institutions, each with expertise in one or more of the three Green Ribbon Pillars. The committee evaluated each applicant using the recommended scoring rubric. The committee determined that Fayetteville High School should be nominated for the National Green Ribbon Schools Award for the following reasons:

- Achieved benchmarks or honors and awards in each of the three Green Ribbon Schools Pillars
- Reduced greenhouse emissions, non-transportation energy use, solid waste, and transportation vehicle numbers
- Landscaped with native and low-maintenance plants

GreenRibbonSchools



- Participated in wellness and fitness programs with high students achievement
- Developed partnerships with public and private establishments
- Implement and sustain environmental education at all grade levels
- Correlated grade-level environmental curricula to outdoor classrooms and surrounding habitats
- Developed recycling initiatives that extend into the rural community
- Engaged students in Problem-Based Learning that incorporates STEM curricula and Career-Technology programs.

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 K-12. (Schools on the same campus with one principal, even a 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 Alabama State Department of Education

Name of Nominating Authority Thomas R. Bice
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Thomas R. Bice Date 2/12/13
(Nominating Authority's Signature)

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 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 and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



AL & ED-GRS Application

Thank you for your interest in completing the Alabama application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by an eligible nominating authority. The second step of the process requires signatures for the nominee package that will be sent to the U.S. Department of Education (ED).

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection will be based on documentation of the applicant's high achievement in the three ED-GRS Pillars:

Pillar I: Reduce environmental impact and costs.

Pillar II: Improve the health and wellness of students and staff.

Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and students. You should consult the ED-GRS [resources page](#) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of resources for all schools, not just those who apply.

The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers. **E-mail completed applications to sfarrell@alsde.edu on or before the deadline of December 21, 2012. Any application received after December 21, 2012, will not be accepted. If you have any questions regarding the application process, please contact Mrs. Shirley J. Farrell at 334-242-8317 or Martha Anne Allison at 334-353-1258.**

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, 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 K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- 2.



2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as 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. 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.
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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.

School Contact Information

School Name: **Fayetteville High School**
Street Address: **170 W. W. Averitte Drive**
City: **Sylacauga** State: **AL** Zip: **35151**
Website: **http://fhs.tcboe.org/** Facebook page: _____
Principal Name: **William Byron Brasher**
Principal Email Address: **wbrasher@tcboe.org** Phone Number: **256-315-5553**
Lead Applicant Name (if different): **Sallie Chastain**
Lead Applicant Email: **schastain@tcboe.org** Phone Number: **256-315-5154**



Level <input type="checkbox"/> Elementary (PK - 5 or 6) <input checked="" type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name Talladega County <input type="checkbox"/> Largest 50 Districts Total Enrolled: <u>664</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL 51% % limited English proficient 0% Other measures Title I School	Graduation rate: 93% Attendance rate: 95%	

Application Outline:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation	5 points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points



Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic knowledge and skills	10 points
Total	100 points

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.

Located in southwest Talladega County, Fayetteville School is a K-12 school serving approximately 665 students in the small, unincorporated community of Fayetteville. In 2006, a new school facility opened replacing a building that had been in use since the 1920’s. The school, situated on 17 rural acres, is becoming a “park-like” environment for use by the entire community. The new internal environment immediately seemed to inspire the faculty members to visualize ways to incorporate the available grounds into useful, outdoor learning environments. During the following year, a partnership was formed between the school and FarmLinks, Inc., a local family-owned business that created and operates the world’s first research and demonstration golf course. The founder of FarmLinks, James C. Pursell, brought the Auburn University Horticulture Department into the partnership by sponsoring graduate students to develop a long-range landscape design for the entire school campus. Each part of the overall plan has a purposeful feature that enhances effective environmental education for all students.

From these original partnerships, the Fayetteville School Foundation was established with the purpose of implementing the long range environmental plan. In the first three years of existence, over \$250,000 in monetary and “in-kind” services have been donated and used to develop planting areas, establish a native tree grove, build a children’s sensory garden, provide vegetable plots, and initialize recycling programs. Numerous single purpose events have been inspired, and have positively impacted the awareness of environmental education.

Over three hundred student, parent, and community volunteers participated in “planting days.” Auburn University professors, horticulture students, and FarmLinks’ employees joined volunteers to provide insight and enhance the learning activities. Over 250 trees, 700 shrubs and vegetables have been



planted, and countless truckloads of mulch spread. Ownership in the school and campus, and the vision of effective partnership planning has continually become effectively evident.

Great efforts to reduce the environmental impact of new construction were made during initial planning for the school. This included efforts to reduce energy usage and greenhouse gas emissions.

Additionally, and for safety reasons, a new traffic flow was required to separate bus traffic from carpool traffic. The placement of a new drive required extensive study to avoid disruption of a certified wetland area on the campus. This was accomplished, and the wetland area is now the focus of the latest fundraising efforts to build a compatible outdoor classroom and teaching trail through it.

Paving has been kept to a minimum. One visitor/staff/handicap parking lot accommodates sixty vehicles at the front entrance. All other parking areas for students and visitors to athletic and campus events are composed of porous natural surfaces that help prevent water run-off. The only other paving on campus is a competition/walking track. The school has been able to utilize efficient watering techniques on athletic fields with help from FarmLinks' employees and horticulturist's advice from Auburn University. The consistent selection of low-maintenance and drought resistant plant species has reduced long-term costs.

By improving the outdoor environment, opportunities abound for students, staff, and community members to take advantage of healthy outdoor activities. Faculty members have participated in walking clubs, and have sponsored contests to promote "10,000 steps" per day. Pedometers have been provided to all staff members and are available through physical education classes to students to encourage awareness of their walking habits. As teachers have taken ownership of the outdoor gardens, they are providing living examples to students of a healthy life style through vigorous exercise while performing gardening activities.

Effective environmental and sustainability education is targeted in classroom activities across all grade levels. From fourth graders who researched native butterflies and their habitats to high school biology students who use the tree grove to learn scientific naming, teachers at Fayetteville actively seek opportunities to use the outdoor environment. The fourth grade project has been sustained by seeing the new cocoons and butterflies that are annual inhabitants of the children's garden. The native Alabama tree grove will provide perpetual learning experiences and students who were involved in planting the trees will bring their children back to campus sharing what they were a part of as Fayetteville students.

All teachers received a two-day training provided by the Alabama Cooperative Extension Service in outdoor classroom educational practices. The lesson plans from the *Outdoor Classroom Planning Guide* are an integral part of each teacher's curriculum at Fayetteville. The administration emphasizes the importance of integrating environmental education across all curriculum areas.



In summary, Fayetteville School embodies the goals of a Green Ribbon School. Partnerships with key community leaders, higher education, volunteers and the faculty have generated an environment that is focused on teaching current students the value of a “green” environment. High evidence of community ownership in the daily routines as well as special events embrace the positive environmental emphasis being sustained and supported by the total community partnership.

1. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes () No Program(s) and level(s) achieved:

Energy Star Portfolio Manager rating of 92% ; Applying for School’s Healthier Choice 2013

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

Yes () No Award(s) and year(s) 2009 Energy Star Recipient School; Staff Member Named Recipient of University Fellowship to Pursue Doctoral Degree in Public Gardening

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

Yes () No Percentage reduction: -45.22% Over (m/yy - m/yy): 09/11-08/12

Initial GHG emissions rate (MT eCO₂/person): 1.05/person

Final GHG emissions rate (MT eCO₂/person): .929/person

Offsets: None How did you calculate the reduction? Current Energy Star Data

2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes () No Year(s) and score(s) received: 2009- 92 rating and 2012 – 91 rating



3. Has your school reduced its total non-transportation energy use from an initial baseline? (X) Yes () No

Current energy usage (kBTU/student/year): 16,440.9/student/year

Current energy usage (kBTU/sq. ft./year): 109.3/sq.ft/year

Percentage reduction: -12.4% over (mm/yy - mm/yy): 9/2011-8/2012

How did you document this reduction? Energy Star Portfolio

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

On-site renewable energy generation: n/a Type n/a

Purchased renewable energy: n/a Type na/

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: n/a

5. In what year was your school originally constructed?

Main 1920 replaced 2006; Auditorium 1938; Gym 1970; Lunchroom 1987; and Elementary Wing 2000

What is the total building area of your school? 97,913 sq. ft

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes () No

For new building(s): Percentage building area that meets green building standards: 0%

Certification and level: n/a Total constructed area: n/a

For renovated building(s):

Percentage of the building area that meets green building standards: n/a

Certification and level: n/a Total renovated area: n/a

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? No

Average Baseline water use (gallons per occupant): n/a

Current water use (gallons per occupant): n/a



Percentage reduction in domestic water use: n/a

Percentage reduction in irrigation water use: n/a

Time period measured (mm/yyyy - mm/yyyy): n/a

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: n/a

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: **98%** Types of plants used and location: **Low maintenance, native and climate adaptive**

9. Describe alternate water sources used for irrigation. (50 words max)

None—Irrigation only utilized for emergencies or high-drought times

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)

Natural, porous surface parking for buses, students and athletic complexes

11. Our school's drinking water comes from: (X) Municipal water source () Well on school property () Other:

12. Describe how the water source is protected from potential contaminants. (50 words max)

Monitored, tested and controlled by trained Water Authority personnel under state mandated guidelines; Any potential contamination would be immediately reported to Hazardous Waste and Environmental Protection Agencies

13. Describe the program you have in place to control lead in drinking water. (50 words max)

Monitored, tested and controlled by trained Water Authority personnel under state mandated guidelines

14. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max)

93% of the school grounds (all areas external to buildings) are ecologically beneficial to positive environmentally sound practices as the grounds are designated as green areas, environmentally sound natural habitats, and ecologically designed planting or landscaped areas.

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards

(garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 8.148cu.yd.X 4times monthly X 86% =28.02 cubic yards, monthly



B - Monthly recycling volume in cubic yards (**newspaper/cardboard and plastic and aluminum**) (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):

3 bins(6.3cu.yd each) =18.9 cu. yards X 2 times monthly x 95% full = 35.91 cu. yards, monthly for all recyclable items – averaged for 4 months

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):

1- 5.4cu.yd dumpstser + 1- 8.2cu.yd. dumpster= 13.6 cu.yd X 4times monthly x 55% full when collected = 54.40 cu. yards of compostable material

Recycling Rate = ((B + C) ÷ (A + B + C) x 100): **76**

Monthly waste generated per person = (A/number of students and staff): 28.02 cu. yards/ 722 students and staff = 0.03 cubic yards off waste generated per person monthly

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? **90-92%**

17. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
n/a	n/a	n/a	n/a	n/a

How is this measured? **There is NO HAZARDOUS WASTE generated**

How is hazardous waste disposal tracked? **None generated, no tracking required**

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

Hazardous materials are avoided in the school setting. Recycling is highly prevalent for separation of glass, plastic, cardboards and paper. Composting of biodegradable food items is practiced for lunchroom waste. All restrooms are equipped with air hand dryers also.

18. Which green cleaning custodial standard is used?

The school district provides each school with bulk purchase/bid products for custodial use. 100% of the paper products used are recycled and are certified green. The cleaning chemicals are as low level as permissible based on budgetary constraints. As feasible, low bid vendors provide 'Simple Green' products.

What percentage of all products is certified?



Collectively, only the paper products are ‘certified green’ as 100% recycled.

What specific third party certified green cleaning product standard does your school use? **n/a**

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses)

A full 98% of all students and staff arrive daily via bus or 2+student carpool scenarios.

How is this data calculated? (50 word max)

This data is substantiated by the daily transportation logs for the buses, carpool observations and rider permission arrangements that are maintained by the school.

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses).

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

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: (50 word max)

Documented safe bus routes, carpool lines and parent walk routes are established, reviewed and monitored daily

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

School bus fleets are strategically updated for fuel efficiency, bus routing is planned for efficiency, and buses are routed for route length and passenger/bus capacity ratio effectiveness.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

Weekend, holiday, as well as daily classroom energy saving measures are expected, posted, and modified to assure as much possible energy saving for heating and cooling as feasible. Reminders are provided to all employees and follow-up by school administrators is expected for additional energy saving practices. The school district employs an Energy Manager to monitor schools at night and on weekends. Local maintenance personnel are available daily to assure effective operations, filtering and utilization of heating, cooling and ventilation equipment.



Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:

0.018gal/student/year; Every effort is made to limit pests from being attracted to the school facilities. All necessary use of pesticides for preventive measures is conducted after-student hours and limited to as needed circumstances rather than a routine measure.

2. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

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

Tobacco products are fully prohibited on the school grounds.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

The school has removed all sources of mercury and has maintained its 'no mercury' status since 2000.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

School does not use any fuel burning appliances.

Our school does not have any fuel burning combustion appliances

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

n/a

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. n/a

3. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)

Custodial services that involve use of any chemicals are provided after students and most staff have left the buildings for the day. A high level of awareness of not using any stringent or toxic substances is maintained by all staff members, not only the custodial staff. Emergency measures for any medical needs of students are also posted in each room to avoid unawareness of special non-exposure of any reactive materials that students or staff may have.



4. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

The school has a staff nurse. All students who have asthma or other medical conditions that could be triggered or heightened by any environmental condition or atmospheric material are well known by staff members as well as fellow students in the school. Whereas Fayetteville is a K-12 school setting, posted efforts and familial knowledge of students and staff with potential health alerts are monitored daily.

5. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)

The Talladega County Schools of which Fayetteville School is included, has a monthly checklist that requires that the school administrators and maintenance staff check air filters on all air handling units in the building. The monthly checklist also makes a concerted effort to check for previously undetected leaks, moisture, or any other potential air or moisture born hazards.

6. Our school has installed local exhaust systems for major airborne contaminant sources.

Yes No

As previously indicated, the school has a monthly routine/procedure to replace or clean air handler filters. Quality science lab facilities with exceptional quality exhaust systems are utilized for instructional settings that are best provided in a quality air controlled situation.

7 Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

The checklist for monthly building maintenance assurance is referenced in #5 above. The checklist is extensive and a thorough walk-through by staff members who are fully aware of quality standards for all heating, cooling, and ventilation systems are making the monthly inspections that are signed by the school principal. Any needs are immediately forwarded to the director of operations and the district maintenance supervisor for timely repair, replacement or other appropriate action. Fayetteville School is fortunate to be a part of a school district that supports and expects high-quality working and learning environments in this regard.

8. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max)

In 2009, the Energy Star engineers performed a classroom-by-classroom as well as all other multi-purpose learning environments review at Fayetteville School. At that time the engineers certified that all classrooms and areas met state and national codes for ventilation. To date, the local school district has maintained these standards for quality outside air.



9. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Fayetteville School is fortunate to be a part of the Talladega County Schools which make a concerted effort to assure quality learning environments for its students and staff. To this extent, the school has the advantage of having well qualified and certified heating and cooling, electrical, plumbing and carpentry employees on staff. A well-structured plan is designed to assure that these employees are available to schools and are equipped with the supplies and materials to maintain these amenities at the schools. Additionally, the maintenance crew performs annual detailed inspections of equipment, structures, and grounds at the school in the early summer to assure that adequate time is allowed to plan for any major needs that may be forthcoming. Additionally, student health is a priority and is addressed by providing a school nurse, wellness and awareness programs for parents and teachers, as well as making provisions for special needs of students with identified health issues.

Nutrition and Fitness

10. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

Our school participates in the USDA's HealthierUS School Challenge. Level and year:

Fayetteville School is making adequate adjustments to high school students' schedules and fitness options to seek this status during school year 2013-14. The provision for students K-9 is already being met with a high level of achievement.

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

Foods for the school lunchroom program are purchased through the Child Nutrition Program at the district level. However, the district level has a premise to purchase local, farm grown products as much as possible. Vendors for any of the fresh fruits and vegetables are becoming much more prevalent through the district's environmental awareness to use locally grown and fresh produce as frequently as possible.

Our school has an on-site food garden.

Each grade level has a garden area with seasonal vegetables, even through the summer, for the community members.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

The cafeteria staff has been an integral part of the total scope of gardening and improving the school environment. The teachers and staff work collaborative to incorporate the foods grown in the school gardens into menus and food preparation classes.



[X] Our students spent at least 120 minutes per week over the past year in school supervised physical education.

All students in K-9 are participating in over 120 minutes of supervised physical education each week. Over 90% of the students in grades 10-12 are also actively engaged in organized sports, and fitness and wellness activities throughout the year. As the major outlet for community activities, students consistently choose to be a part of an athletic team or related physical activity (cheering or marching band) as a part of community and school pride.

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

Inclement weather, which is not a very frequent occurrence in Central Alabama, is the only factor that places physical education activities in an indoor environment.

[X] Health measures are integrated into assessments.

Health education classes are required for all students prior to graduation. Additional health is incorporated in the K-8 curriculum throughout the year. All other high school students (10-12) annually participate in fitness programs, classes with health and environment as key elements of the curriculum, or clubs that promote health awareness goals and objectives such as Relay for Life, Jump for Heart, Say No to Drugs, etc.

[X] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

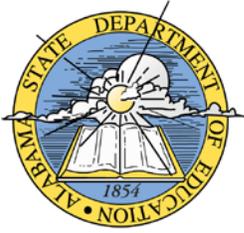
Students are highly encouraged to voluntarily participate in sunscreen protection activities. Provisions are made for students to have protective lotions available, even during outdoor classroom sessions that involve planting trees or working in the garden plots. This awareness is emphasized by the classroom teachers prior to outdoor activities in curriculum areas well beyond physical education.

[] Food purchased by our school is certified as "environmentally preferable"

Percentage: Approximately 15% Type: "Farm to School" (Fresh vegetables) and over 75% of dairy products with no additive or restrictive chemical use are provided through local vendors

11. Describe the type of outdoor education, exercise and recreation available. (100 word max)

Through the inspiration of the partnership and the community's generous support of ad valorem tax referendums, facilities and recreational areas have drastically improved on the school campus. In five years, the school has seen the addition of a quality multi-purpose athletic (football, track, and soccer) field and an excellent new softball field as well as an improved baseball field. All of these areas encourage and enhance outdoor recreational activities. These activities are also supported by the community which enjoys the walking track and highly inviting outdoor gardening and environmental study areas.



12. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

The partnership with FarmLinks has also resulted in the development of a golf team that promotes individual year-round play on world class courses. The partnership, also, has resulted in volunteers developing a school fishing team for further outdoor recreation and understanding of quality water resources including nearby major creeks and rivers. Additionally, the interest in health is further promoted as students are now participating in a swim team which utilizes a neighboring outdoor pool.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement. (200 word max)

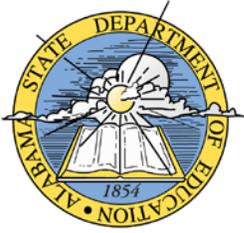
All students at Fayetteville High School (K-12) are required to complete a full year course each of Life Science, Earth Science, and Biology. Over 50% of the students elect to take a full year of Environmental Science and all other students complete a year of Chemistry or Advanced Biology in addition to the other science courses that are heavily embedded with environmental aspects. The outdoor classroom activities, the class gardens and the community recreational and service projects further teach the students the value and need for sustainable environmental practices.

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

Teachers at our school integrate, where feasible, all aspects of environmental education as they relate to the curriculum and sustain these activities from year to year. Science teachers from all grade levels have developed specific projects utilizing the outdoor facilities. For example, the 4th graders researched native butterflies to find habitat information. When plants were identified, letters were written to seek contributors of the plants. In math class these same students were responsible for calculating spacing, mulch needed, etc. In subsequent school years, other 4th graders have observed the numbers of cocoons in the garden and identified species that are now permanent residents.

Environmental and sustainability concepts are integrated into assessments. (200 word max)

Students at Fayetteville High School are required to exhibit proficiency on state standardized examinations with a specific requirement for science with a high concentration in biology. Additionally, the state course of study has a required component of a full year of Life Physical Education and half year course of Health. A review of the courses of study shows numerous standards that students must obtain that support environmental factors that relate to quality of life for individuals. Additionally, students are provided guidelines and incentives to follow



healthy habits which serve as conceptual assessments that promote sustainability. Students and staff members KNOW why they are outside, KNOW why they are recycling, KNOW why they are composting, and KNOW why they are planting and growing vegetables, as well as the value of quality water supplies.

[X] Students evidence high levels of proficiency in these assessments. (100 word max)

Key evidence that the students are showing evidence of high levels of proficiency are as follows:

- State Test Results for All Seniors in Science/Biology Proficient or Above: 2010 – 93%, 2011- 98% and 2012 –100%
- Students in Fayetteville have consistently scored highly proficient in state/national required science testing at grade levels 5 and 7. Between 88% to 94% of all students in those grades, each year for the last four years, have produced these excellent scores.

[X] Professional development in environmental and sustainability education are provided to all teachers. (200 word max)

Environmental education through science, math, health, and physical education have catapulted with the addition of the numerous garden plots, outstanding outdoor classroom areas, and state-of-the art physical education outdoor facilities. The partnership with the key community business leader, FarmLinks, opened doors to provide unique professional development through Auburn University’s highly ranked College of Agriculture. The university partnered with professors to provide on-site professional development for teachers in all content areas and grade levels to learn exciting ways to incorporate environmental science into all content areas. The highly engaging projects have incorporated all core curriculum areas as well as learning peripheral connections to language arts, design, and technology, for example. Sustainability is evidenced as teachers and students are collaborative in plans for year to year as well as from garden to garden on the campus.

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: none Percentage scoring a 3 or higher: _____

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)



4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

Interestingly enough, only a few students would have been interested in an environmental career five years ago at Fayetteville. Students did not relate that FarmLinks, Inc. was more than an elaborate golf course beyond their lifestyle. Now however this predominantly rural school's student body is anxious to become a part of this business and its related highly technical and scientific research. Student internships for career related studies in science areas are highly competitively. The community and its students now embrace the value and potential of a well-sustained environment and recycling for example is now a community endeavor, not an occasional participant factor. Another rural factor is a high interest in outdoor sports such as hunting and fishing. With the expansion of the environmental aspects in the curriculum, students have made yet another strong connection between their hobbies and the potential and important careers in environmental studies.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

Students clubs and organizations at Fayetteville School all have at least one goal and one or more activities that relate to campus improvements, environmental awareness or recycling. These activities of course involve their parents and extended families and other community members. The students have become spokespersons for their school as publicity of their environmental projects has created community interests. These endeavors are intentional, not for awards, but for the value added to students' educational experiences and their future quality of life.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

All teachers integrated environmental education in the curriculum and sustained these activities from year to year. All science teachers have developed specific projects utilizing the outdoor facilities. For example, 4th graders researched native butterflies. Plants were identified and letters written to seek donations of these plants. Then students were calculated garden spacing, mulching materials, etc. In subsequent years, 4th graders had observed the numbers of cocoons in the gardens and identified species that are now permanent residents.

A thematic approach across grade levels is another example of sustained learning. Middle school students formed an environmental club, and developed an interest in composting and recycling organic food scraps from the lunchroom. The high school biology students taught elementary students about bio-degradability.

Early in the planning process the horticulturists from Auburn University and community partners have addressed the concern for low maintenance and sustainability of the outdoor facilities. Each grade level has an area to routinely maintain which has taught students many responsibilities and shows in the caring attitudes they have toward campus. Sustainability is hard to measure, but the belief is that every child will tell their children how they planted a tree, or grew cotton in the "cash" crop garden.



7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

In addition to the explanation of cross-curricula learning experiences stated above, Fayetteville School is extremely involved in the highly engaging teaching and learning strategies of Project-based Learning (PBL). Students have become the ones who develop driving questions to determine what they want to know more about, and are truly very grown-up with their many ‘why?’ questions where teachers serve as facilitators to help the students ‘dig up and determine’ quality answers. Students love being outdoors. For example, calculating volume of various shapes is highly engaging when it is soil in wheel barrows and buckets being moved to rectangular raised beds. Green and clean are now vivid and viable as all of the community has pitched in to plant, water or just enjoy walking in the enhanced community. Volunteers have abounded and students are experiencing good citizenship opportunities and seeing adults model the same.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

The partnership with FarmLinks, Inc. and subsequently their leverage to help the school partner with Auburn University was the foundation for the exceptional opportunities to support the school in becoming highly engaged in positive environmental learning, activities, future careers and healthy lifestyles. The partnerships involve the entire school population, the community and the surrounding business/industry sector. The community has always had a close-knit ownership in its geographic area, however now the impact of exceptional business/career opportunities and the enhanced environment with healthy lifestyles being supported are expected and embraced. As previously stated, a local school foundation has been effectively established with a focus that strongly supports the enriching environmental impact of the partnerships.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. (Maximum 200 words)

Due to the geographic location of Fayetteville School in an extremely rural, out of site, out of mind area, it would be extremely easy for environmental education, recycling, civic involvement, and STEM education to be overlooked. Community ownership has always been evident, but lack of visibility, also created an atmosphere of a closed community. A traveler has to be intentional in arriving in the Fayetteville. A sizeable river without a bridge or operable ferry, also requires one to again find the intentional route to leave Fayetteville. However, the exceptional school, the world-class golf course, and the warm welcoming community has become much more evident through the massive improvements to the campus’ environment, the unity of the community with the school for lifelong learning, have all been fostered through the desire to improve the natural environment and maintain a quality atmosphere. It is highly evident in the school, the community and within the people that global awareness and environmental impact is important must be effectively taught, practiced, and promoted to maintain a quality life for the Fayetteville area.



10. Submit up to five photos that illustrate your green practices.



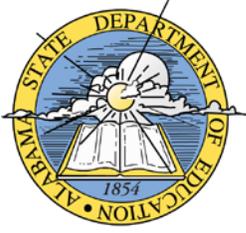
Demonstration Planning

Horticulture students from Auburn University interrupt the Fayetteville High School students' planting a bit to discuss landscape an area adjacent to the 1920 Auditorium that remains an icon for the long established community.



Recycling by E-Club

The Environmental Club officers stop for a pose at one set of recycling containers in the hallway of the school. Students quickly learned to recycle into three categories for effective implementation of the project throughout the school.



Family Involvement

Families with new or well-established 'roots' in the community worked to plant trees in the school's arbor area.



Adopt-a-Mile group of students with their collection for the week.



Students, parents, Auburn student leaders help students plant one of the many grade level gardens.