



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

January 4, 2013

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of Education**

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Selection Committee  
U. S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4536

RE: Green Ribbon Schools Award Recommendation

Dear Committee Members:

On behalf of the State of Arkansas, it is a pleasure to present the attached application for consideration in the Green Ribbon Schools award process.

Fayetteville Public Schools has shown leadership in environmental education and stewardship for over two decades. Fayetteville has built LEED qualified schools, instituted energy saving measures in district facilities, developed recycling programs, implemented a no idling policy, as well as other district-wide green initiatives. The district has also placed gardens at nine schools providing an educational opportunity for students to learn about healthy eating and gardening skills. Additionally, the district employs farm to school procurement, spending approximately ten percent of the district food budget on local and regional items.

Fayetteville Public Schools has been awarded numerous environmental awards including recognition as an Exemplary Model for Creating Healthy Schools of Excellence (*Arkansas Coordinated School Health Initiative*), LEED designations, "School Nutrition Association's Chef's Table" (*Districts Nutrition Director – only five in nation earned this honor in 2011*), and a 2012 Altrusa International, Inc. Environmental Achievement Award for the district's sustainability program.

Students in this school district are learning through curriculum and example the importance of environmental stewardship and the many possibilities available to practice sustainable living in their daily lives.

I request your favorable consideration of the Green Ribbon School Award for the Fayetteville Public Schools.

If more information is needed please contact Mr. Murray Britton at (501) 371-1572 or at [Murray.Britton@arkansas.gov](mailto:Murray.Britton@arkansas.gov).

Sincerely,

A handwritten signature in black ink, appearing to read "Tom W. Kimbrell".

Tom W. Kimbrell, Ed.D.  
Commissioner of Education

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

MB/cb  
Attachment



**Arkansas scoring matrix; Green Ribbon Schools 2013**

**FAYETTEVILLE PUBLIC SCHOOL DISTRICT**

Green Ribbon Pillar and Elements			Points
<b>Cross Cutting Questions – 5 points</b>			<b>5</b>
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			5 points
1 pt	2-3pts	4-5 pts	<b>5</b>
<b>Pillar I: Environmental Impact and Energy Efficiency– 30 total points</b>			
<i>Goal: Net zero energy, carbon, water, waste, and hazardous waste impacts.</i>			<b>21</b>
<b>Element IA: Improved energy conservation/energy-efficient building(s).</b>			15 points
1-5 pts	6-10pts	11-15 pts	<b>8</b>
<b>Element IB: Improved water quality, efficiency, and conservation</b>			5 points
1 pt	2-3 pts	4-5 pts	<b>5</b>
<b>Element IC: Reduced waste production and improved recycling and composting programs</b>			5 points
1-2 pts	3-4 pts	5 pts	<b>4</b>
<b>Element ID: Use of alternative transportation to, during, and from school</b>			5 points
1-2 pts	3-4 pts	5 pts	<b>4</b>
<b>Pillar II: Healthy School Environments– 30%</b>			
<i>Goal: The school improves the health and performance of students and staff</i>			<b>25</b>
<b>Element IIA: An integrated school environmental health program</b>			15 points
1-5 pts	6-10pts	11-15 pts	<b>15</b>
<b>Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time</b>			15 points
1-5 pts	6-10pts	11-15 pts	<b>10</b>

<b>Pillar III: Environmental and Sustainability Education– 35%</b>				
<b><i>Goal: 100% of the school's graduates are environmentally and sustainability literate</i></b>				<b>33</b>
<b>Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems</b>				20 points
1-5 pts	6-10pts	11-15	15-20	<b>20</b>
<b>Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills</b>				5 points
1-3 pts		4-5 pts		<b>5</b>
<b>Element IIIC: Development and application of civic engagement knowledge and skills</b>				10 points
1-3 pts	4-7 pts		8-10 pts	<b>8</b>
				<b>84/100 points</b>



**District Contact Information**

District Name: \_\_ Fayetteville School District #1

Street Address: \_\_\_\_ 1000 W. Bulldog Blvd.

City: \_\_ Fayetteville State: \_\_ AR Zip: \_\_\_\_ 72701

Website: \_\_ www.fayar.net

Facebook page: \_\_\_\_ Fayetteville Public Schools

Superintendent Name: \_\_ Vicki Thomas

Superintendent E-mail Address: \_\_ vicki.thomas@fayar.net

Phone Number: \_\_\_\_ 479-444-3000

Lead Applicant Name (*if different*): \_\_ Dana Smith, FPS Sustainability Coordinator

Lead Applicant E-mail: \_\_ dana.smith@fayar.net

Phone Number: \_\_\_\_ 479-973-8604

<b>Level</b> <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input checked="" type="checkbox"/> K - 8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10 - 12)	<b>School Type</b> <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> District Application	<b>How would you describe your school?</b> <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	<b>District Name</b> <u>__ Fayetteville School District #1</u>
			<input type="checkbox"/> Largest 50 Districts  Total Enrolled: <u>____ 9,142</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>____ 40%</u> % limited English proficient <u>____ 8.21%</u> Other measures: Per pupil expenditure - \$10,037 <u>_____</u>		Graduation rate: <u>__ 81%</u> Attendance rate: <u>____ 94.4%</u>



## **Narrative:**

*Fayetteville Public Schools is committed to creating a healthy and safe environment for all students, staff, and faculty. The district has a strong environmental sustainability program that supports this commitment. A comprehensive approach incorporates environmental learning in the classroom with facilities improvements to reduce environmental impact and improve health. The sustainability program has six focus areas: energy conservation, LEED construction and education, waste reduction, indoor environmental quality, habitat conservation, and school gardens/Farm to School. Since 2006, Green Teams of students, teachers, parents, and community volunteers work on these focus areas both inside and outside the classroom. After hosting an EnergyCorps member for a year, the school board approved a sustainability coordinator staff position in 2011 to coordinate the Green Team program and make meaningful connections between facilities improvements and environmental learning.*

*Facilities staff has worked diligently over the past two decades to increase energy efficiency in all district buildings. The district has had an energy management system since the late 1980s. Facilities management department adopted several initiatives in 2000 that focused on energy conservation – including only operating air systems for optimum temperature and comfort when buildings are occupied – from 7:00am – 4pm. All fluorescent lighting has been updated to T8 GE Ecolux lights. Heating and cooling units have been upgraded to more efficient models over the past several years and many windows in the district have been replaced with low-e, high efficiency glass. FPS Green Team hosted a district wide energy challenge in spring 2012 to educate and engage students and staff in the district's energy saving efforts.*

*The district has also shown a commitment to sustainability with all newly constructed buildings. Butterfield Trail Elementary became LEED (Leadership in Energy and Environmental Design) certified in 2010, Happy Hollow Elementary achieved LEED certified status in 2012, and the currently under construction Fayetteville High School is tracking at LEED Silver with an anticipated completion date of 2015. To help educate the school community about LEED and highlight the environmental features of the buildings, high school students built a website for Happy Hollow and are currently designing LEED signage for the high school.*

*Waste reduction continues to be a focus area for the school district. Every school has a cardboard and paper recycling dumpster as well as weekly pickup of plastic bottles, aluminum, and steel cans. Students assist with education and collection at each school and are learning about recycling through hands-on experiences. Recycling has allowed the district to reduce the frequency of waste pickup at several schools, thus reducing emissions from waste disposal vehicles. Five schools in the FPS district are certified Litter Free Zones. The Keep Arkansas Beautiful Foundation's Litter-Free Zone program, designed for elementary and middle school ages, encourages students to apply the program's service-learning principles in class, on campus, in the school's neighborhood and throughout the community.*

*Through the Indoor Environmental Quality initiative, FPS strives to ensure all students and staff have a healthy indoor environment free of pollutants and potential contaminants. Principals, vice principals, and 100 teachers and staff members have been trained on the connections between student and staff performance and indoor environmental quality and how building occupants can help improve IEQ. In spring 2012, a Green Cleaning Plan was finalized to document a commitment to best practices and to reduce the exposure of building*



*occupants and maintenance personnel to potentially hazardous chemical, biological and particle contaminants, which adversely impact air quality, health, and the environment. This plan is designed to protect all occupants, but especially the most vulnerable to ailments that result from poor indoor air quality such as asthma.*

*Through a community partnership with Fayetteville Environmental Action Committee, Fayetteville Natural Heritage Association, and Fayetteville in Bloom, eight schools in the district have become National Wildlife Federation Certified in the past two years. Certified schools provide food, water, shelter, and places to raise young for native Arkansas wildlife. Each certified school received a "habitat kit" with curriculum resources, bird feeders, and other tools for teaching students about habitat.*

*Fayetteville Public Schools Seed to Student program includes school gardens and Farm to School procurement. Nine of fourteen schools in the district have vegetable gardens used for teaching gardening skills and healthy eating habits through classes and after school garden clubs. Teachers, staff, parents, and community members collaborate to provide meaningful hands-on educational opportunities. Farm to School initiatives include spending 10% of food costs annually on local and regional items; hosting educational lunches with local food; apple tastings at all elementary and middle schools; and local summer purchasing and farm field trips.*

*Fayetteville Public Schools district wide sustainability initiatives use community partnerships, innovation, and a community commitment to environmental stewardship to help reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education.*



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?**

(X) Yes ( ) No

Program(s) and level(s) achieved:

**Energy Star Portfolio Manager** – 12 schools registered have a 75 or higher rating and qualify for Energy Star – the district has not yet applied for labeling

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

( X) Yes ( ) No

**Award(s) and year(s):**

- 2007-2008—“Arkansas Coordinated School Health Initiative”  
To FPS--Recognized as an Exemplary Model for Creating Healthy Schools of Excellence in the State of Arkansas
- 2009 -“Coordinated School Health Diamond Award” from Dept. of ED for creating healthy schools of excellence in AR
- 2010-FPS Fitness Center for Staff- Director-“Arkansas Governor’s Council on Fitness Award”
- 2010--FHS Students awarded 1st Place in State Commercial Competition – “Arkansas Stamp Out Smoking Commercial competition” 1st and 3rd place
  - 2010 – Butterfield Trail Elementary Received US Green Building Council LEED Certified Status
  - 2011 FHS TV Studio Instructor- “ALL ARKANSAS AWARD”--72 Hour News Show -“Health Care”
  - 2011 FPS Child Nutrition Director, named to “School Nutrition Association’s Chef’s Table” (Only 5 chef’s in the nation selected)
  - 2011 Holcomb & Vandergriff Elementary PE Instructors awarded the “Child Wellness Intervention Project” (CWIP)
  - 2012 Happy Hollow Elementary & Owl Creek Elementary & Middle School PE Instructors awarded the “Child Wellness Intervention Project” (CWIP)
  - 2012 Altrusa International, Inc. Environmental Achievement Award for Fayetteville Public Schools Sustainability Program
  - 2012 – FPS Sustainability Coordinator selected to attend US Green Building Council Sustainability Summit in Washington, DC (one of 40 national participants)
  - 2012 – Happy Hollow Elementary Received US Green Building Council LEED Certified Status
  - 2012 – USDA Farm to School Implementation Grant in amount of \$99,058 Awarded to Fayetteville School District

**Pillar I: Reduced Environmental Impact and Costs**

**Energy**

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

• (X) Yes ( ) No

• **Percentage reduction:**  14.6% **Over (mm/yy-mm/yy):** June 2009-September 2012

• **Initial GHG emissions rate (MT eCO<sub>2</sub>/person):** 1.03

• **Final GHG emissions rate (MT eCO<sub>2</sub>/person):** 0.88

• **Offsets:** \_\_\_\_\_

• **How did you calculate the reduction?**



*Using GHG emissions data from Portfolio Manager for 12 schools in the district (all those entered in ESPM) – totaled GHG emissions for baseline and divided by total number of students for those facilities; totaled GHG emissions for current (9/2012) data divided by total number of students for those facilities; calculated percentage change. \*\*GHG emissions calculations for FPS only include heating and cooling data; transportation emissions are not yet quantified and thus not included in this calculation\*\*\**

*Baseline = 5847.62 MT CO<sub>2</sub>e / 5685 students = 1.03*

*Current = 5373.26 MT CO<sub>2</sub>e / 6081 students = 0.88*

*(0.88 – 1.03) / 1.03 \* 100 = -14.6%*

**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: *12 of 14 total schools are registered in Energy Star Portfolio manager with data starting in 2009; all 12 schools currently have a score of 75 or above but have not yet applied for certification. The high school is not currently registered because it has been and will continue to be under construction until 2015; one elementary school is not yet entered because it is new construction first occupied less than one year ago*

**3. Has your school reduced its total non-transportation energy use from an initial baseline?**

- Yes  No
- **Current energy usage (kBTU/student/year):** *7384.02 kBTU/student/2011*
- **Current energy usage (kBTU/sq.ft./year):** *7709.16/kBTU/student/2009*
- **Percentage reduction:** 4.22% **Over (mm/yy-mm/yy):** *2009 - 2011*
- **How did you document this reduction?**

*Using data from SchoolDude, Utility Direct – calculated total kBTU usage for 12 school buildings for 2009 and 2011 (same 12 schools currently registered in ESPM – additional 2 schools not included due to recent and current construction); calculated kBTU/student for each year; calculated percentage difference:*

*2009 – 43,826,564.76 kBTU total / 5685 students = 7709.16 kBTU/student*

*2011 – 43,794,624.06 kBTU total / 5931 students = 7384.02 kBTU/student*

*(7384.02 – 7709.16) / 7709.16 \* 100 = -4.22%*

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

- **On-site renewable energy generation:** < 1% **Type:** *solar array at one elementary school (Lennox plug and play system)*
- **Purchased renewable energy:** 0 **Type** \_\_\_\_\_
- **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?** *Fayetteville School District was chartered in 1871; school buildings range in age from 1930 - 2012*

- **What is the total building area of your school?** *1.4 million square feet*

**6. Has your school constructed or renovated building(s) in the past ten years?**

- Yes  No
- For new building(s): Percentage building area that meets green building standards: 100%

- Certification and level: *Butterfield Elementary – LEED Certified; Happy Hollow Elementary – LEED certified; Fayetteville High School Phase 1 – pursuing LEED Silver*
- Total constructed area: 322,000 sq ft.
- For renovated building(s): Percentage of the building area that meets green building standards: 0%
- Certification and level: n/a
- Total renovated area: 33,000

**Water and Grounds**

7. **What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: 75 % Types of plants used and location:**  
*Irrigation is not used for established landscaping throughout the district – newly installed landscaping is irrigated until established. Junior High football fields have turf grass and are irrigated regularly. Native plants used in landscaping include: maple, oak, pine, redbud, magnolia and cypress trees; American holly bushes; multiple native grasses; many native flowers including black eyed susans, purple Echinacea, coreopsis, butterfly weed, and Indian pinks. Native plants are used in traditional landscaping and in designated pollinator and rain gardens.*
8. **Describe alternate water sources used for irrigation. (50 words max)**  
*Irrigation is not used for any established landscaping in the school district; rainwater catchment in the form of cisterns and rain barrels, is used at 4 schools in the district to irrigate vegetable gardens*
9. **Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)**  
*Four schools in the district have rain gardens to reduce and clean stormwater runoff from impermeable surfaces. The newly constructed Phase I of the high school has bio- swales in the parking lot and a water catchment system to reduce the stormwater flow. Buildings and site selection are designed to maximize open space.*
10. **Our school's drinking water comes from: (X ) Municipal water source, ( ) Well on school property, ( ) Other: \_\_\_\_\_**
11. **Describe how the water source is protected from potential contaminants. (50 words max)**  
*All drinking water is sourced from Beaver Lake through the Beaver Water District treatment facility. The district complies with the Safe Drinking Water Act and meets all federal, state and local water quality standards.*
12. **Describe the program you have in place to control lead in drinking water. (50 words max)**  
*Beaver Water District tests water annually for lead and other contaminants and posts results publicly. Drinking fountains with lead fixtures and plumbing have been replaced throughout the district.*
13. **What percentage of the school grounds are devoted to ecologically beneficial uses?**  
approximately 40% (50 words max)  
*Eight school grounds in the district are National Wildlife Federation Habitat Certified and provide food, water, shelter, and places to raise young for native Arkansas wildlife. Nine schools have vegetable and pollinator gardens; 4 schools have rain gardens, 5 schools have bioswales, and 8 schools have wooded areas.*

**Waste**

14. **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*):**
- Monthly garbage total = 1509.60 cubic yards
- B. Monthly recycling volume in cubic yards (*recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected*):**
- Monthly recycling volume = Cardboard (353.60) + Paper (204) = 557.6 cubic yards

CARDBOARD RECYCLING

PAPER RECYCLING

- 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*):** \_\_\_\_\_0\_\_\_\_\_
- Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ :  
 $557.6 / (1509.6 + 557.6) = 27\%$
  - Monthly waste generated per person =  $(A/\text{number of students and staff})$ :  
 $1509.6/10,430 = 0.14$  cubic yards/person
15. **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?**  
*All colored copy paper, or approximately 1% of office/copy paper used in the district has 30% post consumer waste content and is Sustainable Forest Initiative Certified.*
16. **List the types and amounts of hazardous waste generated at your school:**  
*Hazardous waste in the district is very limited and comes primarily from high school science classes. All materials are stored in locked storage closets that meet ventilation requirements at the time of construction (1993). Hazardous materials are disposed of through Waste Services in Little Rock. All thermostats with mercury have been removed and replaced with digital models. GE Eco-Lux fluorescent bulbs are used throughout the district and do not require hazardous waste disposal in Arkansas.*
- How is this calculated?
  - How is hazardous waste disposal tracked? *Disposal information is kept on record from Waste Services company*
17. **Which green cleaning custodial standard is used?**  
*Fayetteville Public Schools custodial department documented a green cleaning plan in spring 2012 to outline green cleaning best practices throughout the district. The plan specifies cleaning products and materials, including hard-floor and carpet-care products, used at Fayetteville Public Schools shall, when possible, meet the requirements of IEQc3.4–3.6: Green Cleaning, Purchase of Sustainable Cleaning Products and Materials (LEED – EBOM 2009)*

**What percentage of all products is certified?** 40%

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

- *Three primary cleaning products used throughout the district (neutral cleaner, glass cleaner, and stripper) and all paper hand towels are Green Seal Certified*
- *Vacuums are Carpet and Rug Institute Green Label Certified*

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

*FPS technology department participates in an e-recycling program with a local company to recycle computers and other electronics (amount not quantified). Green Team students at each school also collect plastic bottles, cans, and tin cans from the cafeteria for recycling (quantity too small to include in monthly diversion rate). Toner and ink cartridges are recycled through a third party copy and print service. Custodial staff has also eliminated several hazardous cleaners, reduced the total number of cleaning products used, and transitioned to green products where possible – including cleaning chemicals and products such as mop heads made from recycled plastic.*

#### **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)**

*34% of students ride a bus on route; approximately 10% walk or bike; and approximately 5% carpool*

- **How is this data calculated? (50 words max)**  
*Bus riders = 2700 a.m riders + 3550 p.m riders (3125 average) / 9142 enrollment = 34%  
10% walkers, bikers, and 5% carpoolers is based on observation at all schools and a survey completed five years ago – elementary schools have many walkers; many high school students carpool*

**20. Has your school implemented?**

Designated carpool parking stalls.

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

*The district transportation policy specifies that school bus drivers are not to idle on campus.*

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 words max)**

*Third through fifth grade students participate in a Bike Education physical education program in partnership with Bicycle Coalition of the Ozarks. Bike Ed. teaches rules of the road and how to be visible, predictable, alert and assertive while biking. A Safe Routes to Schools education grant initiated the program.*

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

*Routes are evaluated to ensure buses are used to maximum efficiency, reducing miles traveled, increasing students riding per bus, etc. New buses purchased to replace older buses are energy efficient and have features that reduce emissions. Buses routes have multiple runs, reducing the total number of buses operated in fleet.*

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

*Drivers are required to reduce travel speed in school zones to increase safety and energy efficiency. One elementary school in the district partners with Bicycle Coalition of the Ozarks to host a “bike train” to encourage students to bike safely to school throughout the year. Parent volunteers ride with groups of students on designated routes to ensure safe biking practices. The district also participates in an annual “crosswalk safety awareness day” to encourage safe pedestrian access to schools. The district has 32 crosswalk safety guards who work daily to provide assistance to students walking to and from school.*

**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:**

*The district contracts with Rid-A-Pest company for all pest control and pesticide application. Rid-A-Pest uses Integrated Pest Management (IPM) practices throughout the district to reduce pesticide use when possible.*

**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.**  
*Fayetteville Public Schools follows and enforces Arkansas state law prohibiting smoking or use of tobacco products on school property.*

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

**Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)**  
*The district practices regular preventative maintenance on all fuel burning appliances and checks annually for any cracks or defects in heat exchangers; CO detectors have been installed in all rooms constructed since 2010; a mobile CO monitor is available for use throughout the district and used as needed to test and monitor areas without built in monitors.*

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.**

*Two school buildings in the district have basements with below ground rooms that are frequently occupied – one school was tested in December 2002*

**Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure:**  
*All wood playground equipment across the district has been removed and replaced with plastic or metal playground equipment.*

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

*All cleaning chemicals are stored in locked and secure custodial closets in schools. Custodial staff receive annual training on proper use and disposal of chemicals and equipment. The district has reduced the total number of cleaning products and uses ready to dispense (RTD)*

*dilution systems on concentrated products to ensure accurate dilution rates and limited staff and student exposure. Chemicals used in science classrooms are housed in locked storage areas when not in use.*

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

*Fayetteville Public Schools uses the EPA IAQ Tools for Schools program to help educate teachers and staff about ways to reduce asthma triggers in classrooms. Air fresheners, soft surfaces (that collect dust and other triggers), and personal cleaning supplies are discouraged. Pets and smoking are not allowed on school property. Custodial services maintains a regular cleaning schedule with green cleaning products to keep dust and chemical triggers to a minimum.*

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 words max)**

*Facilities staff quickly makes repairs to deter mold growth when water penetration occurs. If mold is detected, staff promptly identify and address the source of moisture. If mold is detected on concrete, the source of the problem is addressed, area cleaned and sprayed with EndBac II, and Killz paint is applied. If mold is detected on sheetrock or other porous surfaces, source of the problem is identified and addressed, affected area removed, EndBac II sprayed, and sheetrock or other wall/ceiling covering is replaced with new material. A suspected problem without visible mold results in petri-dish testing by an independent lab.*

6. **Our school has installed local exhaust systems for major airborne contaminant sources. ( )Yes ( )No**

*Exhaust systems are installed in restroom facilities and hood fans to expel heat and vapor are installed in kitchen areas.*

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 words max)**

*Facilities management staff perform regular and preventative maintenance on all HVAC units throughout the district to ensure they are functioning properly. Units are check annually for function and serviced as needed. All air filters are changed three times a year and custom fit to cold air returns to ensure all air entering the system is filtered.*

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 words max)**

*Ventilation systems are regularly maintained and checked annually. HVAC system air supply diffusers, return registers, and outside air intakes are checked periodically to ensure they are unobstructed and the systems are working correctly. Teachers and staff are also instructed to not block vents or cold air returns in rooms. 95% of HVAC units in the school district have economizers to introduce outside air and ensure adequate ventilation. Units without economizers service rooms with operable windows.*

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 words max)**

*Fayetteville Public Schools has implemented the EPA IAQ Tools for Schools program since 2009. Staff members attended the Tools for Schools national conference in 2010 and 2011 with support from ASBO to learn more about implementing an effective program. A pilot school was tested in 2010 with assistance from the University of Arkansas. The district Tools for Schools program includes providing educational workshops for teachers and staff to identify 10 easy steps to create high performance classrooms that protect indoor environmental quality. Steps include removing air fresheners and soft surfaces, ensuring vents are unobstructed, encouraging use of natural daylighting, and using only approved cleaning products with MSDS sheets on file. Facilities staff also performs regular maintenance on all ventilation systems in school buildings. All buildings have walk off mats and a regular cleaning schedule to reduce dust particles and other allergens. All new furniture purchased for schools is Green Guard certified and all paint used is VOC free to reduce off gassing and airborne contaminants.*

### **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 words max each)
- Our school participates in the USDA's HealthierUS School Challenge. Level and year:**  
*Fayetteville Public Schools is applying for the gold level Challenge for all 9 elementary schools. FPS has made many healthy adjustments prior to USDA changes in regulations – including eliminating chocolate milk at breakfast and using all whole wheat bread products (including pizza dough and breading for chicken products). Salad bars have also been installed at all schools in the district to help ensure students have a wide variety of different colored, fresh, whole vegetables.*
- Our school participates in a Farm to School program to use local, fresh food.**  
*District-wide, approximately 12% of food by cost in 2011-2012 was purchased locally and regionally as part of the Farm to School Program. The district recently received a USDA Farm to School Implementation Grant (\$99,058) to purchase equipment, provide staff training, provide educational programming, and expand local procurement. The district is also currently hosting two FoodCorps members to assist with the Seed to Student program that incorporates local purchasing and school gardens.*
- Our school has an on-site food garden.**  
*Fayetteville Public Schools has nine school gardens located at elementary, middle, and jr. high schools throughout the district. Gardens are used for afterschool garden, cooking, and healthy eating clubs as well as a teaching tool during the school day to reinforce classroom learning. Gardens are also utilized in the summer for garden camps, sustainability camp, and a healthy lifestyle camp in coordination with the Boys and Girls Club.*
- Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.**  
*Produce grown in the school gardens is used for healthy snacks during garden club, for cooking classes, in cafeterias and donated to food pantries in the community. Salad greens grown in the garden at two middle schools have become regular additions to cafeteria salad bars. Herbs grown at multiple schools have been used in hot dishes to help increase flavor and reduce sodium.*

- [X] Our students spent at least 120 minutes per week over the past year in school supervised physical education.:**  
*Fayetteville Public Schools students average 150 minutes of supervised physical education per week during a 6 day encore rotations. The students attend classes every other day providing one week with 120 minutes and one week with 180 minutes. Each 6 minute class period is supervised by a certified physical education instructor.*
- [ ] At least 50% of our students' annual physical education takes place outdoors.**  
*Approximately 25-35% of Fayetteville Public Schools students' physical education occurs outdoors.*
- [X] Health measures are integrated into assessments.**  
*Fayetteville Public Schools physical education staff includes health measures integrated into assessments. The Fitnessgram assessment is completed two times per year recording health measures. A Fitnessgram report defines the recommended range of fitness for each test measure - Healthy Fitness Zone. The assessment measures three components of health-related physical fitness important to overall health and function: aerobic capacity, body composition and muscular strength, endurance, and flexibility helping students develop patterns of lifelong, health-promoting physical activity. An educational calculated target heart rate is done during health lessons, along with cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and BMI.*
- [X] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).**  
*Fayetteville Public Schools physical-education instructors implement curriculum from healthteacher.com online health curriculum and Kids for Health video curriculum and at least 50% of students receive education regarding health risks from overexposure to UV radiation, steps you can take to protect yourself and some of the science behind UV radiation. To combat sunburn and the risk of skin cancer, schools utilized the Arkansas Forestry Commission program called S.T.O.P. (Shade Trees on Playgrounds). The organizations staff educates the students/staff regarding the importance of trees to people and to the environment. These programs include hands on projects about trees.*
- [ ] Food purchased by our school is certified as "environmentally preferable"**  
Percentage: \_\_\_\_\_ Type: \_\_\_\_\_

- 11. Describe the type of outdoor education, exercise and recreation available. (100 words max)**  
*Fayetteville Public Schools implements Spark program exercise and recreation curriculum along with supplementing health education with healthteacher.com in the lesson plans. A description of some outdoor education, exercise and recreation performed are: soccer, basketball, track, Frisbee, golf, fly*

*fishing, bicycling, kickball, four square, races, tag, dodge ball, tether ball, archery, swings, triple hoops, football, baseball, disc golf, juggling, capture the flag, dance, ribbon wand, jump rope, volleyball, hula-hoop, parachute move, bowling, hockey, softball, badminton, walk, jog, run, roll the dice, fitness challenges, jumping, spinning, marbles, movement spelling/math and playground equipment in elementary schools. Instruction and play are age appropriate.*

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

*Fayetteville Public Schools improvement efforts: Arkansas Coordinated School Health -connecting health to academics. Following Center-for-Disease-Control's best practices: health/physical education, nutrition services, health promotion/staff, healthy school-environment and health services. Obesity and nutrition addressed through partnerships: local farmers-provide food/education; Appleseeds, Inc. provides education and tools to enhance local food systems; local chefs provide healthy family cooking classes; FoodCorps members provide garden education. Fitness partnerships: Bicycle Coalition of the Ozarks organizes bike education; First Tee golf and Boys and Girls Club sports; Child Wellness Intervention Project/Spark Curriculum for physical education; and many afterschool clubs: Fly Fishing, disc golf, walking/running clubs, and Girls-on-the-Run.*

**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 words max)**

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

*In grades K-7, state science standards include topics related to the environment; teachers use these topics to provide diverse learning experiences at each grade level (depending on the standard(s)) to students that focus on ways to care for the environment and sustainability practices. In grades K-4 teachers are working on project based learning that integrates literacy with Earth Day.*

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

**Students evidence high levels of proficiency in these assessments. (100 words max)**

**Professional development in environmental and sustainability education are provided to all teachers. (200 words max)**

*Professional development opportunities in environmental and sustainability education are offered for teachers throughout the year. Specifically, garden education workshops are offered monthly through the sustainability office for a total of 6 workshops including topics such as vermicomposting, preparing a fall garden, best practices for working with students in the garden, identifying and encouraging beneficial insects, etc. Professional development is offered for Green Team leaders twice each year and includes a review of available community resources for environmental education. Project Learning Tree/WET/WILD is offered throughout the year by Arkansas Game and Fish Commission, Arkansas Forestry Department, and Arkansas Department of Environmental Quality and advertised to all teachers in the district.*

**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:** 15%
- **Percentage scoring a 3 or higher:** 65% (of those who took the exam)

**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 words max)**

*K-5 science units integrate hands-on, inquiry based science and math labs that build conceptual understanding of sustainability and humans' impact on the environment. Fifth grade science students at one school have started a long-term compost project as a context for learning about ecosystems. Students measure and record temperature, pH, and height during the decomposition process. Students also use magnifying glasses and microscopes to observe and record number and type of microorganisms involved in the decomposition.*

*Junior high school students participate in the Devil's Den Outdoor Classroom Project, which incorporates science, math and multiple technologies to investigate land forms, rivers, caves, water quality, fossils, rocks, environmental adaptations of living organisms. Students utilize the outdoor laboratory to discuss career opportunities. Sensory writing skills are developed using nature prompts. Data is compiled and students develop multimedia presentations from the experience. Technologies include various PASCO probes, TI-nspire graphing calculators, laptops, and GPS receivers.*

*A number of students across the district also participate in Camp Invention each summer; at least one module of learning provides students with opportunity to use science, technology, and engineering concepts related to sustainability and the environment. Camp Invention also encourages both recycling and upcycling.*

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

*CREW (Community, Relationships, Environment and Wellness) small learning community at Fayetteville High School encompasses several classes and programs that encourage students to explore human societies past and present and their relationships with the environment, outdoor recreation, and the concept of sustainability in buildings, agriculture, and energy. Several classes introduce students to green technologies and environmental careers.*

*The EAST program (Environmental and Spatial Technology) allows students to learn and apply GIS, web design, video editing, and software animation to environmental projects. Student projects in the past two years have included building a website to highlight LEED features of a local elementary school; designing, modeling, and constructing a bicycle powered water pump for a rainwater cistern at a school garden; creating a solar powered hydroponics growing system for herbs used in cooking classes; and others. The high school also offers an Outdoor Education Environmental Science class to introduce students to careers in outdoor recreation.*

*Agricultural Science and Technology courses include plant and animal science as well as agricultural systems and the integration of technology. Pre-engineering classes help students develop problem-solving skills by tackling real world engineering problems. Through theory and hands-on experience, students address emerging social and political consequences of technological change.*

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

*Green Teams across the district provide many environmental community engagement opportunities for students. Students provide service to their schools by collecting recycling, serving as energy managers, picking up litter, and educating others in the school about environmental topics and*

sustainability actions. Several Green Teams also participate in community stream and trail cleanup days, tree plantings, and other community events.

The fourth grade curriculum now includes creating public service announcements about ways to care for the environment using different types of technology. The PSAs will be shared throughout the district and larger community.

High school service learning students work closely with the City of Fayetteville Recycling Center to develop and deliver recycling lessons to third grade classes throughout the district. High school students tour the recycling center, learn about what is recycled in the city, and share the information they have learned. Students also do a similar annual project working with a local nonprofit to educate elementary students about wildlife habitat. Service students have also passed out reusable grocery bags at University of Arkansas football and baseball games.

School gardens across the district donate extra produce to the school district food bank and a local low-income resource center.

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

*Pre-k – 9<sup>th</sup> grade students participate in garden activities at 9 schools.*

*Kindergarten through fourth grade life and earth science units provide students with opportunities to explore the outdoors through nature walks.*

*Second grade students participate in habitat scavenger hunts around their school property each spring in coordination with the high school service learning class. Students identify existing habitat features and brainstorm ways they can improve habitat.*

*Third grade students visit the local Botanical Garden of the Ozarks each fall for "Butterfly Days" to learn about the life cycle of butterflies, habitat, and how they are part of an ecosystem.*

*Lake Fayetteville Environmental Study Center is part of the curriculum for all 10<sup>th</sup> grade biology classes and all 5<sup>th</sup> grade classes. Tenth grade students have two field trips throughout the year, and 5<sup>th</sup> grade students have one field trip during their year. Fifth graders learn about photosynthesis, producers, consumers, food chains, and food webs while taking an instructor led hike and analyzing lake water samples. Tenth grade classes take a boat trip out on the lake to collect water samples and learn about the importance of a watershed, thermal stratification of a lake, succession of ecosystems, and water quality.*

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

*Many outdoor learning opportunities in the district stem from science based curriculum, but learning opportunities are much broader than one subject. While students learn science concepts and technical skills such as observation and record keeping, they also learn valuable life and civic skills.*

*Life skills are especially highlighted when students are in the school gardens. Students learn to respect the garden space, tools, and volunteers who help them. Students also learn about responsibility by taking care of and putting away tools and other garden equipment after each use. Students must work together and communicate effectively in the garden to accomplish tasks such as planting, weeding, watering, and harvesting.*

*Students learn to be curious and appreciate nature's wonders through outdoor learning experiences. Students who help improve wildlife habitat on school grounds by planting native flowers and hanging bird boxes are learning how to be environmental stewards – a skill and mindset that is taken home and to the broader community.*

*Several schools have designated outdoor classroom space while other schools use their entire campus for outdoor learning. One elementary school uses their outdoor classroom for to host local*



musicians. Other schools host garden workdays that provide opportunities for students and community members alike to have meaningful outdoor learning experiences.

**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. (200 words max)**

*FPS partners with Springdale School District to staff and maintain the Lake Fayetteville Environmental Study Center located between the two districts. Each district provides one certified staff member to provide environmental education to groups from both school districts.*

*The Coordinated School Health Committee, which meets monthly to learn about and discuss community and school health, includes teachers and staff, administrators, high school students, a school board member, parents, a representative from neighboring Springdale school district, and several community organizations including Apple Seeds, Inc., Northwest Arkansas Tobacco Free Coalition and Ozarks Guidance Center.*

*Fayetteville Green Team partners with Keep Arkansas Beautiful and has five certified Litter Free Zones. Green Teams also partner with Fayetteville in Bloom and the City of Fayetteville Environmental Action Committee to conserve and build habitat on school property.*

*The district works closely with City of Fayetteville Solid Waste and Recycling to have recycling throughout the district and provide educational programs to students.*

*The district Seed to Student (Farm to School and school gardens) program partners with University of Arkansas horticulture department, Cooperative Extension Service, National Center for Appropriate Technology, Feed Fayetteville, Apple Seeds, Inc., Boys and Girls Club, and several local chefs for ongoing programs.*

**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 on innovative or unique practices and partnerships. (200 words max)**

*Since it's creation in 2006, the Fayetteville Public Schools Green Team has provided opportunities for meaningful environmental education and action. Each school in the district (fourteen total) has an individual Green Team of students, teachers, parents, and community volunteers working toward greater environmental sustainability both inside and outside the classroom. Representatives from each team form the larger FPS Green Team and meet throughout the year to share ideas and resources and support district wide initiatives. The District Green Team also acknowledges school projects and outstanding community involvement at an annual celebration.*

*In spring 2012, the Green Team started an annual district-wide Energy Challenge. Students in learned how to reduce energy consumption and increase efficiency. Students wrote persuasive essays and gave speeches about saving energy, they made short videos, school wide marketing campaigns and posters. The school with the greatest percentage savings received \$1000 to reinvest in an environmental project in their school. The second place school received \$500. Both schools chose to install motion sensing light switches in their restrooms. The challenge was a cross-curricular district-wide project that engaged students, teachers, staff, and community members to provide effective sustainability education.*

**10. Submit up to fifteen (15) photos or up to fifteen (15) minutes of video content.**

FPS Sustainability Initiatives Video:

<https://webapps.fayar.net/fps/FPSVideos.jsp?file=SustainabilityLetterbox.mp4>



U.S. Department of Education Green Ribbon Schools 2013

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

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

Official District Name Fayetteville School District #1  
(As it should appear in the official records)

District Mailing Address P. O. Box 849  
1000 W. Bulldog Blvd.  
(If address is P.O. Box, also include street address.)

Fayetteville AR 72702  
City State Zip

County Washington State District Code Number\* \_\_\_\_\_

Telephone ( 479 ) 444-3000 Fax ( 479 ) 444-3004

Web site/URL www.fayar.net E-mail vicki.thomas@fayar.net

District Name\* \_\_\_\_\_ Tel.( \_\_\_\_\_ ) \_\_\_\_\_

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

Vicki Thomas Date January 3, 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.

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

### **Instructions to Nominating Authority**

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

### **Nominating Authority's Certifications**

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

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.

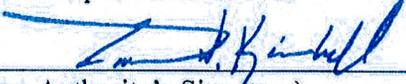
Name of Nominating Agency Arkansas Department of Education

Name of Nominating Authority Dr. Tom W. Kimbrell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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



school meets the provisions above.

 Date 1-11-13  
(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](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

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

#### **Public Burden Statement**

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