



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

**2011-2012 Presentation of Nominee to the  
U.S. Department of Education**

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

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

## **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.

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 achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education  
Green Ribbon Schools 2012

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

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

Official School Name Rosa Parks Elementary School  
(As it should appear in the official records)

School Mailing Address 1251 Beaumont Centre Lane  
(If address is P.O. Box, also include street address.)

Lexington Ky 40513  
City State Zip

County Fayette State School Code Number\* 165052

Telephone (859) 381-3132 Fax (859) 381-3146

Web site/URL www.rosaparks.fcps.net E-mail leslie.thomas@fayette.kyschool.us

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

Leslie R. Thomas Date 3/13/12  
(Principal's Signature)

Name of Superintendent\* Dr. Tom Shelton  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Fayette Co. Tel. (859) 381-4100

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

Tom Shelton Date 3-19-12  
(Superintendent's Signature)

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

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

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### **Instructions to School Principal**

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

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

### **Instructions to Nominating Authority**

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

### **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 achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
  - 1) environmental impact and energy efficiency; 2) healthy school environments; and
  - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

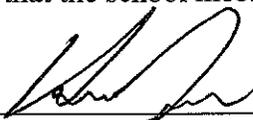
Name of Nominating  
Agency

Kentucky Department of Education (KDE)

Name of Nominating  
Authority

Mr. Hiren Desai, Associate Commissioner  
Office of Administration & Support  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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



Date 3/22/12

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

### 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.

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

### 2011-2012 Presentation of Nominee to the U.S. Department of Education

#### Part II – Summary of Achievements

At Rosa Parks Elementary School, we are dedicated to helping the environment and being a green school. We focus on reducing energy consumption and solid waste, as well as improving water and air quality and efficiency in and around the school building. By educating students, staff, parents, and the community, RPE attained an Energy Star School status in 2011; just 14 years after our school opened its doors. RPE reduced the amount of energy consumption by 47% and saved \$52,000 total. According to the EPA Greenhouse Gas Equivalencies Calculator, from 2008 to 2011, RPE has shown a 72.5% reduction in GHG emissions rate (MT eCO<sub>2</sub>/person). In addition to being an Energy Star School, we are also members or participants in the following programs: Kentucky Green & Healthy Schools; KY NEED; CHPS (Beginner); Bluegrass PRIDE Elite Member (a nonprofit environmental education and outreach organization); E=USE2 Fayette County Sustainability Program; Live Green Lexington; National Wildlife Federation Eco-Schools; Waste Buster Partner; and KY American Water Partner.

The School Improvement Plan at RPE includes sustainability objectives and goals for the school, which holds all stakeholders accountable for their energy-saving actions, including students. To help facilitate this, we have student- and teacher-led sustainability teams. The Energy Star Students have performed energy audits during and after school, placed stickers to remind teachers to turn off lights and keep exterior doors closed, and placed Energy Checklists in each classroom as reminders. Recycling Team students recycle all bins throughout the entire school three times a week. Their efforts have impacted the school as shown in the reduction of trash dumpster pick-up from five times per week to twice per week. Our teacher-led sustainability team is a school committee that is part of the Site-Based Decision-Making Council. These teachers and parents meet on a monthly basis to discuss and implement energy-saving efforts within the school.

Water quality and efficiency is another priority at RPE. To improve water quality on a grassroots, regional, and national level, our school has participated in several activities. Teachers from several grade levels have participated in Lexington Government Water Quality professional developments to improve instruction related to water. Our school has practiced erosion prevention by installing rain barrels, a walking trail, and trees in coordination with University of Kentucky Landscape Architecture department and a LFUCG watershed grant. RPE has utilized Bluegrass PRIDE to help educate students and teachers about water quality. Students of various grade levels have gained basic knowledge of watershed systems, what can impact them, and discovered Best Management Practices to help improve them. Additionally, RPE students and teachers in the third grade have participated in the Trout in the Classroom Program to learn about and improve water quality. We also work with Kentucky American Water Company to coordinate our school's science fair.

For RPE students to become more environmentally-conscious, air quality programs have been implemented in various ways. In the 2011-2012 school year, Rosa Parks implemented a No-Idling Program in collaboration with the Kentucky Division of Air Quality and Earth Day Network. Students collected data prior to, during and after the campaign. Students made No-Idling signs, published articles in the school's email newsletter, and produced advertisements for

the school news. Final data resulted in a 21% decrease in cars that were idling in the car line at the end of the day. A permanent sign has been placed as a reminder to parents. This program was published in the *Kentucky Land, Water, and Air* magazine in the January 2012 issue. Other air quality regulations include a non-smoking campus-wide policy and a no-idling policy for school buses.

Environmental and sustainability concepts are integrated throughout the curriculum and in classroom-based and school-wide assessments. Professional development opportunities are provided for teachers on how to incorporate environmental concepts. RPE's fourth grade students explore beneficial and harmful changes to our environment and the impact these changes have on the population of organisms in these environments. These environmental and sustainability topics are addressed throughout the science core content for assessment and the program of studies. During state testing in spring of 2011, 94.26% of fourth grade students scored proficient or distinguished.

RPE has been recognized in the Kentucky House Bill 255 Green Schools Initiative for our energy-saving efforts. RPE students and staff attended the press conference announcing the bill and testified at a congressional hearing in Frankfort. U.S. Secretary of Education Arne Duncan also mentioned RPE's efforts in his speech to the Green School National Network Conference in February 2012. Our school annually hosts a Sustainability Fair to promote energy-saving activities for our school's families. In attendance were several local businesses and non-profit agencies. Other annual energy awareness programs include school-wide Earth Day Week activities and various communications to promote energy awareness.

Sustainability is at the heart of the school culture and student achievement at Rosa Parks Elementary. In every facet of our school community, we exemplify an enduring commitment to a net zero environmental impact, improved health of our students, and proficiency in environmental literacy.

	Possible Points	Fayette Rosa Parks	Scott GMS	Warren Richardsville
<b>Cross Cutting Questions</b> - Participation In Green School Programs and/or awards for environmental and sustainability efforts	5.0	5.0	2.0	5.0
<b>PILLAR 1: Environmental Impact and Energy Efficiency</b> - Buildings, grounds and operations: The school has significant progress toward net zero environmental impact (zero carbon, solid waste, and hazardous waste footprints)	30.0	19.0	12.0	22.0
<b>ELEMENT 1A</b> - Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power	15.0	7.5	5.5	13.0
<b>ELEMENT 1B</b> - Improved water quality, efficiency, and conservation	5.0	3.5	2.5	2.0
<b>ELEMENT 1C</b> - Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste streams	5.0	4.5	1.0	4.0
<b>ELEMENT 1D</b> - Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies	5.0	3.5	3.0	3.0
<b>PILLAR 2: Healthy School Environments</b> - Healthy Students and Staff: The school improves the health and performance of students and staff	30.0	20.0	24.5	19.5
<b>ELEMENT 2A</b> - An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds	15.0	13.0	15.0	11.5
<b>ELEMENT 2B</b> - High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff	15.0	7.0	9.5	8.0
<b>PILLAR 3: Environmental and Sustainability Education</b> - 100% of the school's graduates are environmentally and sustainability literate	35.0	24.5	31.5	22.0
<b>ELEMENT 3A</b> - Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20.0	13.0	17.5	8.5
<b>ELEMENT 3B</b> - Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy	5.0	3.5	5.0	5.0
<b>ELEMENT 3C</b> - Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community	10.0	8.0	9.0	8.5

<b>TOTAL</b>	100.0	68.5	70.0	68.5
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<b>Cross Cutting Total</b>	5.0	5.0	2.0	5.0
<b>Pillar 1 Total</b>	30.0	19.0	12.0	22.0
<b>Pillar 2 Total</b>	30.0	20.0	24.5	19.5
<b>Pillar 3 Total</b>	35.0	24.5	31.5	22.0
<b>Sum</b>	100.0	68.5	70.0	68.5

### 3. Page Three

#### School Contact Information

**School Name**

Rosa Parks Elementary School

**Street Address**

1251 Beaumont Centre Lane

**City**

Lexington

**State**

KY

**Zip**

40513

**School Website**

<http://www.rosaparks.fcps.net/>

**Principal First Name**

Leslie

**Principal Last Name**

Thomas

**Principal Email Address**

leslie.thomas@fayette.kyschools.us

**Principal Phone Number**

859-381-3132

**Lead Applicant First Name (if different from principal)**

Katy

**Lead Applicant Last Name (if different from principal)**

Hollinger

**Lead Applicant Email**

katy.hollinger@fayette.kyschools.us

**Lead Applicant Phone Number**

859-381-3132

**District Number and District Name**

165 - Fayette County

**Level**

Elementary (PK - 5 or 6)

Public

How would you describe your school?

Suburban

Does your school have at least 40 percent of your students from a disadvantaged background? (In Kentucky, this is identified as "at least 40% of the school's average daily membership of students is approved for free & reduced lunch, as reported through the Student Information System".)

No

#### 4. Page Four

### Application Scoring Rubric

Kentucky will utilize the following points breakdown, provided by the USDOE, during the application evaluation process.

<u>Green Ribbon Pillars and Elements</u>	<u>Points</u>
<b>Cross-Cutting Questions:</b> Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts	5 points
<b><u>PILLAR 1 - Net zero environmental impact:</u></b>	
<b>Element 1A: Zero greenhouse gas (GHG) emissions</b>	15 points
Energy	
Buildings	
<b>Element 1B: Improved water quality, efficiency, and conservation</b>	5 points
Water	
Grounds	
<b>Element 1C: Reduced waste production</b>	5 points
Waste	
Hazardous waste	
<b>Element 1D: Use of alternative transportation to, during, and from school</b>	5 points
<b><u>PILLAR 2 - Positive impact on student and staff health:</u></b>	
<b>Element 2A: An integrated school environmental health program</b>	15 points
Integrated pest management	
Contaminant controls and ventilation	
Asthma control	
Indoor air quality	
Moisture control	
Chemical management	
<b>Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time</b>	15 points
Fitness and outdoor time	
Food and nutrition	
Ultra Violet (UV) safety	

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 engagement knowledge and skills	10 points
<b>TOTAL</b>	<b>100 points</b>

## 5. Page Five

**Q CC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?**

Yes

**Which program(s) are you participating in and what level(s) have you achieved?**

KGHS; KY NEED; CHPS (Beginner); Bluegrass Pride (Elite Member); E=USE2 Fayette County Sustainability Program; Live Green Lexington; National Wildlife Federation Eco-Schools; Waste Buster Partner; KY American Water Partner; Energy Partner

**Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?**

Yes

**Please list the awards you have received and the years you received them.**

Energy Star School Status 2011; Bluegrass PRIDE Wastebusters Elite

## 6. Page Six

### **Pillar 1: Environmental Impact and Energy Efficiency**

**Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).**

**Pillar 1 includes four main elements:**

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

**B) Improved water quality, efficiency, and conservation.**

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

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

**Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.**

**Q 1A1: Can your school demonstrate a reduction in its greenhouse gas (GHG) emissions?**

Yes

**Please provide the following information:**

Initial GHG emissions rate (MT eCO<sub>2</sub>/person) : 0.244 MT eCO<sub>2</sub>/person

Final GHG emissions rate (MT eCO<sub>2</sub>/person) : 0.067 MT eCO<sub>2</sub>/person

Percentage reduction : 72.5%

Time period measured (mm/yyyy - mm/yyyy) : 09/2008 vs 09/2011

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? :

EPA Greenhouse Gas Equivalencies Calculator

**Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?**

Yes

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

2011

**Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes

**Please provide the following information:**

Percentage reduction : 47%

Measurement unit used (kBTU/square foot, kBTU/student, annual therms, etc.) : kBTU/Sqft/Year

Time period measured (mm/yyyy - mm/yyyy) : FY2009 vs FY2011

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : District report

**Q 1A4: What percentage of your school's energy is obtained from:**

On-site renewable energy generation : 0%

Purchased renewable energy : 0%

**In what year was your school constructed?**

1997

**What is the total building area (gross square feet) of your school?**

68985

**Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?**

No

**Please provide the following information:**

**Q 1A6: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?**

No

**Please provide the following information:**

**Q 1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?**

Yes

**Please provide the following information:**

List offsets used : Energy efficiency practices

Current total GHG emissions (MTCO<sub>2</sub>e) : 51.2 MTCO<sub>2</sub>e

Change from baseline : 72% reduced, 135.8 MTeCO2 per one month reduction  
Time period measured (mm/yyyy - mm/yyyy) : Sept 2008 vs Sept 2011

**Q1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.**

Other (please describe): 1 of 2 Sustainability Pilot Schools for Fayette County Public Schools (see Q1D5 for details)

## 8. Page Eight

**Q1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?**

No

**Please provide the following information:**

**Q1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)**

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

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

Our school uses alternative water sources (ie. grey water, rainwater) for irrigation before potable water.

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

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).

**Please provide the following information about your school's landscaping:**

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 38%

What types of plants are used and where are they located? : Burning bush, red oak, green ash, eastern redbud, sugar maple, bradford pear, willow oak, white ash, crabapples, thornless honeylocust, taxus, english oak, goldenram tree, spirea, magnolia, canadian hemlock, washington hawthorne, norway spruce, eastern white pine, flowering dogwood, boxwood

**Please describe the alternate water sources used for irrigation. (Maximum 100 words)**

Rosa Parks currently has two rain barrels installed to collect rainwater from roof runoff. This water is collected and used by the students to help maintain plants in garden areas. A landscape plan is currently in progress, and it is our intention to increase water retention by installing a rock garden and rain garden area.

**Please describe the process used for cleaning taps, faucets, and fountains. (Maximum 100 words)**

Fountains are on our custodial schedule to be cleaned with environmentally friendly antiviral solutions twice daily. This is done by our building custodians. Taps and faucets are also on the cleaning schedule to be cleaned daily.

**Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)**

Drinking water is provided by Kentucky American Water, and meets specifications for safe drinking water. Students and staff are also provided bottled water for drinking purposes.

**Q1B3: Our school's drinking water comes from:**

Municipal water source

**Please describe how the water source is protected from potential contaminants. (Maximum 100 words)**

**Q1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)**

Our school has participated in Trout in the Classroom in 3rd grade. Teachers from several grade levels have participated in Lexington Fayette Urban County Government Water Quality professional developments to improve instruction related to

prevention by installing rain barrels, a walking trail, and trees in coordination with University of Kentucky Landscape Architecture department and a LFUCG watershed grant. Rosa Parks Elementary school has utilized Bluegrass PRIDE (a non profit environment education and outreach organization) to help educate students and teachers about water quality. Students of various grade levels have gained basic knowledge of watershed systems, what can impact them and discovered Best Management Practices to help improve them. Rosa Parks has had various litter pick up days on the school campus, planted trees, installed rain barrels and increased recycling efforts all to help improve water quality on a grassroots, regional and national level. Rosa Parks has even wrote and received a local community grant to install a connecting walking path to help control soil erosion and increase community safety.

## 9. Page Nine

**Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?**

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 96.8

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 48

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). : .01

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$  : 19,282

**Q 1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard? (If a product is only 30% recycled, only 30% of the cost should be counted.)**

0%

**Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)?**

100%

**Q 1C4: Please provide the following information about your school's hazardous waste.**

How much hazardous waste does your school produce (lbs/person/year)? : 0.2 lbs/person

How is the amount generated calculated? : district monitoring

List the types of hazardous waste generated. : medical waste only

How is hazardous waste monitored? : using EPA/medical matrix

**Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply.)**

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

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

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

**Which green cleaning standard is used?**

**Q 1C6: Does your school use "third party certified" green cleaning products?**

Yes

**Please provide the following information about the green cleaning products used in your school:**

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 74%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal and Eco logo (based on vendors)

(Maximum 200 words)

Rosa Parks has reduced the trash dumpster services through out a weekly basis. The results after an annual Bluegrass PRIDE Waste Audit, show that Rosa Parks Recycling rate has increased and we are reusing material on an overall yearly increasing rate. Data is collected, analyzed, and shared with students in an annual Dumpster Dive in coordination with Bluegrass PRIDE. District wide: in 1996 we were spending about \$40,000-\$50,000 for hazardous waste disposal (excluding asbestos). In 2010, we spent about \$7,000-\$10,000 for hazardous waste disposal (excluding asbestos).

**Q1D1: What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school?**

64%

**How was this data collected and calculated? (Maximum 100 words)**

Data was collected through transportation forms that are filed in the office for each child. Observations were also made at the carpool line to collect further data. In the spring of 2011, students collected data, analyzed the data, advertised on the school TV, and was awarded one extra bike rack through a grant from the KGHS (Kentucky Green and Healthy Schools) program. Bike ridership has increased from .5 percent to 2.5 percent as a result of their effort.

**Q1D2: Which of the following policies or programs has your school implemented?**

Our school has 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.  
Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.

**Q1D3: Please describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions).**

In November, Rosa Parks implemented a No-Idling Program in collaboration with the Kentucky Division of Air Quality and Earth Day Network. Students collected data prior to, during and after the campaign. Students made No-Idling signs, published articles in the school's electronic email, produced advertisements for the school news. Final data resulted in a 21% decrease in cars that were idling in the car line at the end of the day. A permanent sign has been placed as a reminder to parents, plus students will be doing a spring refresher campaign to remind parents not to idle.

**Q1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g. playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?**

65%

**Q1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)**

In 2009, Rosa Parks was selected as one of two Sustainability and Energy Efficiency Pilot schools for Fayette County. A team of consultants and stakeholders came together to review building operating procedures, behaviors, and the state of the facilities. The team developed a complete listing of recommendations to be followed by Rosa Parks, including both Energy Conservation Opportunities and Student Engagement Opportunities. Shortly after this was implemented, Rosa Parks saw a 56% decrease in electricity usage and 47% decrease in overall energy intensity, equaling \$52,000 savings in one year. This assessment is reviewed regularly to ensure sustained reduction. Many of the energy-saving activities have been student-driven. The students have performed energy audits during and after school, placed stickers to remind teachers to turn off lights and keep exterior doors closed, and placed Energy Checklists in each classroom as reminders. Our school has also been published in the Kentucky Land, Water, and Air magazine in the January 2012 issue for our no-idling campaign. We were also recognized on the Fayette County Public Schools district-wide newsletter and FCPS news program.

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## **Pillar 2: Healthy School Environments**

**Healthy student and staff environment goal: The school improves the health and performance of**

**Pillar 2 includes two main Elements:**

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

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

**Each question in this section is designed to measure your school's progress toward Pillar 2.**

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**Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)**

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

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

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment, or longer if required by the pesticide label.

**Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)**

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

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

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

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

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

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

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

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

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

Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting third-party certified green cleaning products.

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

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

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? 1%

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**Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)**

Our school participates in the USDA's HealthierUS School Challenge or another nutrition program.

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

At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin

Please list your school's USDA HealthierUS School Challenge award level or describe another nutrition program. (Maximum 200 words)

Rosa Parks chooses to participate in the FCPS Connect the Dots program to help students make informed choices about their school lunch meals. Each day, lunch meals are prepared that contain the five different components from USDA's MyPlate™. In our cafeterias, each food offered for lunch is color coded to correspond with MYPlate™ so that our students can make wise choices from the different food groups. Colorful posters are displayed in our cafeterias to explain the food groups, the nutrients they provide and correct portion sizes. Teachers are overheard asking students, "Do you have all your colors on your tray?" This program was recently featured in the Food Network Healthy Eats Blog "What's the Best School Lunch Program". Our students participate in various movement breaks between classes. Videos are created by the physical education teacher to provide opportunities for exercise in the classroom. In the spring, one classroom will participate in the 4-H Windowsill Garden. Additionally, we are a member of the Fayette County School Garden Coalition. Rosa Parks also has a school wellness policy and a student advisory board that meets with the cafeteria manager to discuss eating options.

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

Our students participate in the following activities: Girls on the Run Lexington, tennis, Juvenile Diabetes walk, BMX Indianapolis outdoor bike riding program, and Fun Day (and all-day outdoor event that allows kids to exercise).

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

1%

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

In conjunction with the activities our students participate in, our school partners with the following community and/or business partners: Girls on the Run Lexington Bluegrass Tennis Association Juvenile Diabetes Research American Heart Association Tiger's Kim Tae Kwon Do University of Kentucky Bluegrass Pride

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### **Pillar 3: Environmental and Sustainability Education**

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

- 1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.
- 2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.
- 3) Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Each question in this section is designed to measure your school's progress toward Pillar 3.

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Q3A1: Which practices does your school employ to help ensure the environmental and sustainability literacy of your

Environmental and sustainability concepts are integrated throughout the curriculum.

Environmental and sustainability concepts are integrated into classroom-based and schoolwide assessments.

Professional development opportunities in environmental and sustainability education are provided for all teachers.

**Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)**

**Please describe your classroom-based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)**

RPE's fourth grade students explore beneficial and harmful changes to our environment and the impact these changes have on the population of organisms (both plants and animals) in these environments. These environmental and sustainability topics are addressed throughout the science core content for assessment and the program of studies. Assessments in the classroom and science lab include objective, subjective, and performance-based questions. On the state testing in spring of 2011, 94.26% of 4th grade students scored proficient or distinguished.

**Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)**

Several of our teachers across grade levels attend a Stormwater Quality professional development hosted by the Lexington Fayette Urban County Government in connection with the University of Kentucky. These PDs occur once a month and have been ongoing for the last year and a half. The information and materials gained in these PDs are communicated in grade levels throughout the school. A wiki page has been created to showcase some of the water activities in which our students have been involved: <http://rosaparkselementary.wikispaces.com/> Additionally, several teachers attend individual PDs including Project Learning Tree, Project WILD, E=USE2 training in sustainability. Approximately 10% of our teachers take part in these PDs.

**Q 3A2: If your school serves grades 9-12, please provide the following information:**

**Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?**

Yes

**Please describe. Include the percentage of students enrolled in environmental and other earth science courses and include assessment results for those students. Please identify post-secondary school or career intended focus areas of graduating students. (Maximum 200 words)**

Our K-5 curriculum framework is aligned to the Kentucky Core Content for Assessment and the Program of Studies. On the state testing in spring of 2011, 94.26% of 4th grade students scored proficient or distinguished.

**Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?**

**Please describe these college and career connections. (Maximum 200 words)**

**Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?**

Yes

**If not in all grades, please specify which grades.**

**What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?**

N/A

**Please provide the following information:**

**Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical**

Yes

**If not in all grades, please specify which grades.**

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

Grades 3-5 participated in watershed activities with Bluegrass PRIDE in the fall. All grade levels teach life science in the fall dealing with living, nonliving things, plants, animals, and their basic needs, food chains, food webs, structures and functions of plants and animals, populations, environmental factors, habitats, ecosystems, animal adaptations. In teaching these lessons, teachers take students outside on nature walks on the walking trail near our school premises. Also, classrooms coordinate throughout the year to help take care of our school grounds by using rain barrels to water plants and newly planted trees, and picking up and disposing of litter in either trash or recycling. Several classrooms also work together to build and maintain a Verma composting system. Also, one 3rd grade classroom annually attends a 4-H environmental camp where the kids stay overnight and take part in environmental education activities.

**Q 3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)**

Our school was awarded an Energy Stars School Status in 2011 by reducing the amount of energy consumption by 47% and saving \$52,000 total. We are also a part of Kentucky Green & Healthy Schools and have been recognized by the state of Kentucky in the House Bill 255 Green Schools Initiative for our energy-saving efforts. RPE students and staff attended the press conference announcing the bill and testified at a congressional hearing in Frankfort. We also work with Kentucky American Water Company to coordinate our school's science fair. We team with Bluegrass PRIDE for recycling and E=USE2 for sustainability activities. In the fall, our school hosted a school-wide Sustainability Fair to promote energy-saving activities for our school's families. In attendance were several local businesses and non-profit agencies including Polar Bear International, Bluegrass PRIDE, Kentucky Home Performance, and Kentucky Utilities. Parents were offered materials to take home to perform energy and water audits.

**Q 3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)**

Our school has a site-based decision making committee designated for sustainability. This committee is comprised of a teacher from each grade level and several parents. This committee reports data and information to the SBDM council, and has recently updated our School Improvement Plan to include sustainability objectives and goals for Rosa Parks as part of the curriculum. We have a student "go green" club that meets once a month to perform energy audits, take part in energy-saving activities, and learn about sustainability in our school and in the community. We have partnered with LiveGreen Lexington, Bluegrass PRIDE and University of Kentucky. Many 5th grade students are in charge of recycling for the entire school; they collect three days a week in all areas of the building and visit classrooms to help guide students in what should be recycled. The impact of this is that the dumpster is only getting picked up twice a week from our school instead of five times a week. Other annual energy awareness programs include the Sustainability Fair, school-wide Earth Day Week activities K-5, No-idling campaign, email newsletters, school news advertisements, energy awareness student-made posters, and a sustainability promotion bulletin board.

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

16. Page Sixteen

**Thank you for submitting an application for the Kentucky Green Ribbon Schools Program.**