



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

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

---

Part I – Principal and Superintendent Eligibility Certification.....2  
Part II – Summary of Achievements .....4  
Part III – Documentation and Certification of State Nomination.....4  
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.

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 Dr. Victoria Brown  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School  
Mailing Address 9117 Frostown Road, PO Box 1111  
(If address is P.O. Box, also include street address.)

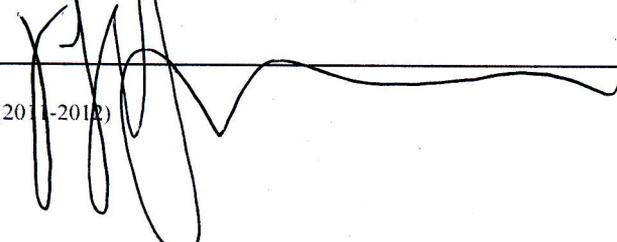
Middletown MD 21713  
City State Zip

County Frederick State School Code Number\* NA

Telephone ( 301 ) 293-1163 Fax ( 301 ) 293-2311

Web site/URL www.lucyschool.com E-mail director@lucyschool.com

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.

 Date 3/19/2012

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.

\_\_\_\_\_  
NA Date \_\_\_\_\_  
(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 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.

**PART II – SUMMARY OF ACHIEVEMENTS**

---

**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 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' *quantified achievement*<sup>1</sup> toward reaching the goals of each of the three Green School Pillars and elements.<sup>2</sup>

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 (the CSSO, DoDEA or BIE) 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.)

---

1 The quantified assessment should be based on the common metrics provided in state level evaluator guidance.

2 In future years, evaluators will be required to review the school community's comprehensive *green school plan* that incorporates, at a minimum, the plan elements listed under "The Three Pillars and Elements," and a *baseline assessment* for each of the elements of the plan; however, this documentation is not a requirement in the pilot year.

**PENDING OMB APPROVAL**

- 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 *quantified achievement* toward the three Green School Pillars and Elements.
  
- 4. The school and the district meet applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and are willing to undergo EPA on-site verification.

Name of Nominating Agency \_\_\_\_\_ Maryland State Department of Education

Name of Nominating Authority \_\_\_\_\_ Bernard J. Sadusky, Ed.D.  
(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 March 21, 2012

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications 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), or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Andrea Suarez Falken, Director, Green Ribbon Schools, Office of Communications and Outreach, 5E227, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-8173.

## Green Ribbon School Nomination - Summary of Achievements

### Lucy School

Lucy School's deep commitment to the environment can be found throughout the school and campus: in our curriculum, our diverse natural landscape, organic garden, green buildings and green cleaning program. Getting our students outdoors to observe, discover, enjoy, admire, respect and nurture the environment is a major priority and is reflected in their original nature guide, nature journals and art work.

In 2011, Lucy School was awarded a Leadership in Energy and Environmental Design (LEED) for Schools Platinum certification by the US Green Building Council. It is the only school in Maryland and one of very few nationally to receive this recognition. Our application was awarded 68 credits by the USGBC, ten more than the minimum required for the Platinum designation. A year earlier, in response to the Governor's Marylanders Plant Trees School Challenge, the school planted more trees (207) than any other school in the state. In 2006, the school property was inducted into the National Register of Historic Places.

These accomplishments reflect the School's values and commitment to careful stewardship of the environmental and historical attributes of its property by: preserving historic buildings; promoting healthy, safe and sustainable practices inside and outdoors; minimizing the negative impacts of new construction and, most importantly, creating a school-wide program that promotes environmental understanding and stewardship.

Young people learn best, and effortlessly, through hands-on exploration, in environments that encourage inquisitiveness, celebrate creativity and promote collaboration. That is our approach that is greatly enriched with the use of an arts-based curriculum. Our graduates generally test well above grade level. The school environment must also be healthy and safe, and rich in learning opportunities. Such an environment was created on the school's diverse 17-acres that include a pond, waterfall, wetlands, woods and rolling hills.

Health and safety are primary concerns, and the school has pioneered a number of innovations: Hormone-free milk is served, sugary snacks are banned, chemical-free cleaning products are used and, organic local food is served (including produce grown in the student garden). In construction of our new classroom building, we used VOC-free paints and zero or low VOC glues, sealants and adhesives. Thermal insulation is with recycled paper and denim bats, and cotton bats are used for acoustical insulation. Indoor air quality is monitored. Chemical fertilizers and herbicides (as well as smoking and idling vehicles) are banned from the school property.

Electricity supplied to the school is 100% wind-generated and on-site solar-generated electricity supplies about 43% of our primary building needs. The primary building also uses a geothermal heating/cooling system. Motion activated lights and use of highly efficient bulbs and LEDs help reduce electrical use, while large windows provide daylight for each space (solar tubes direct sunlight in darker areas).

Water conservation is accomplished in a number of ways: motion-activated sinks, dual-flush toilets and waterless urinals, and consistent care by the students to conserve water "for the fish." A large cistern collects rainwater used to flush toilets, while gray water is used for irrigation. A roof garden, eight rain gardens and a bio-retention wild flower planted area help filter water and replenish the water table. Water use is monitored.

All wood used in the rehabilitation of the Barn was reused or recycled. In our new building, 53% of wood (mostly beams, decking and trim) was reused, and another 33% was recycled or FSC certified. Flooring is either cork or bamboo, and cabinets are bamboo and wheat board. All concrete used in the construction included 50% industrial waste. Finally, the school's weekly contribution to landfill waste compares to that of an average family. Most of our waste is recycled or composted. Indeed, 86% of our construction waste was diverted from the landfill, and our students helped calculate and measure these proportions.

Lucy School students are involved and active participants in a wide range of activities: They compost their food scraps for the school's organic garden and place paper and other recyclables in designated bins. They care for the garden and are conscientious with their water and electric use. They debate better ways to manage waste and questioned and proposed ideas to the architect and workers. During outdoor hikes students observe and notice changes in plant and animal habitats and discuss ways to protect them. Much of our tree planting is in response to a desire to increase and improve habitats on the property. They are very excited about the school's nomination and have made a number of suggestions in the preparation of the application.

At Lucy School we proudly foster a love and respect for nature beginning with our youngest children and continue this throughout their years here. It is a critical part of our program and integrated into science, math, language-arts and visual arts. They are immersed in the natural world and graduate as stewards of the environment.

Response ID: 306 Data


**3. Page Three****School Contact Information**

<b>School Name</b> Lucy School
<b>Street Address</b> 9117 Frostown Road
<b>City</b> Middletown
<b>State</b> MD
<b>Zip</b> 21769
<b>School Website URL</b> www.lucyschool.com
<b>Principal First Name</b> Victoria
<b>Principal Last Name</b> Brown
<b>Principal Email Address</b> director@lucyschool.com
<b>Principal Phone Number</b> 301.293.1163
<b>Lead Applicant First Name (if different from principal)</b> Chris
<b>Lead Applicant Last Name (if different from principal)</b> Zachariadis
<b>Lead Applicant Email (if different from principal)</b> chrisz@lucyschool.com
<b>Lead Applicant Phone Number (if different from principal)</b> 301-293-1163

**Level**

Elementary (PK - 5 or 6)
--------------------------

**School Type**

Private/Independent
---------------------

**How would you describe your school?**

Rural
-------

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

No
----

**Public School LEA and School Code (6 digits)**

Example: 300406 [Prince George's (30), Forest Park HS (0406)]
---

--

**5. Page Five**

<b>QCC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion, e.g., MAEOE Green School Program, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools?</b> Yes
---

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

Green School Alliance, NWF Eco-Schools
--

**QCC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/practice?**

Yes
-----

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

2010 LEED for Schools Platinum (US Green Building Council (2010), Sustainability Commission of Frederick Co: Leadership Award (2011), Office of the Governor: Citation re:LEED (2011) and Award Re: Planting More Trees than any Other School in MD (2010); US Senate: Recognition Re: LEED Certification (2011); Green Advantage: Environmental Certification (2011).
--

--

**7. Page Seven**

<b>Q1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?</b> No
---

**Please provide the following information:**

2010 LEED for Schools Platinum (US Green Building Council (2010), Sustainability Commission of Frederick Co: Leadership Award (2011), Office of the Governor: Citation re:LEED (2011) and Award Re: Planting More Trees than any Other School in MD (2010); US Senate: Recognition Re: LEED Certification (2011); Green Advantage: Environmental Certification (2011).
--

**Q1A2: 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
------

**Q1A3: Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes
-----

**Please provide the following information:**

Percentage reduction : New building
-------------------------------------

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

On-site renewable energy generation : 42% Solar (Primary Building) Rest: Wind Purchased renewable energy : 100% Wind
---

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

2002: Barn Renovation; 2008: Primary Building (new construction)
--

**What is the total building area of your school?**

14-15,000 sq.ft
-----------------

**Q1A5: Has your school constructed a new building or renovated an existing building in the past ten years?**

Yes
-----

**Please provide the appropriate information requested below.**

If your school has been constructed and/or renovated in the past three years, have you participated in any of the following programs: Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? : LEED  
What is the total constructed area? : 7,500 sq.ft.  
What is the total renovated area? : 7,200 sq.ft.  
What certification (if any) have you already received and at what level, e.g., Silver, Gold, Platinum, or what certification or point total are you currently tracking as a goal toward what certification level? : LEED for Schools - Platinum (2011)

**Q1A6: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?**

Yes

**Please provide the following information:**

Time period measured (mm/yyyy - mm/yyyy) : New Building  
List offsets used : New Building

**Q1A7: Please indicate which green building practices your school is using to ensure your building is energy efficient.**

Other (please describe): As part of the LEED certification, a full-scale Commissioning was instituted. All systems are monitored regularly. NOTE: Our LEED submission was for 69 points (out of 58 required at the Platinum Level). USGBC approved 68 points, one of the highest, if not the highest number for such an evaluation.

## 8. Page Eight

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

Yes

**Please provide the following information:**

Percentage reduction domestic : 40% School use  
Percentage reduction irrigation : 100%  
Time period measured (mm/yyyy - mm/yyyy) : 2007 - 2010  
How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, school district reports)? : Counters and monitors

**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 has a smart irrigation system that adjusts watering time based on weather conditions.  
Our school's landscaping is water-efficient and/or regionally appropriate.  
Our school uses alternative water sources (i.e., 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 or your total landscaping is considered water-efficient or regionally appropriate? : 100%  
What types of plants are used and where are they located? : Native; some in rain gardens, others in wetland areas

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

Landscaping has been designed so that irrigation is needed only in extreme drought conditions. A sophisticated management system directs stormwater to rain gardens or a bioretention area. 50% of rainfall from building's roof is directed to a 2,400 gallon cistern and used to flush toilets. Grey water is used for irrigation. A roof garden accumulates and filters about 50% of flow from the roof.

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

We are on a well. The system is tested quarterly for all possible pathogens.

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

Well on school property

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

Filters, UV lights, quarterly water testing, a regimen of sanitation controls for all outlets.

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

We have installed dual-flush toilets and waterless urinals, motion activated sink faucets, and we collect rainwater for toilet flushing (we estimate that in the past 3 1/2 years we have not drawn from the well for toilet flushing). Most importantly, students (even the 3 year olds) are very careful to conserve during hand washing and are reminded by a song that they and the teachers sing when it is time to wash hands: "Turn off the water - Don't let it run. Save a little water for every one...".

## 9. Page Nine

**Q1C1: 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) : 2 cu.yd x 4 x 0.5 = 4  
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected) : 4 cu.yd x 4 x 1 = 16  
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) : 0.5 cu.yd x 4 x 1 = 2  
Recycling Rate = ((B + C) / (A + B + C) x 100) : 18/22 x 100 = 82%

**Q1C2: 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.)**

Unknown: We buy primarily paper with high recycled content. Additionally we reuse the back side of paper that has already been printed on for drawing and making copies.

**Q1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)**

100%

**Q1C4: Please provide the following information about your school's hazardous waste**

How much hazardous waste does your school produce (lbs/person/year)? : None, except for electronic equipment  
How is the amount generated calculated? : We do not permit it on school grounds. We even replaced bleach with tea tree oil.  
List the types of hazardous waste generated : None, except in the disposition of electronic equipment (a very rare event)  
How is hazardous waste monitored? : N/A

**Q1C5: 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?**

**Q1C6: 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? : We use natural ingredients to create our own cleaning products. We also received state approval to use tea tree oil as a replacement for bleach as a disinfectant in our cleaning.  
What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : N/A

**Q1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)**

We are very conscientious about recycling and have a vigorous program in place. Every classroom has a recycling bin for paper and there is a location for remaining recycling. Teachers are asked to use thermoses instead of water bottles. All students participate in recycling and composting. During construction of our Primary Building, 83+% of construction waste was diverted from the landfill.

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

About 20-25% carpool

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

As a small school, we know which families carpool (children are walked from/to their drop-off and pick up vehicles by teachers). We are in a rural area with young Pre-K to 5th grade students, who come from throughout the county, neighboring counties and even two neighboring states. We have a bike path, but there is no bus service or walkways on our rural roads. We encourage/promote carpooling (even offered tuition discounts to carpools) but it is difficult to address this issue in our circumstances. Special parking areas have been designated for carpooling and energy efficient vehicles.

**Q1D2: Which of the following policies or programs has your school implemented? (Please check all that apply.)**

Our school has designated carpool parking stalls.  
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: 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).**

The school does not own vehicles, but the number of hybrid and fuel-efficient vehicles among the staff and parent population has increased significantly because of the school's promotion of the issue.

**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.)?**

100%. We have a student managed organic vegetable garden, 3 1/2 acres of forested areas in preservation with trails and marked habitats, eight rain gardens and a bioretention area, 2-3 acres of wetland, a pond and a small creek. We planted over 350 trees and shrubs, selected for the environmental and beneficial qualities. Almost all of the school's 17 acres are devoted to ecologically beneficial uses, including outdoor classroom spaces on a hillside, in the garden, at the waterfall, and in the woods.

**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)**

ENERGY EFFICIENCY: Solar panels contribute about 42% of our primary building's electric needs; 100% of purchased energy is wind-generated. HVAC is a highly efficient geothermal system; high efficiency and LED lights (most motion activated) throughout; lots of glass, flooding work areas with daylight; heavy insulation throughout using recycled newspaper and denim; double pane windows; southern building orientation. All concrete used for foundations, walls or curbs and pavement contains 50% industrial waste. 53% of wood used in construction was reused. An additional 33% was either recycled or FSC certified.

**11. Page Eleven**

**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 has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.  
Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).  
Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.  
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's indoor relative humidity is maintained below 60%.  
Our school has moisture resistant materials/protective systems installed (i.e., flooring, tub/shower, backing, and piping).  
Our school has a chemical management program that includes: chemical purchasing policy (low or no-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.  
All of the ground contact classrooms at our school have been tested for radon within the last 24 months.  
If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing carbon monoxide? (yes/no/no combustion appliances): Yes  
If there are classrooms with radon levels greater than 4 pCi/L, what percentage have been mitigated in conformance with ASTM E2121?: None

**12. Page Twelve**

**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 school participates in a Farm to School program or other program to utilize local food in our cafeteria.  
Our school has an onsite food garden.  
Our school garden supplies food for our cafeteria.  
Our students spent an average of at least 120 minutes per week over the past year in school-supervised physical education.  
At least 50% of our students' annual physical education takes place outdoors.  
At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

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

We have very strict nutrition standards. Most of our served food is organic (except for items that are considered safe as non-organic or are not available in our area) and most is locally grown (our school garden provides samplings of a variety of vegetables). Sugary foods are not permitted. Primary students bring own lunches and parents are encouraged to comply. Prek students bring a sandwich and are served with school purchased foods and produce from our garden when available.

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

All students spend about an hour a day outdoors. Some of this time is unstructured play. Playgrounds have logs, rocks and tree stumps to climb over and tree "cookies" and pinecones to build with and carry about. Other times, involve exploration walks, work in the garden, woods play and visits to designated learning sites (e.g., habitat areas). Informal physical activity is encouraged through running and climbing on both flat and hilly/steep areas on the property, as well as more structured sports activities (soccer, kickball, etc.).

**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.)?**

We grow and buy organic produce. About 80 percent of the food we purchase is organic. We serve non-organic when it is designated safe or when other organic is not available. We choose Fair Trade, etc. products when available and purchase locally grown produce when available and buy local organic milk products from a neighboring farm.

**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)**

We have created a highly healthy environment not only in terms of the high standard employed in our rehabilitation and new construction projects (e.g., exceeded LEED for Schools Platinum standards) but also in the care we take to exclude from the property unhealthy inputs, such as our emphasis on organic food, exclusion of sugars, banning pesticides and other chemical inputs, use of very low- or no-VOC material, and the use of natural cleaners. Our new building includes controls that automatically supply fresh air when CO2 levels increase. Sophisticated air quality testing has demonstrated the benefits of these actions. We have opened the school to tours and visitors from other schools and the community interested in the approach.

**14. Page Fourteen**

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

graduates? (Please check all that apply.)

Our school has an environmental or sustainability literacy graduation requirement.  
Environmental and sustainability concepts are integrated throughout the curriculum.  
Environmental and sustainability concepts are integrated into classroom based and 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)**

Our school has been a Preschool and Primary School, serving children from 3 years old through third grade, and we did not feel that a requirement for graduation from third grade was developmentally appropriate. However, we are adding fourth and fifth grade for the 2012-1213 school year). A graduation requirement will be implemented for our graduating fifth graders. This will be a self-selected, hands-on learning projects that will focus on one aspect of our environmental curriculum: an exploration or investigation of environmentally responsible choices, exploration and investigation of the natural environment, or a project highlighting human and environmental interaction.

**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)**

At our school, assessment is viewed as an instrument to guide instruction. Our children are assessed through a project based approach and practical application. Children are immersed in hands-on learning projects, keep nature journals, and construct and write a field guide for flora and fauna found on our 17 acre campus. They plant, harvest, and maintain our organic garden and greenhouse. For independent projects, students are assessed according to school created rubric assessments. 100 percent of the students that have been in our primary program for at least one full school year score proficient or better on our assessments related to our environmental curriculum.

**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)**

100% of our teachers attended Project WOW and Project WET in-service trainings during the 2010-2011 school year. Our entire faculty meets every Friday to discuss and share plans for the upcoming week and this planning included environmental curriculum projects. Two teachers out of 15 teachers attended and presented at the MAEOE state-wide conference in 2011. We have presented at national education conference in past years as well on the topic of Art and Nature.

**Q3A2: If your school serves grades 9-12, please provide the following information:**

**Q3B1: 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. (Maximum 200 words)**

We use arts-integration and project based learning that employ both the Maryland State Curriculum and school developed curriculum. 1.Observation, Identification, Investigation a. Identify the names of birds, trees, plants, rocks, insects, animals; how they are alike and different; and that they have special parts that allow them to have certain functions b. Ask questions about the natural world and seek answers through active exploration c. Use senses to observe and explore natural phenomena. d. Perform investigations using tools and equipment e. Recognize and identify indicators of daily, seasonal, cyclical, long-term changes and due to various influences. f. Demonstrate understanding through various modalities 2.Human/Environment Interaction g. Show sense of caring and respect toward their environment. h. Recognize that organisms can survive only in environments in which their needs can be met and how as humans we can facilitate biodiversity i. Identify careers in environmental studies. j. Identify the natural environment's effect on our daily lives k. Demonstrate understanding through various modalities 3.Environmentally Responsible Choices m. Use knowledge and personal investment to make choices. n. Identify and facilitate conditions that promote animal habitats. o. Develop an awareness of the origin of food sources by planting, maintaining, and harvesting food.

**Q3B2: 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)**

**Q3C1: 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?**

100 %

**Please provide the following information:**

What percentage of these projects focus on environmental or sustainability topics? : 50%  
What percentage of students completed such a project last year? : 100%

**Q3C2: Do students have meaningful outdoor learning experiences that engage students in critical thinking, problem solving, and decision making at every grade level?**

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)**

Our students plant and maintain our large organic garden and greenhouse and harvest berries from bushes and apples and pears from our trees for snacks, lunches, and cooking projects. Teachers lead students in year-long tree studies, year-long studies of a chosen small plot, maintenance and use of the compost pile, seed collection, dispersal, and germination, and observations of seasonal changes in color. The elementary school students create and add to a Lucy School Nature Identification guide; photographing, sketching, researching, and writing about common species native to our property. Science comes alive through action research, as the students use observations and simple tools and equipment to perform investigations, discuss and draw conclusions, and form generalizations about the world around them. This leads to deeper knowledge and a growing understanding of environmentally responsible choices. Through their time in nature and interaction with a state-of-the-art green classroom building (certified LEED for Schools Platinum), students develop a deep respect and sense of stewardship towards the environment. Primary students also participated in the Great Backyard Bird Count and the Ladybug Project of Cornell University, collecting useful data to further scientific knowledge and research.

**Q3C3: 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)**

Twice a year we have a Green and Clean community day, when parents, community members, and students come together to clean up the property, work in our large organic garden and greenhouse, plant trees, and work on property maintenance. 2) Each year, we are a stop along the Solar Tour of Frederick County, where visitors interested in solar energy can learn about our facility. 3) We teach workshops on Green Cleaning strategies for parents, teachers, and community members. 4) Local high schools' Service Learning students use our facility for various projects. High School and college students and educational professionals tour our school buildings, woods, pond, waterfall, solar shed, greenhouse, and garden to gather ideas to green their own spaces. 5) We sponsored and supported six trainings of construction professionals and county personnel about green technologies and certified about 60% of those who worked on our project. 6) We organized our school community to plant trees and received the Governor's award for most tree plantings by a school (2010) 7) We have also been selected to be part of the Nature, Arts, and Writing Collaborative (NAWC), a project utilizing an innovative teamwork approach to working with rural and urban youth who are at risk of poor life outcomes. The focus of NAWC is to create an integrated learning and personal development environment for at-risk and under-served youth and their parents/guardians. NAWC will enlist the active engagement of experienced artists, educators, and naturalists to work with youth in natural settings representative of the ecosystem in each pilot location. This collaboration with artists, educators, and naturalists, in an enriching and natural environment will support the development and implementation of a toolkit of tangible strategies, tools, and resources aimed at improving life outcomes for at-risk youth.

**Q3C4: 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)**

When students matriculate, they become part of our classroom and school community. Full inclusion into hands-on learning projects, yearlong studies, nature journals, and other activities is encouraged and expedited. We foster a love and respect for nature beginning with our youngest children and continue this throughout their years here. It is a critical part of our program and integrated into science, math, language-arts and visual arts. They are immersed in the natural world and graduate as stewards of the environment. As Mary Rivkin, author of "the Great Outdoors: Restoring Children's Right to Play Outside" remarked when visiting our school, "The natural world is where all science, mathematics, music, poetry, and art begins - how can we ask a child to appreciate a story about a frog or hop like a frog without ever seeing one? Or sing "America the Beautiful"? Children at the Lucy School have first-hand knowledge of "spacious skies" and "amber waves of grain." Ed Pembleton, Director of the Leopold Education Project said, "Thanks for taking students outdoors and exposing them to birds, trees and all elements of their surroundings - your school is a paradigm that is needed across the country."



**CONFIDENTIAL  
FOR INTERNAL USE ONLY**

**Maryland Green Ribbon Schools Scoring Tool**

**Lucy School Chris Zachari: Private**

*Directions: Award up to the amount possible on each Element. Numbers in brackets, if present, are for high schools only. Some questions are not scored (N/S). Calculate a subscore for the Cross-cutting Question, each Element, and a total score for the Pillar.*

		<b>98.2</b>	<b>Not Title I</b>
		<b>Points Award</b>	<b>Points Possible</b>
<b>Cross-Cutting Question</b>			<b>5</b>
QCC1	Participating in other "green school" program, e.g., MAEOE Green Schools Program and level		1 2
QCC2	Received awards Award name		N/S 2
<b>Subscore Cross-cutting</b>		<b>3.83</b>	<b>/5</b>
 <b>Pillar 1: Environmental Impact and Energy Efficiency</b>			<b>30</b>
<b>Element 1A: Reduced greenhouse gas (GHG) emissions (15)</b>			
	<b>Subscore 1A</b>	9.2	<b>/15*</b>
<b>Element 1B: Improved water quality, efficiency, and conservation (5)</b>			
	<b>Subscore 1B</b>	10.67	<b>/5*</b>
<b>Element 1C: Reduced waste production (5)</b>			
	<b>Subscore 1C</b>	7	<b>/5*</b>
<b>Element 1D: Use of alternative transportation to, during, and from school (5)</b>			
	<b>Subscore 1D</b>	4.67	<b>/5*</b>
<b>Total Pillar 1</b>			<b>31.54 /30</b>

Note 1: This is a consensus score file. Each application was scored by two or more reviewers. Individual questions and points awarded for each have been omitted to shorten the document.

Note 2: Individual questions under each Element have been deleted to shorten the document

\*Total of individual scores is greater than the maximum amount for the Element

**CONFIDENTIAL**  
**FOR INTERNAL USE ONLY**

**Maryland Green Ribbon Schools Scoring Tool**

Lucy School Chris Zachariadis Private

*Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions, i.e., yes/no, are not scored (N/S). Calculate a subscore for each Element and a total score for the Pillar*

**Pillar 2: Healthy School Environments**

**Element 2A: An integrated school environmental health program (15)**

**Points Awarded**      **Not Title 1  
Points Possible**  
30

**Subscore 2A**

19      /15\*

**Element 2B: High Standards of nutrition, fitness, and quantity and quality of outdoor time (15)**

**Subscore 2B**

12.5      /15

**Total Pillar 2**

31.5      /30

Note 1: This is a consensus score file. Each application was scored by two or more reviewers. Individual questions and  
Note 2: Individual questions under each Element have been deleted to shorten the document

\*Total of individual scores is greater than the maximum amount for the Element

**CONFIDENTIAL**  
**FOR INTERNAL USE ONLY**

**Maryland Green Ribbon Schools Scoring Tool**

Lucy School Chris Zachariadis Private

*Directions: Award up to the points possible amount for each Element. Numbers in brackets, if present, are for high schools only. Some questions, i.e., yes/no, are not scored (N/S). Calculate a subscore for each Element and a total score for the Pillar*

	Points Awarded	Not Title 1 Points Possible
<b>Pillar 3: Environmental and Sustainability Education</b>		<b>35</b>
<b>Element 3A: Interdisciplinary Learning (20)</b>		
<b>Subscore 3A</b>	17.33	/20
<b>Element 3B: Use of the environment to develop STEM knowledge (5)</b>		
<b>Subscore 3B</b>	5	/5
<b>Element 3C: Development and application of civic engagement skills (10)</b>		
<b>Subscore 3C</b>	9	/10
<b>Total Pillar 3</b>	31.33	/35

Note 1: This is a consensus score file. Each application was scored by two or more reviewers. Individual questions

Note 2: Individual questions under each Element have been deleted to shorten the document