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.
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

ED-GRS (2011-2012)
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

(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 toward reaching the goals of each of the three 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 (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.)
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, 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 fertilizes 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.
School Contact Information

School Name: Lucy School
Street Address: 9117 Frostown Road
City: Middletown
State: MD
Zip: 21769
School Website URL: www.lucyschool.com

Principal First Name: Victoria
Principal Last Name: Brown
Principal Email Address: director@lucyschool.com
Principal Phone Number: 301.293.1163

Lead Applicant First Name (if different from principal): Chris
Lead Applicant Last Name (if different from principal): Zachariadis
Lead Applicant Email (if different from principal): chrisz@lucyschool.com
Lead Applicant Phone Number (if different from principal): 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)]

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, e.g., MAEOE Green School Program, National Wildlife Federation EcoSchools, 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? Green School Alliance, NWF Eco-Schools

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. 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).

Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions? No
Please provide the following information:
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: New building
Q 1A4: What percentage of your school’s energy is obtained from:
On-site renewable energy generation: 65% 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? 14,150 sq.ft

Q 1A5: 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.
Q 1A6: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

Yes

Please provide the following information:

- Time period measured (property - mini-school)?
- New Building
- Old buildings used
- New Building
- Old buildings used

Q 1A7: Please indicate which green building practices your school is using to improve your building in energy efficient.

Other (please describe). Our school is a LEED certified building.

Q 1B1: Can you demonstrate a reduction in your school’s total water consumption (measured in gallons per occupant) from an initial baseline?

Yes

Please provide the following information:

- Percentage reduction domestic: 46% School use
- Percentage reduction irrigation: 30%
- Time period measured (property - mini-school): 2007 - 2010

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, school district reports)?

Counters and monitors

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality?

[Please check all that apply.]

- We have an irrigation system that adjusts watering times based on weather conditions.
- Our school has a rainwater harvesting system.
- Our school has a landscaping system that is water-efficient and/or regionally appropriate.
- Our school uses alternative water sources (such as grey water, rainwater) for irrigation before potable water.
- We have a program to prevent lead in drinking water.

Q 1B3: Our school’s drinking water comes from:

- Well on school property

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

We tested our water system for lead contamination. We have been able to control the lead in our drinking water.

Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 100 words)

- Water is a key commodity for our school. We have a sophisticated management system that directs stormwater to rain gardens, raingardens, or a bioretention area.
- Our school’s landscaping is water-efficient and/or regionally appropriate.
- Our school’s drinking water is treated at a water treatment plant.

Q 1B5: Please provide the following information about your school’s landscaping:

- List the types of hazardous waste generated:
  - None, except in the disposal of electronic equipment.
  - Other: None

- How is the amount generated calculated?
  - We do not allow unapproved controlled substances on the school property.

Q 1B6: What is the total constructed area? (Total floor space)

- 7,500 sq.ft.

Q 1B7: 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)

- Yes
- No

Q 1B8: What is the LEED rating your school has currently been awarded? (LEED certification or point total are you currently tracking as a goal toward what certification level? (LEED for Schools - Platinum (2011)

- LEED for Schools - Platinum (2011)

Q 1B9: What is the total number of credits you are achieving per LEED point?

- 68

Q 1B10: Which green cleaning standard is used?

- LEED

Q 1B11: 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 use eco-friendly cleaning products.

Q 1B12: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

- About 20-25% carpool

Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting?

- 100%

Please provide the following information:

A - Monthly garbage service in cubic yards (garbage dumpster size 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 x number of collections per month x percentage full when emptied or collected):
- 4 cu.yd x 4 x 0.5 = 8

C - Monthly compostable material volume(s) in cubic yards (compostable material 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

Q 1C2: What percentage of your school’s total office/classroom paper content by cost is post-consumer material or fiber?

- We buy primarily paper with high recycled content.

Q 1C3: What percentage of your students’ total food services contamination from forest certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, or similar?

- Yes

Q 1C4: Please provide the following information about your school’s hazardous waste:

- List the types of hazardous waste generated:
  - None, except in the disposal of electronic equipment.
  - Other: None

- How is the amount generated calculated?
  - We do not allow unapproved controlled substances on the school property.

Q 1C5: List offsets used:

- New Building

Please provide the following information about your school’s solid waste:

- Time period measured (property - mini-school)?
- New Building
- Old buildings used
- New Building
- Old buildings used

Q 1C6: Does your school use “third party certified” green cleaning products?

- Yes

Please provide the following information:

- Which green cleaning standard is used?
  - N/A

- 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.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

- About 20-25% carpool

Q 1D2: Does your school use "third party certified" green cleaning products?

- Yes

Please provide the following information:

- Which green cleaning standard is used?
  - N/A

- 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.
Q 3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your built and natural environment (e.g., school’s garden, wildlife or native plant habitats, outdoor classrooms, environmental restoration projects, rain garden, etc.) or specifically beneficial uses (e.g., playgrounds, outdoor space designed and used regularly for social interaction, athletic or recreational areas, walking or running trails, etc.)?

This school does not own vehicles, but the number of hybrid and fuel-efficient vehicles on or off the premises has increased significantly because of the school’s location of the promotion of the school.

Q 3B1: Which practices does your school employ to promote nutrition, physical activity, and overall school health?

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 (including unique community and/or business partnerships) to promote overall student health.

Q 3C1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply.)

We prohibit students from entering a treated area for at least 8 hours after the treatment or longer if required by the pest control label.

Q 3D1: 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)

We have created a highly healthy environment not only in terms of the school's operations and maintenance but also in terms of the school's location of the promotion of the school.

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Q 4A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply.)

- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), 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 actual summaries of pesticide applications are available within an accessible location.
- Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
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Q 4B1: Which practices does your school employ to promote nutrition, physical activity, and overall school health?

- Our school participates in the USDA’s HealthierUS School Challenge or another nutrition program.
- Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
- Our school has a comprehensive indoor air quality management program that is consistent with EPA’s Indoor Air Quality (IAQ) Task Force for Schools.
- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), 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 actual summaries of pesticide applications are available within an accessible location.
- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), 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 actual summaries of pesticide applications are available within an accessible location.
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- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), 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 actual summaries of pesticide applications are available within an accessible location.

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Q 4C1: Which practices does your school employ to promote nutrition, physical activity, and overall school health?

- Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Programs’ Guidelines for Managing Asthma in Schools.
- Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
- Our school has moisture resistant materials/protective systems installed (i.e., flooring, tub/shower, backing, and piping).

Q 5A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply.)

- Our school prohibits students from entering a treated area for at least 8 hours after the treatment or longer if required by the pest control label.
- 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 actual summaries of pesticide applications are available within an accessible location.
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- Copies of pesticide labels, copies of notices, MSDS, and actual summaries of pesticide applications are available within an accessible location.

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Q 6A1: Which practices does your school employ to promote nutrition, physical activity, and overall school health?

- Our school prohibits students from entering a treated area for at least 8 hours after the treatment or longer if required by the pest control label.
- 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 actual summaries of pesticide applications are available within an accessible location.
- Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
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- Copies of pesticide labels, copies of notices, MSDS, and actual summaries of pesticide applications are available within an accessible location.
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 distance-based and brick-and-mortar assessments.

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

We encourage students to participate in environmental or sustainability literacy activities outside of the formal classroom setting. Our school has a comprehensive sustainability literacy program that includes participation in local and national sustainability initiatives.

**Please describe how your school promotes environmental or sustainability literacy outside of the formal classroom setting. (Maximum 200 words)**

The school provides ongoing professional development opportunities for teachers and staff in environmental education and sustainability literacy.

**Please describe ongoing professional development opportunities available in environmental and sustainability standards. (Maximum 200 words)**

Q: Do your school’s science courses frequently use sustainability and the environment as a context for learning science, such as conducting experiments, 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 or No)

Yes

**Please describe. (Maximum 200 words)**

We use an integrated and project-based learning method that employs the model for the Earth and State Curriculum and school developed curriculum. Students develop a deep respect for the natural world, science, and the environment. They learn about the importance of sustainability and the role it plays in our daily lives. Students participate in hands-on activities and projects that promote environmental stewardship.

**Q: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level? Please describe. (Maximum 200 words)**

Yes

We believe that civic engagement is an essential part of education. Our students are encouraged to participate in community service projects that help improve the environment and promote sustainability.

**Q: Do your school’s science courses frequently use sustainability and the environment as a context for learning science, such as conducting experiments, 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 or No)**

Yes

**Please describe. (Maximum 200 words)**

We encourage students to participate in environmental or sustainability literacy activities outside of the formal classroom setting. Our school has a comprehensive sustainability literacy program that includes participation in local and national sustainability initiatives.

**Please describe how your school promotes environmental or sustainability literacy outside of the formal classroom setting. (Maximum 200 words)**

The school provides ongoing professional development opportunities for teachers and staff in environmental education and sustainability literacy.
Maryland Green Ribbon Schools Scoring Tool

Lucy School Chris Zacharia: Private

98.2  Not Title I

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.

Cross-Cutting Question

| QCC1 | Participating in other "green school" program, e.g., MAEOE Green Schools | 1 |
| QCC2 | Received awards | N/S |

Subscore Cross-cutting

| 3.83 | /5 |

Pillar 1: Environmental Impact and Energy Efficiency

Element 1A: Reduced greenhouse gas (GHG) emissions (15)

Subscore 1A

| 9.2 | /15* |

Element 1B: Improved water quality, efficiency, and conservation (5)

Subscore 1B

| 10.67 | /5* |

Element 1C: Reduced waste production (5)

Subscore 1C

| 7 | /5* |

Element 1D: Use of alternative transportation to, during, and from school (5)

Subscore 1D

| 4.67 | /5* |

Total Pillar 1

| 31.54 | /30 |

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
Maryland Green Ribbon Schools Scoring Tool

Lucy School  Chris Zachariadis  Private

Not Title 1

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.

<table>
<thead>
<tr>
<th>Pillar 2: Healthy School Environments</th>
<th>Points Awarded</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 2A: An integrated school environmental health program (15)</td>
<td>19 /15*</td>
<td>15</td>
</tr>
<tr>
<td>Subscore 2A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 2B: High Standards of nutrition, fitness, and quantity and quality of outdoor time (15)</td>
<td>12.5 /15</td>
<td>15</td>
</tr>
<tr>
<td>Subscore 2B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Pillar 2</td>
<td>31.5 /30</td>
<td>30</td>
</tr>
</tbody>
</table>

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

*Total of individual scores is greater than the maximum amount for the Element.
Maryland Green Ribbon Schools Scoring Tool

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 3: Environmental and Sustainability Education

Not Title 1

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Lucy School    Chris Zachariadis    Private

Element 3A: Interdisciplinary Learning (20)

Subscore 3A

Element 3B: Use of the environment to develop STEM knowledge (5)

Subscore 3B

Element 3C: Development and application of civic engagement skills (10)

Subscore 3C

Total Pillar 3

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.