

Maryland Green School Program  
DATA QUATIFICATION FOR ENVIRONMENTAL BEST MANAGEMENT PRACTICES

School Name: \_\_\_\_\_  
Point of Contact Name: \_\_\_\_\_  
EMAIL: \_\_\_\_\_  
# students: \_\_\_\_\_  
# staff: \_\_\_\_\_

**1. Water Conservation and/or Pollution Prevention (check any that apply)**

\_\_\_\_\_ Conducted water quality monitoring

Watershed Name: \_\_\_\_\_  
Stream Name: \_\_\_\_\_  
Dates and Times of Tests: \_\_\_\_\_  
Water Quality Parameters Tested:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Testing revealed the water quality to be:            Excellent    Very Good    Satisfactory    Poor  
Sources of Pollution Identified:

\_\_\_\_\_  
\_\_\_\_\_

BMP's Installed to Improve Water Quality:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Planted trees:

location: \_\_\_\_\_; # trees: \_\_\_\_\_;  
Species \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Planted shrubs:

location: \_\_\_\_\_; # trees: \_\_\_\_\_;  
Species \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Riparian plantings or no-mow zones set up: Sq ft of area \_\_\_\_\_

\_\_\_\_\_ Grew SAV:  
Species: \_\_\_\_\_

\_\_\_\_\_ Erosion control project; location: \_\_\_\_\_; Sq ft area addressed: \_\_\_\_\_

\_\_\_\_\_ Nutrient reduction project: type: \_\_\_\_\_

\_\_\_\_\_ Painted Storm Drains  
location: \_\_\_\_\_; # drains painted: \_\_\_\_\_

\_\_\_\_\_ Raingarden/bioretenion:  
location: \_\_\_\_\_ square footage: \_\_\_\_\_

\_\_\_\_\_ Toxin control; type: \_\_\_\_\_

\_\_\_\_\_ Address pet waste on playground issues

\_\_\_\_\_ Turf reduction:

Square footage: \_\_\_\_\_; replaced with \_\_\_\_\_

\_\_\_\_\_ Impervious Surface Reduction

Square footage: \_\_\_\_\_; replaced with \_\_\_\_\_

\_\_\_\_\_ Green roof; square footage: \_\_\_\_\_

\_\_\_\_\_ Retrofitted sinks and toilets with low-flow features

\_\_\_\_\_ Use integrated pest management on school landscape; Type: \_\_\_\_\_

\_\_\_\_\_ Education/awareness (posters, programs, outreach, etc): type: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

## 2. Energy Conservation

\_\_\_\_\_ Conducted an energy audit

\_\_\_\_\_ Installed energy efficient light bulbs

\_\_\_\_\_ Instituted empty rooms/lights-off policies

\_\_\_\_\_ Controlled "phantom energy losses"; # sources \_\_\_\_\_

\_\_\_\_\_ Used natural light sources

\_\_\_\_\_ Adjusted AC temperature up and Heat temperature down

\_\_\_\_\_ Used "spot lighting" instead of whole room overhead lighting

\_\_\_\_\_ Education/awareness (posters, programs, outreach, etc): type: \_\_\_\_\_

\_\_\_\_\_ Planted trees to shade buildings

location: \_\_\_\_\_; # trees: \_\_\_\_\_;

Species \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

# KWH saved \_\_\_\_\_

## 3. Solid Waste Reduction (Reduce, Re-distribute, Reuse, Recycle)

\_\_\_\_\_ Print double-sided

\_\_\_\_\_ Re-use second side of paper

\_\_\_\_\_ Purchasing options: buying products with reduced/no outer packaging

\_\_\_\_\_ Recycling

\_\_\_\_\_ Paper recycling: # lbs: \_\_\_\_\_

\_\_\_\_\_ Ink cartridges; # \_\_\_\_\_

\_\_\_\_\_ Cell phones; # \_\_\_\_\_

\_\_\_\_\_ Cans and bottles; #lbs: \_\_\_\_\_

\_\_\_\_\_ E-Waste; #lbs \_\_\_\_\_

\_\_\_\_\_ Plastic bags (reuse/recycle)

\_\_\_\_\_ Composting

\_\_\_\_\_ No-waste lunches

\_\_\_\_\_ Education/awareness (posters, programs, outreach, etc): type: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

#### 4. Habitat Restoration

\_\_\_\_\_ Conducted site analysis

\_\_\_\_\_ Created a Schoolyard Habitat

Type: Pollinator Garden      Wetland      Meadow      Forest      Other \_\_\_\_\_

Location: \_\_\_\_\_

Square Footage: \_\_\_\_\_

Species \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Installed bird, bat, butterfly boxes; Type: \_\_\_\_\_; how many: \_\_\_\_\_

\_\_\_\_\_ Planted trees:

location: \_\_\_\_\_; # trees: \_\_\_\_\_;

Species \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Planted shrubs:

location: \_\_\_\_\_; # trees: \_\_\_\_\_;

Species \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Removal of invasive plants

\_\_\_\_\_ Protection of existing trees/mature trees: # \_\_\_\_\_

\_\_\_\_\_ Education/awareness (posters, programs, outreach, etc): type: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

#### 5. Structures for Environmental Learning

\_\_\_\_\_ Interpretive Signage

\_\_\_\_\_ Trails and pathways

\_\_\_\_\_ Boardwalks and bridges

\_\_\_\_\_ Built Viewing blinds

- \_\_\_\_\_ Installed tree ID tags
- \_\_\_\_\_ Fixed/Moveable Outdoor classrooms
- \_\_\_\_\_ Outdoor environmental art; type/purpose: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_

**6. Responsible Transportation**

- \_\_\_\_\_ No-idle zones
- \_\_\_\_\_ Carpooling programs
- \_\_\_\_\_ Walk/Bike to School Programs
- \_\_\_\_\_ Petitioning for sidewalks and bike paths
- \_\_\_\_\_ Increase use of public transportation
- \_\_\_\_\_ Gas Efficiency of School Population Analysis
- \_\_\_\_\_ Education/awareness (posters, programs, outreach, etc): type: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_

**7. Healthy School/Center Environment**

- \_\_\_\_\_ Control asthmatic allergy triggers (animal contact, mold, dust, etc)
- \_\_\_\_\_ Provide adequate venting/air circulation
- \_\_\_\_\_ Use integrated pest management
- \_\_\_\_\_ Use green/non-toxic cleaning products
- \_\_\_\_\_ Actions for ozone alert days: type: \_\_\_\_\_
- \_\_\_\_\_ Drinking water testing
- \_\_\_\_\_ Education/awareness (posters, programs, outreach, etc): type: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_