Objective 2: Environmental Best Management Practices

Show the results of your school’s actions. Quantify the activities undertaken in the building, site or community during the two year application period. Focus on the BMP’s that you have completed but feel free to indicate other activities that you have done outside of the BMPs. We do not expect all to have been done. Correspondence

Water Conservation/Pollution Prevention 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action | # |  | Action | # |
|  | Conducted Water Quality Testing |  |  | Raingarden/bioretention( sq ft) |  |
|  | Planted Trees/ Shrubs (#) |  |  | Turf reduction (sq ft) |  |
|  | Riparian Buffer installed (sq ft) |  |  | Impervious surface reduction(sq ft) |  |
|  | No mow zone (sq ft) |  |  | Green Roof (sq ft) |  |
|  | Erosion Control Project (sq ft) |  | x | Retrofitted sinks, toilets, showers (#) | 9 sinks |
|  | Nutrient Reduction Project (x if done) |  |  | Integrated pest management (lbs reduced) |  |
|  | Education/Awareness programs  |  | x | Toxin Control, pet waste control (x if done) | 10 pets120 liters of bedding per month Composted |
|  | Painted storm drains (#) |  |  | Other: |  |

Comments: \_\_2 total\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Energy Conservation 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action | # |  | Action | # |
|  | Energy Savings ($, % or kWh) |  |  | Changed AC/Heat policy($ savings) |  |
| x | Energy Audit | By UMD Sustainability |  | Delamped/installed task lighting (#) |  |
|  | Implemented results of energy audit |  |  | Planted trees to shade building (#) |  |
|  | Installed efficient lighting(#) |  |  | Green Roof for insulation (sq ft) |  |
| x | Education/awareness programs | 7 turn off light signs |  | Renewable Energy installation (kWh) |  |
|  | Daylighting (# of rooms) |  | x | Other:Recycle batteries | 10 per month |

Comments: 3 total\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solid Waste Reduction 7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **** | Action | # |  | Action | # |
|  | Print double sided |  | x | No Waste Lunches/snack | Save $271 per month  |
|  | Reuse 2nd side of paper |  |  | Electronic newsletters | Over 100 per week |
| x | Change purchasing – reduce packaging | reusable bags 6 per week |  | Education/awareness program |  |
| x | Recycling (# or lbs): single stream | all | XX | Other:PTA sells reusable water bottlesLess wasteful paper towel dispenser | 60 bottles |
| x |  Cans/Bottles | 50 milk bottles. Per/week | 12 installed7,200 towels used before not recycled paper/3,200 towels used now 100% recycled paper |
| x |  Ink Cartridges | All aprox. 1 per month |
|  |  Composting |  |  |
|  |  E- Waste |  |  |

Comments:7 total\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Habitat Restoration 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **** | **Action** | # | **** | **Action** | # |
| x | Created a school yard habitat (sq ft) describe below: pollinator gardens with variety of blooms during different months,  | 4 5 x 20gardens |  | Removal of invasive species (sq ft) |  |
| x | Installed bird, bat, butterfly boxes (type,#) | 5 bird houses |  | Education/ Awareness Programs |  |
|  | Planted trees (#) |  | x | Other: Bird feeders and baths | 7 |
|  | Planted shrubs (#) |  |  |  |
| x | Planted natives (#) | 9 |  |  |

 **Comments; 4 total**

**Building Structures for Learning about the Environment 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **** | **Action** | # | **** | **Action** | # |
|  | Interpretive signage (#) |  | x | Outdoor classroom (fixed, moveable) (Yes)Each of the other 5 classrooms brings moveable easels out too. | 1 permanent5 moveable |
|  | Trails, pathways (#ft) |  |  | Outdoor environmental art (type, purpose) |  |
|  | Boardwalks, bridges (#ft) |  | x | Other: Raised Vegetable gardenBrush Shelter | 4 x5 |
|  | Viewing Blind (#) |  |  |  |
|  | Tree ID Tags (#) |  | x | 1 |

Comments:3 total\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Responsible Transportation 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Action** | # |  | **Action** | # |
| x | No Idle Policy, Zones (Yes) | All vehicles |  | Bike Safety program (type) |  |
|  | Carpooling Program (# or % carpooling) |  |  | Gas Efficiency analysis of school population |  |
| X | Walk/Bike to school programs (# students, days) | 70 people for 1 week | x | Education/Awareness Program (type)Car seat safety Police check over 2 days | 20 seats checked |
|  | Safe Routes to School –advocacy for sidewalks, bike paths (type) |  |  | Analysis of bus routes to increase efficiency |  |
| x | Use of public transportation(% using, % increase) | 100- 90% increase for field trips 2 per month |  | Other: |  |

Comments:4 total\_\_\_\_Parents are required to park and pick up children

**Healthy School Environment 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action | # |  | Action | # |
| x | Control of Asthma Triggers (animal contact, mold, dust) (Type) | 5 pets |  | Education/Awareness Program (Type) |  |
|  | Provide adequate venting/air circulation (Y/N) |  | x | Test indoor air quality (Result) | 36,200 counts per/ m3 |
|  | Use of Integrated Pest Management (Y/N) |  | x | Indoor Plants (#) | 80 |
| x | Use of non toxic cleaning products (Y) | Y |  | Other: Healthy Snack/lunch committee reviews food served to children on regular basis |  |
|  | Drinking water testing (Result) |  |  | See below |

Comments: 4 total The healthy snack committee meets approximately 3 times a year and is currently working with UM dining services to update it’s hot lunch program with healthier choices.