

Energy Conservation

- Energy Savings (Please specify units. i.e. \$, % or kWh)
- Energy Audit (1 if done)
- Implemented results of energy audit (1 if done)
- Installed efficient lighting (# of light bulbs)
- Education/awareness programs (#) Please list in comments below
4 HENRY/CHRIS 2
- Daylighting (# of rooms)
4
- Changed AC/Heat policy (\$ savings or X if savings unknown)
- Delamped/installed task lighting (# of bulbs)
- Planted trees to shade building (#)
- Green Roof for insulation (sq ft.)
- Renewable energy installation (kWh)
- Number of times local food is served (#/yr) ? LUNCHES
1
- Other (Please specify below)
1
- Energy Conservation: Other and Comments
- Open-Ended Response
- Labeled light switches and computers. Wind Turbines and energy reduction. Energy saving brochures. LED light Project. Powered electric generators and trash recycling to energy.

Waste Reduction

- Print double sided (1 if done)
1 ✓
- Reuse 2nd side of paper (1 if done) ✓
- Change purchasing- reduce packaging (1 if done)
1 ✓
- Recycling paper (Please specify units. i.e. # of bags or lbs)
1 MEASURE
- Cans/Bottles (Please specify units. i.e. # of bags or lbs)
1
- Ink Cartridges (#)
- Cell Phones (#)
- E-waste
- No Waste Lunches (#)
- Electronic newsletters (#)
2 2 GREEN REPORT | LAB 10 NEWS
D NEWS
2 WEEBLYS

Water Conservation

- Conducted Water Quality Testing (1 if done)
1 ✓ SPRING 2015
- Planted Trees/ Shrubs (#)
50 (BTT 16.NCV.) (FBB 30)
- Riparian Buffer Installed (sq ft)
275
- Erosion Control Project (sq ft)
- Nutrient Reduction Project (1 if done)
1
- Education/Awareness Programs (#) Please describe in comments below
5
- Painted Storm Drains (#)
3 SPRING 2014 5
- Raingarden/bioretenention (sq ft.) FRONT OF SCHOOL
- Turf Reduction (sq ft.)
- Impervious surface reduction (sq ft.) TREE WELLS
- Green Roof (sq ft.)
- Retrofitted sinks, toilets, showers (#)
- Integrated pest management (lbs reduced)
- Toxin Control, pet waste control (1 if done)
- Area of no-mow zone (ft²)
12 ft.
- Volume of rain barrels (gal)
- Other (please specify below)
- Water Conservation: Other and Comments

Open-Ended Response

We use the Chesapeake Bay Foundation Issues Investigation Framework to facilitate learning that ends in student driven action projects. Thanks to a grant from the Chesapeake Bay Trust (funded by sales of Maryland's Treasure of the Chesapeake license plate) we leave our urban campus to get outside and learn through hands-on experiences. Most of our student driven best management practices are done off site. Student driven best management practices were completed in the Chesapeake Bay Watershed flowing from the sub watersheds of the Jones Falls to 106 miles south into the Chesapeake Bay and Port Isobel Island, Virginia. Shrubs were planted in Ben Oaks on the Severn River. We conducted water quality tests and counted macro invertebrates in the Severn River Watershed: Bear Creek, Cold Stream. And the Jones Falls Watershed: Tufton Stream, Loch Raven Reservoir and The Park School Stream. Oysters were planted in Shady Side Maryland.

FAIRING BAY BROOK @ 30 TREES
 BTT 16

Green School Sustainable Practices Data Sheet

**2013-
BMP'S
2014**

- Composting food and/or yard waste (1 if done)
1
- Education/awareness program (#) Please describe in comments box below
3
- Other (Please specify below)
1
- Waste Reduction: Other and Comments
- Open-Ended Response
Reduce: No More Wax Paper Cups! During Wednesday STEAM Lessons, our middle school students decided to reduce the number of wax paper cups we use every day. Recycle! Green teams of students regularly monitor, track, and manage the school recycling bins. Re-use! Art as a powerful statement. Students re-purpose used materials into art projects. Students in grades 7-12 explored a pollutant-free organic farm. 6th-8 th grade Middle school students research, build and monitor a classroom worm bin of red wigglers. Handmade musical instruments. Students hand in homework electronically or communicate via classroom blogs rather than with paper. Lab 10 News Online 2013. English 10 Blog for writing assignments and grading.

Habitat Restoration

- Created school yard habitat (sq ft.) Describe in comments box below GARDEN
- Installed bird houses (#) 1
- Planted Trees (#) 30, 16, 1
- Planted Shrubs (#)
50
- Planted natives (#)
150 150 FT. McHENRY
- Removal of invasive species (sq ft.)
- Length of stream cleaned (ft)
200 500 FT. SPRING 2014
- Education/Awareness Programs (#) Please describe in comments box below
2
- Other (Please specify below)
1
- Habitat Restoration: Other/ Comments
- Open-Ended Response
Thanks to a grant from the Chesapeake Bay Trust (funded by sales of Maryland's Treasure of the Chesapeake license plate) we leave our urban campus to get outside and learn through hands-on experiences. Most of our student driven best management practices are done off site. Planting a Living Shoreline - Ben Oaks community along the Severn River. Gabby was inspired to take action by planning a habitat restoration project for Checkerspot Butterflies in Robert E. Lee Park. She planted 50 turtlehead plants on March 4, 2013. Students in Ms. White's 8th grade Language Arts class wrote and published brochures to educate and engage the Baltimore Lab School community in the restoration of the Chesapeake Bay. Students in Ms. Huggin's 7th and 8th grade science class were inspired to educate and inform the lower school students by

FT MCHENRY BUTTERFLY GARDENS BEN OAKS
FAIRING BAY BROOK

writing and illustrating a guide to the animals of the Chesapeake Bay. We cleaned Bear Creek and Cold Stream in Anne Arundel County.

Structures for Environmental Learning

- Interpretive signage (#) →
- Trails, pathways (ft.) 6 FT.
- Boardwalk, bridges (ft.)
- Viewing blind (#)
- Tree ID Tags (#) →
- Outdoor Classroom (#)
25
- Outdoor environmental art (#)
- Number of times schoolyard used for learning (#/yr) -daily
- Other (Please specify below)
1
- Structures for Environmental Learning: Other/Comments
- Open-Ended Response

Thanks to a grant from the Chesapeake Bay Trust (funded by sales of Maryland's Treasure of the Chesapeake license plate) we leave our urban campus to get outside and learn through hands-on experiences. Most of our outdoor classroom are off site.

Responsible Transportation

- No Idle Policy or Zones (1 if done)
1 SIGNAGE
- Carpooling Program (Please specify units. i.e. # of participants or % carpooling)
9
- Walk/Bike to School Programs (Please specify units. i.e. # of participants, days)
10
- Safe Routes to School (1 if done) Describe in comments below
- Use of public transportation (Please specify units. i.e. % using, % increase)
50
- Bike Safety Program (1 if done)
- Gas efficiency analysis of school population (1 if done)
- Education/Awareness Program (#) Please describe in comments box below
3
- Analysis of bus routes to increase efficiency (1 if done) ✓ INTERNSHIPS
- Other (Please specify below)
1
- Responsible Transportation: Other/Comments
- Open-Ended Response

- Annual Kinetic Sculpture Race. Charm City Circulator transportation. Summer Baltimore Amazing Race Students, 48, 8-12th grade students and 7 teachers. September 27th, Trip to the Walters Art Museum and The Baltimore Book Festival. 41 students and 11 staff.

CHRISTINA ?

Healthy School/Center Environment

- Test Indoor air quality (1 if done)
- Control of Asthma Triggers (1 if done) Describe types in comments below
- Provide adequate vent/air circulation (1 if done)
- Use of Integrated Pest Management (1 if done)
- Use of non toxic cleaning products (1 if done)
1
- Test drinking water (1 if done)
- Education/Awareness Program (#) Describe in comments below
4
- Plants for indoor air quality (#) →
1
- Number of times local food is served (#/yr) →
1
- Area of edible garden (Please Specify Units. i.e. ft2 or m2)
- Other (Please specify below)
1
- Healthy School/ Center Environment: Other/Comments
- Open-Ended Response
- High School Health and Fitness Day. Student's Eat Healthy Campaign. Lower School student's grow plants to share, in order to improve the indoor air quality. Outdoor Air Quality. Flag program. "Meet Ups" for Fun and Health. We have outdoor time every day for all students and teachers.

