FACT SHEET

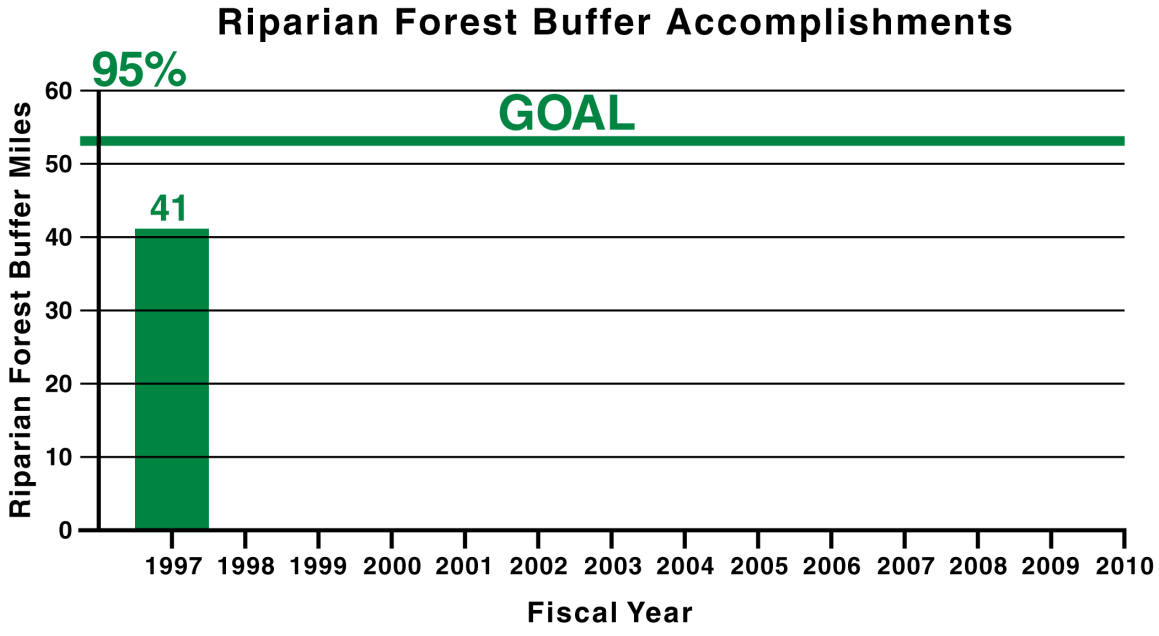
Stream ReLeaf: Planting Maryland's Streamsides

Riparian Forest Buffer (RFB) Benchmark:

Establish 600 miles of riparian forest buffers by the year 2010, or 43 miles a year for 14 years.

RFB Definition (minimum standards) - A RFB will be counted towards the 2010 goal if it is at least 50' wide on one side of the watercourse or meets the NRCS standard for that site (35'-100'). If both sides of the watercourse can be buffered then both sides must total at least 100' wide on average or meet the NRCS standards for that site. Buffer averaging is allowable so long as the stream does not meander outside the buffer zone. If the RFB is established by artificial regeneration, then native, non-invasive woody trees and shrubs are strongly recommended using a minimum of two species for the planting design. This could take the form of one tree specie and one shrub specie, two tree species or two shrub species. Natural regeneration is an acceptable way of establishing a RFB if the site is suitable, a seed source is available and heavy site preparation is not needed.

RFB Accomplishment Reporting and Tracking - RFB accomplishments will be reported in either linear feet or miles of buffer on one side of the watercourse. This is the only true measure of what is being done on-the-ground. RFBs will be reported on a form that will be made readily available to cooperators from the MD DNR Forest Service World Wide Web site by October 30, 1997. In the interim, all RFB accomplishments should be reported to the State Forester's office c/o Mike Grant, Tawes State Office Building, E-1, 580 Taylor Avenue, Annapolis, MD, 21401; phone (410) 260-8531.



Sample Riparian Forest Buffer Checklist

	Yes	No
1. Does the site border a stream?		
2. Does the forest buffer extend 50 feet from the edge of the shoreline?		
3. Are the trees and shrubs at the site native?		
4. Is the buffer a continuous buffer of trees and shrubs?		
5. Are there at least two species of trees and shrubs?		
6. Are the trees spaced at least eight feet apart?		
7. Is it easy for the students to get to the site?		
8. Does our class have the resources (tools, equipment, access to technical assistance, money) to complete a planting?		
9. Are the students committed to doing this project? (Do they want to? Do they care?)		
10. Is this private or public property? (Do I need to get permission to plant?)		