



MI Green School Guide

School Environmental Assessment

School Name: _____

School Address: _____

Instructions

This form will help you identify problems to solve with environmental projects. Work on this form in a group of students, teachers, parents, school staff, and administrators, if possible. To answer questions, check boxes and write details. Feel stuck? Don't worry – skip the question and ask someone from the Team Building Tool for help.



This document contains embedded links. Scan this qr code to access the form through the MI Green School Guide website.

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Grounds and Infrastructure

1. Is there an outdoor classroom space where students can safely sit, see, and hear the teacher?

Yes No Not Sure

Details:

2. Are there large green areas (no pavement or asphalt) where students can play?

Yes No Not Sure

Details:

3. Are there any playgrounds on the campus? Yes No Not Sure

If yes, how many?

4. Are there any plant and animal identification signs, watershed information boards, or other outdoor environmental education installations at the school?

Yes No Not Sure

Details:



Grounds and Infrastructure (continued)

5. Are there undeveloped (wild) outdoor areas used for student learning experiences, such as STEM and arts activities?

Yes No Not Sure

Details:

6. Are there large areas of asphalt or pavement in spaces where students study, relax, or play?

Yes No Not Sure

If yes, are these spots shaded?

7. Have you noticed any areas that flood, get big puddles, or cause ice patches on the school grounds?

Yes No Not Sure

Details:

8. Are there rain gardens, bioswales, permeable cement parking lots, riparian buffers, or other structures which help slow, filter, and absorb stormwater runoff?

Yes No Not Sure

Details:



Grounds and Infrastructure (continued)

9. Has the school completed any wildlife habitat and ecosystem support projects, such as pollinator gardens, birdfeeders, invasive species removal, etc.?

Yes No Not Sure

If yes, list them:

10. Does the school have a vegetable garden or fruit trees? Yes No Not Sure

If yes, where does the produce go?

11. Does the school check for invasive species on the school grounds?

Yes No Not Sure

List any known invasive species at the school:

12. Are there electric vehicle charging stations at the school? Yes No Not Sure

If yes, who can use them?

13. Does the school have a bicycle rack in a secure and convenient location?

Yes No Not Sure

Details:



Grounds and Infrastructure (continued)

14. Are air and water quality test results from the school easy for students, parents, teachers, staff, etc. to find and understand?

Yes No Not Sure

Details:

15. What year was the school built?

16. How large is the campus in acres? _____

17. Is there visible mold, water damage, drooping or broken ceilings, cracked tiles, damaged walls, or other structural damage in the school building?

Yes No Not Sure

Details:

18. Has the school property ever been damaged or at risk of damage due to high winds, snow and ice storms, flooding, precipitation, tornadoes, high heat, or other natural events?

Yes No Not Sure

Details:

19. Do you know or suspect that the school has lead paint or asbestos in the building?

Yes No Not Sure

Details:



Operations and Procurement

20. Does the school use pesticides, fertilizers, herbicides, rodent/insect poisons, cleaning chemicals, or other chemical substances on the school grounds or indoors?

Yes No Not Sure

If yes, are details clearly communicated to community members? Are these substances known to be safe for human health and the environment?

21. Does the school serve food made with local ingredients? Yes No Not Sure

Details:

22. Does your school share leftover lunch food with students or community members?

Yes No Not Sure

If yes, how is leftover food shared?

If no, where does leftover food go?

23. Do students throw away trash at school meals, such as trays, utensils, leftover food, uneaten food, packaging, single-use plastics, etc.?

Yes No Not Sure

If yes, what kinds of things get thrown away?

24. Does the school have a dishwasher which can be used for reusable trays, utensils, and kitchen tools?

Yes No Not Sure

Details:



Operations and Procurement (continued)

25. Does the school use plastic trash can liners in every trash can, recycling bin, etc.?

Yes No Not Sure

If yes, which bins could go without liners or use paper instead?

26. Does the school have recycling? Yes No Not Sure

If yes, what can be recycled? List everything you can think of!

27. Do parents have to idle or run heat/AC in their cars for longer than 5 minutes during pickup and drop-off time?

Yes No Not Sure

If yes, about how long?

28. Is there any organized carpooling for employees? Yes No Not Sure

Details:

29. Is there any organized carpooling for students? Yes No Not Sure

Details:

30. Has the school started moving from diesel to electric school buses?

Yes No Not Sure

Details:



Operations and Procurement (continued)

31. Has the school started moving from gas-powered to electric-powered mowers and power tools?

Yes No Not Sure

Details:

32. Does the school use solar panels, wind turbines, windmills or water wheel generators, geothermal energy systems, or other renewable energy sources?

Yes No Not Sure

Details:

33. Does the school try to reduce water, electricity, and/or gas use? Yes No Not Sure

If yes, how?

34. Has the school participated in an energy audit? Yes No Not Sure

Details:

35. Do you think the school is doing its best to reduce use and waste, reuse things, and recycle when possible?

Yes No Not Sure

Details:



Health and Wellbeing

36. Is the school located near a major or busy road? Yes No Not Sure

How far is the nearest major or busy road?

37. Are there loud noises around the school? Yes No Not Sure

What are the noise sources?

38. Are there strong smells around the school? Yes No Not Sure

What are the sources of the strong smells?

39. Is the area around the school pretty or appealing? Yes No Not Sure

What kinds of things do you see when looking out of the school's windows? How do these things make you feel?

40. Would the school open its doors to community members if there was a natural disaster?

Yes No Not Sure

If yes, which facilities?



Health and Wellbeing (continued)

41. Is the school located in an area where students can realistically and safely walk or bicycle to school?

Yes No Not Sure

Details:

42. Are you worried about illness due to exposure to toxins in the school (mold, asbestos, lead, etc.)?

Yes No Not Sure

If yes, why?

43. Are you worried about extreme heat or cold exposure at the school?

Yes No Not Sure

If yes, why?

44. Are you worried about any other environmental health hazards at the school?

Yes No Not Sure

If yes, why?



Health and Wellbeing (continued)

45. Are there toxic release facilities near your school? To find out, enter your school's address in the [EPA TRI Toxics Tracker](#).

Yes No Not Sure

How many purple dots are there?

If you said yes above, click "Chemicals" in the blue menu on the left side of the screen.

- Look at the second column. Indicate the total weight (lbs) of releases in the most recent year:
- Look at the fourth column, "Health Effects" and list them:

46. What's in your air? Use the [EPA AirToxScreen Map](#) to check. Zoom into your school area and click on its location. A pie chart on the top right titled "Risk by Air Toxic" lists cancer-causing substances in the air.

Write down as many of these chemical names as you can.

47. Enter your school's zip code in the [EPA How's My Waterway tool](#). On the right of the map, look at the "Waterbodies" section. Do you see any red stop signs?

Yes No Not Sure

If yes, you can click on the waterbody's name to see "Identified Issues". Write down the names and identified issues of waterbodies in your school's area.



Health and Wellbeing (continued)

48. Were children in your area found to have elevated levels of lead in their blood? Use the [MDHHS MI Lead Dashboard](#) to check by city or county!

Yes No Not Sure

If yes, write the percentage (%) here: _____

49. What is the Overall Heat and Health Index Rank (heat illness risk level) around your school building?

Enter your school's zip code in the orange box at the top of the [CDC Heat and Health Tracker](#). Then, scroll down to the map. Make sure it says "Overall Heat and Health Index Rank" at the top left of the map.

Please indicate "Low" "Low-Moderate" "Moderate-High" etc. according to the color of the block your school is in.



Academics and Engagement

50. Does the school have environmental educators or specialists to teach students at the school or on field trips? Yes No Not Sure

Details:

51. Do students learn about environmental issues which affect Michigan? The county? The school grounds? Example: [MI EGLE - Learn about...](#)

Yes No Not Sure

Details:

52. Do students learn about the effects of a changing climate in Michigan? Example: [Climate - MI EnviroLearning Hub](#)

Yes No Not Sure

Details:

53. Does the school have large- group (whole grade, whole school, community-wide, etc.) environmental education opportunities?

Yes No Not Sure

If yes, write examples:



Academics and Engagement (continued)

54. Do students learn about jobs in environment, sustainability, and other “green” sectors?

Yes No Not Sure

If yes, how?

55. Do you think students know enough about local environmental issues?

Yes No Not Sure

Why?

56. Do you think students know enough about how environmental issues impact people in Michigan?

Yes No Not Sure

Why?

57. Do you think students will leave this school community more prepared to take on challenges posed by climate change?

Yes No Not Sure

Why?



Academics and Engagement (continued)

58. Can school community members drop off recyclables, compost, or other waste at the school?

Yes No Not Sure

If yes, what kinds of things?

59. Does the school share environmental hazard info with the community? (Air quality advisory, heat advisory, etc.) Example: [AirNow.gov Air Quality Flag Program](https://www.airnow.gov)

Yes No Not Sure

Details:

60. Does the school offer environmental action civic engagement/volunteer service opportunities?

Yes No Not Sure

If yes, provide examples:

61. Does the school apply for the Michigan Green Schools program? [Check the map!](#)

Yes No Not Sure

Details:



Academics and Engagement (continued)

62. Does the school share environmental action progress with community members?

Yes No Not Sure

If so, how?

63. Does the school collaborate with local partners (state agencies, businesses, organizations, etc.) on environmental action or research?

Yes No Not Sure

Details: _____

64. Are the outdoor spaces accessible and available for use by the community during out-of-school time?

Yes No Not Sure

Details: _____



Summary

Of the 4 sections (Grounds and Infrastructure, Operations and Procurement, Health and Wellbeing, Academics and Engagement) which areas do you think your school community needs the most help in?

Which areas do you think are the most important to act on first and why?

What did you learn? What information do you want to share with your school community? How can you share that information with them?



For each of the 4 sections, write down the names of people from the Team Building Tool who you think might be able to help you advance environmental action.

1. Grounds and Infrastructure:

2. Operations and Procurement:

3. Health and Wellbeing:

4. Academics and Engagement: