



# Environmental Review

QUICK REVIEW QUESTIONNAIRE OF ALL PATHWAYS | TIME TO COMPLETE VARIES

## SUMMARY

*The Environmental Review is an essential tool for understanding the current environmental situation in your school. It will guide you toward the comprehensive pathway audits you want to conduct and will then begin to inform your [Eco-Action Plan](#). **Please note this Eco-Schools USA Environmental Review Checklist DOES NOT count as a “completed” audit when applying for a Bronze, Silver, or Green Flag.***

## WHAT IS THE CHECKLIST FOR?

The **Eco-Schools USA Environmental Review checklist** is designed to be an easy to complete component as you begin your sustainability journey. The results of your Environmental Review will inform the audits the Eco-Action Team chooses to perform. Once you have determined what aspects need to be addressed, you can establish priorities and set realistic targets to measure your success. Although you may want to focus on one specific pathway such as Energy or Water, an environmental review will provide a complete environmental picture of your school and ensure that no significant areas are overlooked.

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### HOW DO I USE THE CHECKLIST?

The Eco-Action Team should be responsible for determining a strategy for completing the environmental review. It is particularly essential that students play a primary role in this environmental review which will inform the work they do on the audits.

- 1) Devote an Eco-Action Team meeting to completing the Environmental Review Checklist.
- 2) Choose a method for completing the Environmental Review Checklist that works best for your school. An example scenario would be to divide students into 12 groups, one for each pathway. Have each group be responsible for completing one pathway on the checklist, which will also include any notations, thoughts and/or ideas. It would also be beneficial to have an adult contacts in the building that they can go to if they have specific questions, for instance if one group is working on the Sustainable Food pathway section it would be helpful for students to be able to connect with the cafeteria manager if they have questions.
- 3) The more “NO” checks you have the more likely it is that this will be an environmental focus area that will need consideration when deciding which pathway audit(s) to undertake.
- 4) Devote the next meeting to the analysis of the Environmental Review Checklist and next steps. At this meeting, student groups will need to speak about the results of their review for the pathway they reviewed.

### LEARNING OBJECTIVES

#### Students will:

- Investigate environmental focus areas commonly found in schools.
- Analyze, summarize and determine next steps based on the Environmental Review.



# Environmental Review

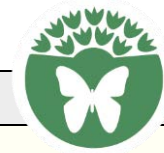
SCHOOL NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

GRADE LEVELS \_\_\_\_\_ SCHOOL POPULATION (STUDENTS & STAFF): \_\_\_\_\_

## EDUCATION FOR SUSTAINABLE DEVELOPMENT

Do students consider how actions taken within the school affect people and the environment locally and globally?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have students had the opportunity to interact with students in other parts of the country and/or around the world?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have students developed an understanding of the relationship between the environment, society and economics?	<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTES



**BIODIVERSITY**

Are the majority of students able to define biodiversity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the majority of students able to name and/or identify one or more endangered or threatened species in their region?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the majority of students know the difference between native and non-native vegetation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can the majority of students identify a variety of plant and wildlife on the school grounds?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NOTES**



**CLIMATE CHANGE**

Can the majority of students define a carbon footprint?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can the majority of students define global warming and climate change?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the majority of students understand greenhouse gases contribute to an increase in global temperatures?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can the majority of students identify two or more ways to reduce their personal or the school's carbon footprint?	<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTES

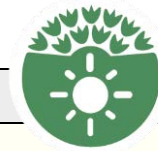


**CONSUMPTION AND WASTE**



Does the school have a recycling program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is school copy paper made up of at least 30% post-consumer materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school compost lunch waste?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are electronic means of communication with the student body, families and the community used at least 50% of the time.	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NOTES**



## ENERGY

Do the majority of students and staff ensure lights are turned off when no one is in the classroom?

Yes  No

Do more than 10% of staff have personal appliances, e.g. refrigerators and microwaves?

Yes  No

Are classroom appliances shut off and unplugged when not in use e.g. classroom computers, pencil sharpeners, projectors, lab equipment, lamps?

Yes  No

Do teachers use day lighting instead of classroom lights when possible?

Yes  No

## NOTES



**HEALTHY LIVING**

Does the school district and/or school have a wellness committee	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school encourage students to walk or bike to school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the majority of students and staff participate in events that promote healthy living, e.g. Jump Rope for Heart, school fun-runs, Play 60, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the majority of students spend 70 minutes or more a week in outdoor recess and/or school sports related activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do students and staff spend a minimum of 2 hours, beyond recess and organized sports, learning outside?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NOTES**





**HEALTHY SCHOOLS**

Are 50% of the school's cleaning products green?

Yes  No

Do students and staff know how to dispose of science lab waste according to MSDS guidelines?

Yes  No

Is there a greater than 15% absenteeism rate (staff and students) related to respiratory illness and/or chronic headache?

Yes  No

Are electronic means of communication with the student body, families and the community used at least 50% of the time.

Yes  No

Has the school been tested and/or treated for mold and/or asbestos?

Yes  No

Does the school use an integrated pest management or organic approach inside and outside the school?

Yes  No

**NOTES**

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## LEAF



Can the majority of students define a forestry?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have trees on your school site?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If you have trees, are they diverse (meaning more than just one type or species)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do wildlife use your trees for habitat needs?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any dead standing/fallen (snags) trees on your school site?	<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTES



**SCHOOLYARD HABITATS®**

Does the school have vegetable gardens and/or pollinator gardens created with native, non-invasive species?

Yes  No

Do most grade levels use the school grounds as for learning experiences?

Yes  No

Does the school have natural play areas, wildlife observation areas and/or learning locations?

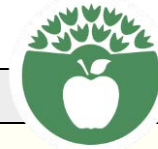
Yes  No

Is more than a quarter of the school’s green space (do not include playing/sports fields) covered with native trees, shrubs, grasses and other ground covers?

Yes  No

**NOTES**

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**SUSTAINABLE FOOD**

Do the majority of students understand the difference between processed and fresh foods?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school participate in the Farm to School program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the majority of students know where their food comes from?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If your school has vending machines, are 50% or more of the choices healthy?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NOTES**



**TRANSPORTATION**

Does the school encourage students to walk, bike, car pool or take public transportation to school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school participate in the Safe Routes to School program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do students have enough safe places to lock up bikes or store skateboards?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school have a no idling policy during drop-off and pick-up?	<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTES



**WATER**

Does the school have low-flow toilets and faucets installed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do students know how to report leaking toilets, faucets, outdoor spigots and sprinklers?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the majority of students know how water at the school comes in and is processed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the majority of students know that only a finite amount of earth's water is usable for human consumption?	<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTES



**WOW – WATERSHEDS, OCEANS AND WETLANDS**

Can the majority of students name their watershed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can the majority of students identify into which ocean their watershed empties?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the majority of students able to provide two or benefits of wetlands?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the school reduced their reliance on plastic utensils, including straws and other disposable plastics?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**NOTES**