

**ENVIRONMENTAL CHECKLIST**

**Washington School Boiler & Distribution**

[Name of Project]

**Hamilton**, **MONTANA**

[Location]

**Proposed Action:**

[Describe Proposed Project]

This project will replace a boiler and distribution system that was installed when the original facility was built in 1949.

**Environmental Review:**

**Key Letter: N** – No Impact/Not Applicable    **B** – Potentially Beneficial    **A** – Potentially Adverse  
**P** – Approval/Permits Required    **M** – Mitigation Required

PHYSICAL ENVIRONMENT	
Key N	1. Soil Suitability, Topographic and/or Geologic Constraints (e.g., soil slump, steep slopes, subsidence, seismic activity)
Key N	2. Hazardous Facilities (e.g., power lines, hazardous waste sites, acceptable distance from explosive and flammable hazards including chemical/petrochemical storage tanks, underground fuel storage tanks, and related facilities such as natural gas storage facilities & propane storage tanks)
Key N	3. Effects of Project on Surrounding Air Quality or Any Kind of Effects of Existing Air Quality on Project (e.g., dust, odors, emissions)
Key N	4. Groundwater Resources & Aquifers (e.g., quantity, quality, distribution, depth to groundwater, sole source aquifers)
Key N	5. Surface Water/Water Quality, Quantity & Distribution (e.g., streams, lakes, storm runoff, irrigation systems, canals)

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Key	6. Floodplains & Floodplain Management (Identify any floodplains within one mile of the boundary of the project.)
N	
Key	7. Wetlands Protection (Identify any wetlands within one mile of the boundary of the project.)
N	
Key	8. Agricultural Lands, Production, & Farmland Protection (e.g., grazing, forestry, cropland, prime or unique agricultural lands) (Identify any prime or important farm ground or forest lands within one mile of the boundary of the project.)
N	
Key	9. Vegetation & Wildlife Species & Habitats, Including Fish (e.g., terrestrial, avian and aquatic life and habitats)
N	
Key	10. Unique, Endangered, Fragile, or Limited Environmental Resources, Including Endangered Species (e.g., plants, fish or wildlife)
N	
Key	11. Unique Natural Features (e.g., geologic features)
N	
Key	12. Access to, and Quality of, Recreational & Wilderness Activities, Public Lands and Waterways, and Public Open Space
N	
<b>HUMAN POPULATION</b>	
Key	1. Visual Quality – Coherence, Diversity, Compatibility of Use and Scale, Aesthetics
B	
Key	2. Nuisances (e.g., glare, fumes)
B	

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Key	<b>3. Noise -- suitable separation between noise sensitive activities (such as residential areas) and major noise sources (aircraft, highways &amp; railroads)</b>
B	
Key	<b>4. Historic Properties, Cultural, and Archaeological Resources</b>
N	
Key	<b>5. Changes in Demographic (population) Characteristics (e.g., quantity, distribution, density)</b>
B	
Key	<b>6. General Housing Conditions - Quality, Quantity, Affordability</b>
B	
Key	<b>7. Displacement or Relocation of Businesses or Residents</b>
N	
Key	<b>8. Public Health and Safety</b>
B	
Key	<b>9. Lead Based Paint and/or Asbestos</b>
N	
Key	<b>10. Local Employment &amp; Income Patterns - Quantity and Distribution of Employment, Economic Impact</b>
N	
Key	<b>11. Local &amp; State Tax Base &amp; Revenues</b>
N	
Key	<b>12. Educational Facilities - Schools, Colleges, Universities</b>
B	

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<b>Key</b>	<b>13. Commercial and Industrial Facilities - Production &amp; Activity, Growth or Decline.</b>
N	
<b>Key</b>	<b>14. Health Care – Medical Services</b>
N	
<b>Key</b>	<b>15. Social Services – Governmental Services (e.g., demand on)</b>
N	
<b>Key</b>	<b>16. Social Structures &amp; Mores (Standards of Social Conduct/Social Conventions)</b>
N	
<b>Key</b>	<b>17. Land Use Compatibility (e.g., growth, land use change, development activity, adjacent land uses and potential conflicts)</b>
N	
<b>Key</b>	<b>18. Energy Resources - Consumption and Conservation</b>
N	
<b>Key</b>	<b>19. Solid Waste Management</b>
N	
<b>Key</b>	<b>20. Wastewater Treatment - Sewage System</b>
N	
<b>Key</b>	<b>21. Storm Water – Surface Drainage</b>
N	
<b>Key</b>	<b>22. Community Water Supply</b>
N	

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<b>Key</b>	<b>23. Public Safety – Police</b>
N	
<b>Key</b>	<b>24. Fire Protection – Hazards</b>
N	
<b>Key</b>	<b>25. Emergency Medical Services</b>
N	
<b>Key</b>	<b>26. Parks, Playgrounds, &amp; Open Space</b>
N	
<b>Key</b>	<b>27. Cultural Facilities, Cultural Uniqueness &amp; Diversity</b>
N	
<b>Key</b>	<b>28. Transportation Networks and Traffic Flow Conflicts (e.g., rail; auto including local traffic; airport runway clear zones - avoidance of incompatible land use in airport runway clear zones)</b>
N	
<b>Key</b>	<b>29. Consistency with Local Ordinances, Resolutions, or Plans (e.g., conformance with local comprehensive plans, zoning, or capital improvement plans)</b>
N	
<b>Key</b>	<b>30. Is There a Regulatory Action on Private Property Rights as a Result of this Project? (consider options that reduce, minimize, or eliminate the regulation of private property rights.)</b>
N	

Hamilton School District  
Environmental Checklist

**Alternatives:** We see no alternatives to this project. We have had this action recommended to us for years, but have nursed it along hoping to get the most use out of it. Washington school is for our youngest students (preschool, kindergarten and first grade). They are entitled to an optimum learning experience – with comfortable indoor temperature and the ability to hear instruction. Replacement of the boiler/distribution system is the best choice.

**Mitigation:** Time has brought us to this point - the boiler has been in use 60 years. (Lack of financial resources has brought us to the point of needing help from this grant.)

**An EA or EIS** is not required at this time. We are replacing a boiler/distribution system. We are currently using a boiler/distribution system. The only change will be the efficiency of getting heat to the students and teachers in their classrooms (and cost savings).

**Public Involvement:** We held a public meeting (Hamilton School Board meeting) at the Hamilton School District Office , 217 Daly Ave., Hamilton, Montana, on June 14th. For information about that meeting see the tab section called Public Support. The public was informed of this meeting in the same manner of all our School Board meetings. We have included the announcements proclaiming this meeting, the sign-in sheet, the board meeting minutes, and the letters of support (with signatures) that were generated from the public meeting.

**The persons responsible for generating this check list:**  
Michelle McConnaha of Hamilton School District (as grant writer).  
Duby Santee, Superintendent of Hamilton Schools