



School Water Audit

Worksheet

Freshwater is necessary for all life on earth, but it is also a limited resource. Canada is home to nearly 20% of the world's freshwater supply, but only about half of it is accessible and of high enough quality to be usable. Although water may seem like an infinite resource, there are many factors that are putting stress on this precious resource. These include the energy and water-intensive needs of public water treatment facilities, the pollution associated with wastewater, and the effect of climate change on water access. No matter where your water comes from, it is important to use water responsibly by implementing water-saving strategies.

Use this worksheet as a guide to:

- Explore how water is being used at your school (Part 1, p.1)
- Conduct a school water audit (Part 2, p.2)
- Create a plan to reduce water use at your school (Part 3, p.4)

This activity is a great way to get out of the classroom and engage critical thinking skills to solve a real-life problem!

Part 1 Identify Water Uses at Your School

Complete the following questions by doing research, brainstorming ideas, and observing your school building and grounds.



By the end of Part 1, you should have a deeper understanding of where and how water is being used at your school.

WATER SOURCE

How do you get your water at school?

- Municipal water supply
- School's well
- Other (describe)

Is the water from your school safe for drinking?

- Yes
- No

Where does your school water come from?

- Groundwater
- Surface water (i.e., local lake, river)

If your water comes from surface water, what is the name of that body of water?

What is the name of your watershed?

WATER USES

Which classes or activities involve the use of water at your school? List all the activities you can think of! *Examples: Bathroom, cooking class, cleaning, science lab, swimming class.*

INDOOR WATER

What indoor devices or systems use water at your school? List everything you can think of! *Examples: Air conditioner, bathroom faucet, dishwasher, drinking fountain, toilet.*

OUTDOOR WATER

What are the outdoor devices using water at your school? List everything you can think of! *Examples: Drinking fountain, faucet, fire hydrant.*



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Part 2 Conduct a School Water Audit

The table below describes water-saving strategies to support schools in reducing their overall water use. Walk around your school and record if, and how well, you are achieving these strategies. To choose the best answer, you may observe water use around your school and ask questions to other students, staff, custodians, and administrators. Understanding your current practices and behaviours is an important first-step to improving water conservation.



By the end of Part 2, you should have a solid understanding of how your school already saves water as well as areas for improvement.

WATER SAVING STRATEGIES

For each water-saving strategy, put a check-mark in the most appropriate box to indicate how your school implements each action.

Not implemented

Your school does not yet use this water-saving strategy.

Planning to implement

Your school does not implement this strategy yet, but there is already a plan to make it happen.

Implemented

Your school uses this water-saving strategy already.

Extensively Integrated

This water-saving strategy is already a core part of how your school operates.

Water-saving strategies

Date

Audit No.

(if you will conduct more than one water audit this year, indicate if this is the first, second, etc.)

Behaviours / Policies	Not implemented	Planning to implement	Implemented	Extensively Integrated	Comments
Students, staff and other building users are encouraged to conserve water through a variety of media and communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Non-bottled water is readily available (water fountains, access to water in cafeterias, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taps are turned off completely when not in use (include washrooms, classrooms, staff areas and outside).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trash is put in appropriate waste receptacles – toilets are not used to dispose of garbage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water consumption is measured, recorded and communicated to staff and students on a regular basis. (See the EcoSchools School Water Footprint action for guidance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Landscaping / School Grounds	Not implemented	Planning to implement	Implemented	Extensively Integrated	Comments
Rain water is collected to water plants/gardens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water is used wisely outdoors (e.g., watering during the coolest part of the day and on non-windy days to reduce water loss from evaporation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plants selected for school yard greening are native or drought resistant to reduce or eliminate the need for watering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Soil is covered by mulch or ground-covering plants to reduce evaporation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Plumbing/Hardware/Cleaning	Not implemented	Planning to implement	Implemented	Extensively Integrated	Comments
Water faucets, toilets and pipes are checked regularly and problems are reported promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leaks in the water system are repaired promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flow rates are set at the minimum for existing toilets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Older tank style toilets are fitted with a water saving device (water dams or displacement bottles, early closure or dual flush mechanisms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Urinals are waterless or water saving models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Aerators are used on high flow faucets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Only the most water efficient hardware is purchased when replacing parts (self-closing faucets, ULV toilets, low-flow showerheads, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Automatic dishwashers and washing machines are run only when full.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outside pathways are cleaned with push brooms instead of water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Part 3 Create a Plan to Reduce Water Use at Your School

Now that you understand how water is being used at your school, it's time to make a plan for conservation! Here are some tips for deciding which water-saving strategies to implement.

- 1 Look at your responses in **Identify Water Uses at Your School (Part 1)**. Based on your observations, which water-uses might be the most wasteful? Wasted water is an opportunity for conservation.

- 2 Look at your responses in your **School Water Audit (Part 2)**. Are there any water-saving strategies that are "Not Implemented"? If they match with your observations in Part 1, these strategies might be a good place to start conserving water!

Behaviours / Policies (e.g., water saving campaigns, turning off taps)

Landscaping / School Grounds (e.g., rain barrels, drought-resistant plants)

Plumbing / Hardware / Cleaning (e.g., repairing leaks, water saving devices)

Other

- 3 Create a plan. Consider the resources that would be required to implement your water-saving strategy (i.e., time, money, expertise, etc.) and make a plan to collect these resources, if possible. Do additional research and determine what water-saving strategies will best meet the needs of your school.

After implementing your School Water Audit and water-saving strategies, login to app.ecoschools.ca. Use your responses from **part 3** to answer Certifications Questions #8 and 9 in your School Water Audit action.



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