**Three Bridges School**

**School Drinking Water Needs Assessment Checklist**

This document is adapted from the Centers for Disease Control and Prevention’s ‘Water Access in Schools’ Needs Assessment. It is designed to help identify strengths and develop measurable goals for improving access to and consumption of drinking water in schools. After completing the checklist, answer the two planning questions that follow to help further guide actions that should be taken.

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| School Drinking Water  Needs Assessment | Response Options  Yes No | | Notes |
| Step 1: Assess state, district, and school policies and practices related to water access | | | |
| Food Service Areas | | | |
| Does the school provide students with access to drinking water during the meal periods, as required by USDA? | X |  | There are water fountains available near cafeteria |
| Is there a state requirement that students have access to drinking water during meals and snacks? | X |  | The district follows The Healthy, Hunger Free Kids Act of 2010 (HHFKA) |
| Is there a district policy requiring water to be provided during meals and snacks (e.g., Local School Wellness Policy)? | X |  | Policy 8505-WELLNESS POLICY/NUTRIENT STANDARDS FOR MEALS AND OTHER FOODS |
| Does the district or school have Standard Operating  Procedures (SOPs) for placement, filling, and cleaning of bulk bottled water dispensers in the cafeteria? |  | X | We do not use bulk bottle dispensers as a student water source in the cafeterias |
| Other Areas in the School | | | |
| What are the state or local plumbing codes and requirements for the number of water access points? (See NSPC 2009 Section 7.21)  What is the fountains-to-students ratio in your school? Does it meet the plumbing code requirements? | X |  | Code requires 1 access point per 100 students.  Present enrollment is 337 students.  The building has 6 water fountains in 5 locations which meets code requirements |
| Are there state or local sanitary codes for cleaning and maintaining drinking fountains, water containers, hydration stations, and other methods for delivering drinking water? |  | X | custodians perform disinfection of water fountains as part of daily cleaning procedures |
| Does the school district have policies related to drinking water access? Policies may address providing students with access to water fountains or water filling stations throughout the school, allowing students to bring fillable water containers to class, allowing students to get up to get a drink of water during class, providing cups at water access points, and marketing or promoting drinking water during the school day or at school sponsored events and activities. |  | X | There are no policies at present, students are allowed access to water as needed. |

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| **Step 2: Review state and local water testing requirements and recommendations** | | | |
| **What community water system does the school purchase its water from?** |  |  | Private well on school property |
| **Do you have a copy of the most recent Customer Confidence Report (CCR) from your community water system? (In many cases, the CCR is posted on the water system’s website.) Is the community water system meeting all of the federal and state safe drinking water standards? (In some cases, the CCR and/or other testing results for the CWS can be found in Drinking Water Watch at the www.nj.gov/dep/watersupply/waterwatch)** | X |  | Most recent CCR is from 2014  Most recent testing results are from 2/2015  Our water system is meeting all drinking water standards |
| **Has your school’s drinking water been tested for lead or any other water quality parameters? When was it last tested?** | X |  | Lead and Copper Testing is required every 3 years. Last test was 9/2012. Next test 9/2015 |
| **Are testing results readily available to students, parents, and the community?** | X |  | CCR and testing results are available and located in the bldg. main office |
| **Is the available drinking water optimally fluoridated?** |  | X |  |
| **Step 3: Conduct an assessment of the school water access environment** | | | |
| **What kind of building information does your school or district regularly collect? Does your facilities, maintenance, or environmental health division collect or maintain records of water access points or water quality testing results in your school district or individual school building? Are the following water access points available to students at school? (Please indicate the number and where they are located in the Notes column, for example, in the cafeteria, gymnasium, hallway.)**  **i. Water fountains.**  **ii. Water coolers.**  **iii. Bottle fillers.**  **iv. Pitchers or containers of water served at lunch.**  **v. Other (please describe).** |  |  | All records of water testing results for the district schools are filed in a central office, and copies provided for main offices of each schools results/reports.  Water fountains are located in corridors near restrooms, gym, and the cafeteria. |
| **Are the drinking water access points that are available to students clean and operating properly?**  **Elements to assess include the clarity of the water,**  **cleanliness (e.g., any visible dirt, gum, or trash),**  **temperature of the water, and water pressure.** | X |  | Drinking fountains are regularly checked by maintenance staff for proper function, temperature of water, water pressure. |
| **Are cups provided at drinking water access points?** |  | X |  |
| **Is there signage or other materials promoting drinking water in the school? Please include where this information is included.** |  | X |  |

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| **Step 4: Perception about drinking water** | | | |
| **Have you assessed students’ and other stakeholders’ (e.g., school administrators, staff, health and nutrition agency representatives, and families) perceptions about current drinking water and about providing drinking water in the school?** | X |  | General perceptions is that the water quality is good and the water drinkable. |
| **Step 5: Identify key water champions** | | | |
| **Are there potential water champions in your school? You can identify specific champions in the Notes section (e.g., parents, teachers, school nutrition staff).** | X |  | The Facilities Manager makes sure the water is compliant with all standards and regulations, and the access points are functioning correctly. |
| **Describe the potential role of water champions in the Notes section.** |  |  |  |

**Planning Question 1: On the basis of the results from the School Drinking Water Needs Assessment**, **what are the strengths and areas for improvement in providing access to and consumption of drinking water?**

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| **Strengths** | **Areas for Improvement** |
| 1. *Example: All water access points are clean and operating properly.* | 1. *Example: Students perceive that the tap water at school is not safe* |
| 2.  Water quality is closely monitored and tested regularly as required. | 2. |
| 3. General perception is water quality is good | 3. |
| 4. . Water fountains have been observed as being regularly used during the school day | 4. |
| 5. | 5. |

**Planning Question 2: On the basis of the areas for improvement identified above, what are the recommended priority actions for improving access to and consumption of drinking water (e.g., increase funding for water-related programs, install one new water access point in the cafeteria, form a drinking water student committee)?**

**1**. *Example: Develop and implement a water promotion campaign to address students’ concerns about water safety.*

**2.** Develop and implement promotion on the healthy benefits of water consumption \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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**3.** Install an exterior fountain in the playground area for student and community use.  
  
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**4.** Install an additional water bottle filling station and promote use of reusable bottles.  
  
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**5.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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**6.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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