

# ARIZONA

## Section 1: School Demographics

### School Name

Lura Kinsey Elementary School

### Principal's name

Tammy Nelson

### School Address

1601 S Lone Tree Rd.  
Flagstaff, Arizona 86001  
United States

[Map It](#)

### Number of students (total enrollment)

398

### Lowest grade

0

### Highest grade

5

### This school is:

- A public school

Please explain:

### Number of students by grade level

Elementary or lower	Middle grades	High or upper school
395	0	0

### Number (or percent) of students eligible for free or reduced lunch

Free lunch	Reduced lunch	Neither free nor reduced lunch
223	12	130

## **Section 2: Background about school lunch**

**How many students buy lunch in the school's cafeteria?**

71 to 90 percent

**How many minutes do students have to eat lunch?**

20

**Are students allowed to eat lunch in rooms/buildings other than the cafeteria?**

No

**Are students allowed to leave campus for lunch?**

No

**Which students are allowed to leave campus for lunch?**

**Are there any times during the school year when breakfast or lunch is free to all students?**

No

Please explain:

**Who controls the portions and servings students receive?**

Other

Please explain:

The hot entrees and sides are served by the cafeteria staff and are portioned by the Southwest Food Service in accordance with Federal school lunch portioning standards. The fruits and vegetables were portioned buffet style by students but each student was required to choose at least two servings of fresh fruits or vegetables.

**Does the school serve set meals (e.g. chicken nuggest with potatoes and carrots) or can students choose what they want from the menu?**

The students receive sides with the entree, whether they want them or not

Please explain:

**Are fruits/vegetables required with every meal?**

Yes, fruits/vegetables are included in the price

**In your teams' opinion, are students content with the meal options at school?**

Neutral

Please explain:

The Principal told us that much food is wasted do to the fact that the kids dislike the food choices. However, some menu items are more popular than others and therefore food waste fluctuates based on the menu.

**What type of utensils do students use to eat?**

Disposable utensils, such as traditional plastic

Please explain:

**What type of plates/trays are used to serve the food?**

Other

Please explain:

Styrofoam plates are used but are unable to be recycled in our community, so are not counted among recyclables.

### **Section 3: Food waste activities at the school**

Does the school use any of the following waste reduction activities?

- Trays are no longer used
- Share table created for unopened food items

Please explain:

**Has the school performed a food waste audit previously?**

No, the school has discussed an audit but decided not to move forward

Please explain:

**Which of the following generates the majority of food waste at your school?**

Student food waste

Please explain:

**On average, do you think food waste is an issue at your school?**

Yes, somewhat important

## Section 4: School Waste Data Form

### School name

Lura Kinsey Elementary School

### Date of audit

04/03/2017

### Students in attendance on day of audit

365

### Numbers of lunches served on day of audit

278

### Menu served on day of audit

Breaded chicken sandwich or fajita chicken wrap with a side of seasoned broccoli. The fruit and vegetable bar contained kidney beans, baby carrots, cucumber slices, celery sticks, salad, raw broccoli, canned peaches, and whole apples.

### Waste type: Unopened food

A: Type of food	B: Number of items	C: Weight of empty bin	D: Total weight	E: Net weight (Total - Empty)
Milk cartons	75			37.5
Apples	9			Approx. 3 lbs.

### Total net weight of unopened food

40.5

### Notes regarding unopened food

We did not use bins to collect unopened/uneaten food items. The weight of the apples is an approximation based on regular apple weight.

### Waste type: Food waste

A: Bin/Bag Number	B: Weight of empty bin	C: Total weight	D: Net weight (Total - Empty)	E: Picture taken of the bin? (Y/N)	F: Percent full
Bag #1	0.0 lbs.	25.2 lbs.	25.2 lbs.	Yes	50%
Bag #2	0.0 lbs.	11.4 lbs.	11.4 lbs.	Yes	20%
Bag #3	0.0 lbs.	18.8 lbs.	18.8 lbs.	Yes	25%
Bag #4	0.0 lbs.	17.4 lbs.	17.4 lbs.	No	25%

### Total net weight of food waste

72.8

**Waste type: Liquid waste**

<b>A: Bin/Bag Number</b>	<b>B: Weight of empty bin</b>	<b>C: Total weight</b>	<b>D: Net weight (Total - Empty)</b>	<b>E: Picture taken of the bin? (Y/N)</b>	<b>F: Percent full</b>
Bin #1	1.8 lbs.	23.6 lbs.	21.8 lbs.	Yes	50%
Bin #2	1.6 lbs.	17.8 lbs.	16.2 lbs.	Yes	33%

**Total net weight of liquid waste**

38

**Waste type: Recycling**

<b>A: Bin/Bag Number</b>	<b>B: Weight of empty bin</b>	<b>C: Total weight</b>	<b>D: Net weight (Total - Empty)</b>	<b>E: Picture taken of the bin? (Y/N)</b>	<b>F: Percent full</b>
Bag #1	0.0 lbs.	2.6 lbs.	2.6 lbs.	Yes	25%
Bag #2	0.0 lbs.	1.6 lbs.	1.6 lbs.	Yes	25%
Bag #3	0.0 lbs.	3.0 lbs.	3.0 lbs.	No	25%
Bag #4	0.0 lbs.	2.8 lbs.	2.8 lbs.	No	25%

**Total net weight of recycling**

10

**Waste type: Other (Landfill)**

<b>A: Bin/Bag Number</b>	<b>B: Weight of empty bin</b>	<b>C: Total weight</b>	<b>D: Net weight (Total - Empty)</b>	<b>E: Picture taken of the bin? (Y/N)</b>	<b>F: Percent full</b>
Bag #1	0.0 lbs.	2.4 lbs.	2.4 lbs.	Yes	75%
Bag #2	0.0 lbs.	1.6 lbs.	1.6 lbs.	Yes	100%
Bag #3	0.0 lbs.	2.0 lbs.	2.0 lbs.	Yes	100%
Bag #4	0.0 lbs.	3.0 lbs.	3.0 lbs.	Yes	100%

**Total net weight of other wastes (landfill)**

9

Notes regarding food, recycling, and other (landfill) wastes

All weights are in pounds, however the field would not permit pound, lbs. or Pounds to be written.

**Describe the process you used to establish clear guidelines for students to follow to sort their food waste.**

In order to ensure that food and waste was sorted properly, we had the students line up and sort their items into labeled bins. We assisted younger students and verbally guided older students. We always checked the bins to ensure that items were placed in their correct places and corrected mistakes.

## Upload photos

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**Would your team be interested in being part of the food waste panel at Nationals?**

Yes

## Section 5: Critical Thinking

**Based on your observations during the food waste audit, make three recommendations to your School Board to reduce food waste.**

Throughout our experience in the food waste audit, we came up with several ideas on how to reduce food waste at this school. Our first idea is to find a way to compost wasted fruits and vegetables. This would not only reduce food waste, but could teach the students about environmentally friendly ways to grow their school garden without using synthetic fertilizers. Our second idea is to increase the student's lunch period so that kids have more time to eat. We observed that many kids threw food away because lunch was over and they didn't have time to finish it. Our third and final idea is to educate students about food waste and how it effects our community and environment. This could be done through introducing the food waste hierarchy pyramid and other educational resources on the EPA website. If this was done in each classroom, it would equip students and teachers to come up with their own unique ideas on how to reduce food waste..

**Justify a school's role in teaching children about food waste and the impact food waste has on school budgets, the environment, and hunger in the community.**

Teaching children about food waste and the impact it has on the environment, communal hunger, and school budgets is an important aspect of education. The amount of food that is wasted not just in schools, but in all stages of production and distribution, not to mention in the hands of consumers is frankly embarrassing. The knowledge that with every scrap of food we toss out unnecessarily we are essentially throwing away our nation's dollars, is something that should be instilled in each and every citizen of the U.S. Furthermore, not only are we wasting money, but we are taking away the opportunity to give back- whether it be through donating to those in need, composting leftovers, or even simply decreasing the amount we put in our landfills. Teaching the younger generation about taking stewardship of the earth and our resources is vital to the continuing of the human race, as we are preparing to inherit the responsibility of generations past.

**The US Environmental Protection Agency has set a goal to reduce food waste by 50% by the year 2030. Based upon your experience conducting this food waste audit, will the US meet this goal? Explain why or why not.**

One thing our team has learned in the past year is how much food the United States actually wastes. The EPA has made a goal to reduce food waste, and we support that goal. We do believe that the US can reduce food waste by fifty-percent by 2030, because we observed the excitement and eager cooperation of so many of the staff and teachers. In addition, the increase in environmental awareness in younger generations will fuel the campaign to reduce food waste. In order for our country to reduce food waste we need to involve the people. At the food waste audit we conducted, we saw very few children throwing away an empty plate. If the EPA is going to succeed in its vision, we need to teach children why it's important to reduce the amount of food waste. A child can learn about what they need to do every day at school, but if it is not reinforced into their lifestyle in their own home it is going to seem distant and unimportant. Because of this, adults must take an active role in teaching the younger generation about good stewardship of our food resources. If the EPA takes the right approach to their plan they cannot help but succeed.

**Detail two or three findings or observations that surprised you. Describe how conducting this food waste audit has impacted you and your team, and the way you think about food in America.**

**What is one obstacle your team faced during the audit and how did you work to resolve it? If the issue went unresolved, what steps would you take to reevaluate your approach?**

## **Bonus Question**

**Should all schools be required to do food waste audits on a regular basis? Why or why not? Support your answer.**

Although food waste is an important issue in all schools, mandatory food waste audits would not necessarily help to eliminate the problem. First of all, an individual's food waste decisions should be guided but not forced upon them. When a person is choosing good stewardship of their food resources, it is more likely to become an ingrained habit and last for a lifetime. Children should be educated about the damaging effects of food waste on our environment and economy and encouraged to make good choices.

Secondly, if food waste audits are required and conducted regularly the results of the audits may not be accurate because students may learn to vary their food waste habits for the day of the audit. There seemed to be a sense of shame or embarrassment concerning the wasted food among the staff and students. Because of this, the data collected may not be accurate enough to be useful. Shame is never the best motivator, but rather working together towards a noble goal. Food waste audit results may be seen as a potential measure of failure.

Thirdly, schools have so much testing to do as it is, and so many mandatory requirements to meet that required food waste audits could become a de-motivator. The purpose of the audit to educate and motivate might be lost if schools felt pressured to comply.

In conclusion, food waste audits should not be required in schools, but should be offered as a tool to help raise awareness about food waste and to measure progress toward a specific goal.