

# DELAWARE

## Section 1: School Demographics

**School Name**

Salesianum School

**Principal's name**

Christian Beretta

**School Address**

1801 North Broom Street  
Wilmington, Delaware 19802  
United States

[Map It](#)

**Number of students (total enrollment)**

1042

**Lowest grade**

9

**Highest grade**

12

**This school is:**

- A private school

Please explain:

**Number of students by grade level**

Elementary or lower	Middle grades	High or upper school
0	0	1049

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

Free lunch	Reduced lunch	Neither free nor reduced lunch
0%	0%	100%

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

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

51 to 70 percent

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

28

**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?**

Cafeteria staff portion items into servings (i.e fruit into cups) but students select items and number of servings themselves)

Please explain:

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

The students can pick which sides they would like, if any

Please explain:

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

No

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

Neutral

Please explain:

The students are split pretty evenly. Those who are not satisfied claim that there is not enough variety of food to choose from. They also say that the quality of food is inconsistent from day to day. Some say that the food is undercooked or cold when served. Others say that the food needs to be healthier.

**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:

Disposable styrofoam plates

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

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

- Procedures put in place to reduce food over-purchasing
- Procedures put in place to reduce food loss to expiration
- Food is served in the most efficient way possible to reduce food waste
- Trays are no longer used
- “Offer versus serve” policy in place

Please explain:

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

No, a waste audit has not been considered

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?**

No, very unimportant

### **Section 4: School Waste Data Form**

**School name**

Salesianum School

**Date of audit**

04/04/2017

**Students in attendance on day of audit**

1009

**Numbers of lunches served on day of audit**

706

**Menu served on day of audit**

Cheesy Broccoli Soup

Caesar Chicken Salad Wrap

Greek Pasta Bake

Assorted Flatbreads

Herb roasted Turkey breast w/ rice and steamed spinach

**Waste type: Unopened food**

<b>A: Type of food</b>	<b>B: Number of items</b>	<b>C: Weight of empty bin</b>	<b>D: Total weight</b>	<b>E: Net weight (Total - Empty)</b>
Fruit	3	0.8 Pounds	2 pounds	1.3 Pounds
Sandwich	1	0.8 Pounds	1.2 Pounds	0.4 Pounds
Chips/crackers	5	0.8 Pounds	1.1 Pounds	0.3 Pounds

**Total net weight of unopened food**

2

**Notes regarding unopened food**

3 Pieces of fruit, pretzels, oreos, and granola bars were things that could be used in a food exchange

**Waste type: Food 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>
1	19.4 Pounds	42 Pounds	22.6 Pounds	y	37%
2	19.4 Pounds	33.9 Pounds	14.5 Pounds	n	31%
3	19.4 Pounds`	45.6 Pounds	26.2 Pounds	n	42%

**Total net weight of food waste**

63.3

**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>
1	2.1 Pounds	6.7 Pounds	4.6 Pounds	N	6%
2	2.1 Pounds	7.8 Pounds	5.7 Pounds	N	7%
3	2.1 Pounds	11.2 Pounds	9.1 Pounds	Y	15%

**Total net weight of liquid waste**

19.4

**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>
1	21.1 Pounds	29.8 Pounds	8.7 Pounds	y	100%
2	21.1 Pounds	32 Pounds	10.9 Pounds	n	100%
3	21.1 Pounds	32.8 Pounds	11.7 Pounds	n	100%
4	21.1 Pounds	30.7 Pounds	9.6 Pounds	n	100%

**Total net weight of recycling**

40.9

**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>
1	19.4 Pounds	23.3 Pounds	3.9 pounds	n	92%
2	19.4 Pounds	24.6 Pounds	5.2 Pounds	y	88%
3	19.4 Pounds	27.8 Pounds	8.4 pounds	n	94%
4	19.4 Pounds	25.6 Pounds	6.2 pounds	n	90%
5	19.4 Pounds	31.2 Pounds	11.8 pounds	n	96%
6	19.4 Pounds	26.9 Pounds	7.5 Pounds	n	88%
7	19.4 Pounds	25 pounds	5.6 Pounds	n	78%
8	19.4 Pounds	26.5 Pounds	7.1 Pounds	n	96%
9,10,11,12,13,14,15,16	19.4 Pounds	98.7 Pounds	79.3 Pounds	n	72%

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

135

**Notes regarding food, recycling, and other (landfill) wastes****Describe the process you used to establish clear guidelines for students to follow to sort their food waste.**

During the morning announcements, we educated people in the purpose of the food audit and how they should dispose of their waste during lunch. During lunch we had someone go on the PA system to reiterate what was going to happen. We put signs on the Garbage cans arranged the garbage cans in the following order: Liquid waste, Food Waste, Recycling, Trash. This order was chosen because people were forced to walk past the liquid waste, food waste, and recycling cans first before throwing away their trash. We had people line up to throw their left over waste away and guided them on what goes in each trash can.

## Upload photos

- [Food-Waste-2.JPG](#)
- [Weighing.jpg](#)
- [Signs.jpg](#)
- [Signs-2.jpg](#)
- [Line.jpg](#)
- [Action.jpg](#)
- [unopened-waste.JPG](#)
- [Trash1.JPG](#)
- [Recycling1.JPG](#)
- [Liquid-waste.JPG](#)

## Link to files unable to upload

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

No

## Section 5: Critical Thinking

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

Our school should use smaller sauce cups. In the sauce cups that were disposed of, there was often a large amount of leftover sauce. Much of this sauce, as it was often thick and viscous, was difficult to dispose of in the liquid waste bin. Sauce and sauce cups made up a substantial portion of the food waste that was generated. Based on these observations, we would recommend reducing the size of the current 2 oz. cups to 1 or 1.5 oz. cups.

There should be different portion sizes available at our school lunch. A considerable amount of the food that was thrown away was from people who were not able to eat what they had been given. Those people should be able to request smaller portions, as not to waste more food.

Our school should have better labeled trash, recycling, and food waste receptacles. Based on the amount of food waste that was disposed of, there should be a compost bin designated for food waste. Otherwise, this food was simply gets thrown out.

We found that our school in many cases allowed you to select the food that you wanted rather than filling your plate with the sides that you don't want.

### **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.**

Due to the fact that the school pays for the waste from the students, it makes sense that it would be the job of the school to educate the students on what needs to be done. It is also the job of the school to put systems in place to fix these problems within the school community. Although we found that the actual food waste per day, per student was only about 1 oz, which doesn't sound like much, but calculated over a school year it amounted to 5.3 tons.

**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.**

**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?**

The biggest obstacle we faced was having people put their waste in the correct location. Many people didn't want bother splitting up their trash. We solved this problem by educating them about the purpose of the audit and simplified the process as much as possible. We set up the cans in a sensible order, which went liquid waste, food waste, recycling, and then trash, to make it easier for the students to understand. In order to improve upon this we coordinated with people in the school to make sure that everyone understands. We also added better markers in order to have people understand what goes where.

## **Bonus Question**

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

Perhaps at a school that does not have upwards of 1,000 people eating lunch daily, food waste audits on a regular basis would be more feasible, but for our situation, the food waste audit can only be performed efficiently about once a year. For our purposes, the food waste audit was able to show our school community the average amount of waste we generate per day, and additional audits throughout the year would only yield marginal differences. However, one benefit schools could potentially reap in doing frequent food waste audits would be encouraging the students to take into more consideration their own waste production and disposal methods. As for our school, though, we will have to change the mindsets of students through targeted advertising and reminders to be conscientious of their waste.

Schools could benefit both financially and by reducing wasted food within the community by adjusting portion sizes, how food is served, what the food is served on, and how it is disposed of. They could also be aware of problems with undercooking or overcooking food by observing what food is thrown away. This could also help them determine what food people aren't enjoying and know not to serve that again.