

# **SOUTH CAROLINA**

## **Section 1: School Demographics**

### **School Name**

Kingstree Senior High School

### **Principal's name**

Dr. Deonia Simmons

### **School Address**

615 Martin King Luther Ave

South Carolina Kingstree

United States

[Map It](#)

### **Number of students (total enrollment)**

700

### **Lowest grade**

9

### **Highest grade**

12

### **This school is:**

- A public school

### **Please explain:**

### **Number of students by grade level**

**Elementary or lower Middle grades High or upper school**

700

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

**Free lunch Reduced lunch Neither free nor reduced lunch**

100%

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

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

Less than 10 percent

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

30

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

Yes

**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 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?**

Yes, very content

Please explain:

**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?**

Reusable plates or trays, such as plastic

Please explain:

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

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

- Unopened food is recovered for afterschool or supplemental snacks

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?**

Neutral

### Section 4: School Waste Data Form

**School name**

Kingstree Senior High

**Date of audit**

04/05/2017

**Students in attendance on day of audit**

550

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

1

**Menu served on day of audit**

Baked Chicken

Brown Rice

Mixed Fruit Cups

Mixed Vegetable

**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> |
|------------------------|---------------------------|-------------------------------|------------------------|--------------------------------------|
| Mixed Fruit Cups       | 153                       | 2lbs                          | 9lbs                   | 7lbs                                 |

**Total net weight of unopened food**

7

Notes regarding unopened food

**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                        | 2lbs                          | 15lbs                  | 13lbs                                | yes                                       | 95%                    |

**Total net weight of food waste**

13

**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                        | 2lbs                          | 3lbs                   | 1lbs                                 | no  | 25%                    |

**Total net weight of liquid waste**

1

**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                        | 2lbs                          | 7lbs                   | 5lbs                                 | yes                                       | 100%                   |

**Total net weight of recycling**

5

**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                        | 2lbs                          | 3lbs                   | 1lbs                                 | yes                                       | 15%                    |

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

1

**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.**

We removed trash bins from accessible area. We placed five trash bins in front of the cafeteria. On each on those trash bins was a label. From there, we placed teams member all around the cafeteria.

**Upload photos**

**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.**

Extend the lunch time for the student to reduce food waste. Put in a recycling bin to reduce plastic waste. Better food choice will decrease 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.**

School should make more objectives about food waste, recycling, and the environment.

**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.**

No, I don't believe that US will meet this goals unless the goals and rules are enforced.

**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.**

Many of the students decided to food, they knew that they wouldn't eat it. Conducting this waste audit has shown my team members and I a lot about our fellow classmates.

**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?**

Many of the students, didn't read the signs, resulting in some of team members to removing the items and place them in the correct bin. The way we resolve the problems is by talking them through it before they used the trash bins

## **Bonus Question**

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