

# WASHINGTON

## Section 1: School Demographics

### School Name

Toledo High School

### Principal's name

Martin Huffman

### School Address

1242 State Rt 505

P.O. Box 820

Washington Toledo

United States

[Map It](#)

### Number of students (total enrollment)

224

### 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**

242

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

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

102

18

## **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?**

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?**

Students (buffet style or open access allows students to choose their own portion)

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?**

No, somewhat dissatisfied

Please explain:

Students like some of the food offered, but much of the food does not have much taste for teenagers.

**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?

- Menus revised to reduce commonly wasted food items
- 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
- “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?

Yes, very important

### Section 4: School Waste Data Form

School name

Toledo High School

Date of audit

03/30/2017

Students in attendance on day of audit

212

Numbers of lunches served on day of audit

67

Menu served on day of audit

Baked Potato was the main lunch item on the menu, other served is a salad /fruit bar, pizza, sandwiches, prepared chef salad, and hamburger and chicken burger.

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)
containers of macroni salad and condiment packets, 2 apples, 2 oranges	12	2 oz	1.8 lbs	1.6 lbs

**Total net weight of unopened food**

1.6

**Notes regarding unopened food**

There was not that much unopened food, condiment packets are given with sandwiches. All of this food must be thrown away. It cannot be reused.

**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>
Food Waste	2 oz	8.5 lbs	8.3 lbs	Y	1/4 full in can

**Total net weight of food waste**

8.3

**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>
Liquid	2 oz	3.8 lbs	3.6 lbs	Yes	negligible

**Total net weight of liquid waste**

3.6

**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>
Waste	2 oz	2.8 lbs	2.6 lbs	Y	1/2 of can

**Total net weight of recycling**

2.6

**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>
Landfill	2 oz	6.2 lbs.	6 lbs.	Y	3/4 can

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

6

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

We learned from the custodian what was landfill compared to what was recycle. If a container has food in it, it is landfill, if it doesn't it is recycle. Students thought that this audit should be done everyday to make them more aware of food waste and recycling.

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

Our LifeSmarts members went to every Advisory class and presented a flyer to explain the food audit. Posters of the different bins were made by our coaches Nutrition & Wellness class. These were large and colorful for students to see. The day of the audit we practiced at breakfast. Even though only 24 students ate breakfast it gave the students a chance to see what was going to happen at lunch. LifeSmarts members stood behind the bin at lunch time. We helped students empty into the right bin. Many students weren't aware of landfill vs. recycle. If they got it wrong, we removed waste from the incorrect bin to the right one. Students thought this was a great idea and that we should do it more often.

Our pictures: We really didn't have too much unopened food this day. Food waste was food, but some squeezed oranges open, so they became food waste. Many 1 bite or 1/2 eaten apples were thrown away and many didn't eat potato skins. We can tell that students didn't like the sandwich bread. There wasn't much liquid waste, some milk and condiments. Students can take ketchup, salad dressing etc. Ranch dressing is used a lot. Students take way too much, in our opinion we feel that it is because it's watered down and then extra thrown away. Our recycle was pretty good. Items that could be in recycle usually just all go into the same garbage can. It's too bad we don't recycle at lunch because we do have recycle bins that it can be thrown into and not the landfill garbage. We appreciate the help we had from classes and the students at Toledo High School. We may be small but every good thing usually does. We hope to do this again.

### **Upload photos**

- [0402171313.jpg](#)
- [0327171436.jpg](#)
- [0330171214.jpg](#)
- [0330171205.jpg](#)
- [0330171225.jpg](#)
- [0330171227.jpg](#)
- [0330171228.jpg](#)
- [0330171233.jpg](#)
- [0330170823.jpg](#)
- [0330171246.jpg](#)
- [0330171257a.jpg](#)
- [0330171258a.jpg](#)

Link to files unable to upload

### **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.**

1. To provide 4 oz water bottles to students eating lunch: We don't have a working water fountain in our lunch room, if we provide water like milk students could get one of each in the lunch line.
2. Provide a waste bin for recycle only so that it can go into our recycle bins: This would need to be monitored because students will get lazy and not want to divide items, they will just put it all in one bin
3. To let students make some suggestions to the lunch and breakfast service that they will eat: based on the survey that was taken in the Family Health and Nutrition & Wellness classes. We could extend the survey to the whole school for suggestions. It would be nice to get what we 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.**

Schools should be teaching students about food waste and recycling. It seems that most students really don't understand the impact but realize at the audit that it needs to be done. We have a food service that does our food. We as a team feel that it is because it is cheaper to do it this way. Cheaper isn't always better. If we aren't going to eat the food, then something needs to be done. If we are wasting food, then we should be eating something else better that we will eat. Some students eat the food because that is all there is. Those on free and reduced lunch eat because there is nothing at home to make a lunch, it is sad that we can't provide something else that is better to eat. We have a food bank in our small community. Our Honor Society helps out with them. A local church has a food bank too for those in need. Our extension started a Community garden at the elementary school. Students in the elementary are learning how to grow food in a garden which gives them fresh vegetables. Our community does a lot. Maybe we can get our school board on board to help us get better food.

**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.**

We know that it can be done in our school but we are small. If we had 1300 students in our school, the audit would have been much more difficult and time consuming. If we were to audit the elementary, we think it would be more difficult to monitor and take longer. We think it is a good idea though. More students at the elementary eat hot lunch than the high school.

**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.**

Our first observation was that students and even us were confused by landfill waste and recycle. We learned from our custodian that any cardboard containers with food waste was landfill not recycle. Our 2nd observation was that many students said they would like us to do this type of audit more often. That was surprising to us. We thought that students would be too lazy to want to help with the audit. They participated very well. A few went to fast, and threw stuff in the wrong place, we just removed it and put it in the right bin.

**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?**

We used the scale they use for weighing for wrestling. We didn't really have the best scale to weigh the food. It worked but if we were to do it again we would try to get a different weight mechanism. An electronic scale would be more accurate. We did resolve by weighing with the bag only. We could do this because the bagged items weren't that heavy., a school with a lot heavier bins would have had a tougher time and would have had to weigh in the bins.

**Bonus Question**

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

**Support your answer.**

Based on what we did and learned we think all schools should do this. At first when we learned that we had to do this, it seemed very difficult and time consuming. When we got others involved it seemed to make the task easier. Our Coach had to get the free and reduced information for us and total number in the high school. (this info is done by the middle school)

Having a survey that our coach gave to her classes gave us insight to why students do eat or don't eat school lunch. The great big posters were made by students in a class too. By getting others involved we think that this made a difference. When you feel like you can make a difference, students will help. When we visited all of the Advisory classes and explained what we were doing and why, they seemed more informed to help us. They asked questions and we answered. They were not surprised the next day of the audit because they new it was going to happen. We also thanked them for their support because this was part of our National LifeSmart competition and worth 110 points.

Our coach is using some of the lessons in her Nutrition & Wellness classes. They fit right in with the Sports nutrition and what students are putting into their body. We know as a group that the food we get from the food service is not organic, but it would be interesting to see where it comes from. Is it bagged lettuce or fresh grown? There are so many unanswered questions and many more questions to be asked. This could make an interesting project for next year on food and families in our area. To conclude; most students won't support what they don't know, by doing this audit they got to see first hand how easy it really is to recycle, take a look at food waste, and what goes into our landfill.