Chittenden Solid Waste District

ADMINISTRATIVE OFFICE
1021 Redmond Road
Williston, VT 05495

EMAIL info@cswd.net
TEL (802) 872-8100

www.cswd.net

Trash on the Lawn Day (TOLD)

Step by Step Guide

Introduction

Trash On the Lawn Day (a.k.a. trash sort) can help identify recycling and composting opportunities, help your school understand the potential savings from reduced trash disposal costs and establish baseline data for future waste reduction efforts. It also provides a clear picture of your school's resource recovery program, what areas may need improvement, and whether your school is in in compliance with local and state materials management laws. In other words, an audit gauges the effectiveness of the recycling and/or composting programs by measuring how much recyclable and compostable material mistakenly ended up in the landfill-bound trash. *You can't fix what you don't know is broken.*

TOLD can also help schools evaluate ways to save money like decreasing the frequency of trash pick-up, avoiding potential fines associated with violating state and local laws, or raise awareness of the economic and environmental impact of sending materials to our only landfill. TOLD projects can also build school-wide opportunities for learning connections between disciplines, develop community partnerships, foster investment in sustainable practices and provide service learning projects. One school was able to reduce the amount of trash generated by over 50% in six months and dramatically improve their recycling program!

Schools generally collect one day's amount of materials from the classrooms, offices, lunchrooms and/or the school cafeteria. If students (or custodians) collect Thursday's materials, then the following day (Friday) they will line the lawn (or gym) with a large plastic tarp and don themselves with safety gear to separate a day's worth of "trash" into appropriate categories: True Trash, Recyclables, Compostables, Uneaten/Unopened Foods, and/or Reusables.

These authentic data can be used and analyzed by students across the grade levels and results can be can be used to implement change, write an article for the local paper, or practice graphing skills. CSWD will provide a report including observations and recommendations on how to improve (or continue to excel) at managing your materials and provide any support needed to assist your school in reaching these goals.

Contact CSWD's School Outreach Coordinator at: schools@cswd.net or call 872-8100 X211 to set up your TOLD training today!

The Guide

The following checklist guide should be used as a template for your individual school (See Appendix A), to keep on file and used to conduct TOLD projects for years to come.

Directions: Check **all** boxes that apply prior, during, and after TOLD event and fill information in spaces provided as that information is determined.

Step I: Preparation

1. WHY have a TOLD?

- ❑ Establish baseline data on the amount of trash, recyclables and/or compostable material your school generates.
- ❑ Establish or improve your system for separating food scraps and other compostable materials from landfill-bound trash.
- ❑ Assess the amount of uneaten/unopened food being discarded.
- ❑ Identify money saving techniques in the materials management system currently in place.
- ❑ Increase understanding about the environmental impact of materials your school sends to the landfill.
- ❑ Raise awareness about consumerism and the power of purchasing choices.
- ❑ Boost participation in recycling and/or composting at your school.
- ❑ Eliminate one-use containers, such as disposable water bottles, in your school.
- ❑ _____
- ❑ _____
- ❑ _____

2. WHO is essential for TOLD success?

Limit the number of people who know about the TOLD to essential personnel: those needed to plan the project and those who will carry out the project (if different from the planners). This prevents staff, administration and students from changing their normal behavior. We recommend a minimum of two sorters and at most 10 people helping at any given time. You can do it in shifts if more people want to be involved. Be sure all participants know this is a "top secret" job. Actively solicit input from key staff, especially custodial staff, when planning the TOLD to get valuable investment and trouble-shooting help.

- ❑ Administrators:_____

- ❑ Custodial/Maintenance Staff:_____
- ❑ PR staff:_____
- ❑ Kitchen Staff:_____
- ❑ Students:_____
- ❑ Student Groups: Environmental club, Green Team, Science Club, etc.:_____
- ❑ Teachers:_____
- ❑ CSWD school outreach coordinator
- ❑ Parents:_____
- ❑ Community Members:_____

3. WHEN to schedule your TOLD?

- ❑ Work with custodial staff to determine what day of the week works best for their collection and storage needs, especially if you're choosing the Gold or Silver tier.
    - Day:_____
- ❑ At least 3 hours should be allotted for set-up, sorting, and clean-up for every day materials are collected. This can vary widely depending on amount of materials to sort, number of days collected and number/age of participants.
    - Time range:_____
- ❑ Pick a TOLD date. Unless you have a fully or partially enclosed and covered space with a washable floor, you should plan to have your TOLD between April and November. Choose a date that reflects "normal" operations. The collection day or days should not include any unusual parties, school holidays or in-service days where more or less than the typical amount of trash, recyclables and food scraps/compostables would be generated.
    - Date:_____
- ❑ Determine a rain/snow date; this can't be done successfully in bad weather such as wind, heavy snow and rain, especially without cover.
    - Rain/snow date:_____

4. WHERE to collect, store, sort and display the materials involved in your TOLD?

- ❑ Determine areas for collection of trash, recyclables and/or food scraps/compostables (if already collected separately):
    - Offices
    - Classrooms
    - Cafeteria

- Hallways
- Gym excluding locker rooms
- Entrances/Exits
- Bathrooms: **paper towels ONLY**

**Note: paper towels collected for compost in bathrooms maybe included but NO bathroom trash.*

- ❑ Determine where the materials collected will be stored until day of TOLD. This may be tier dependent since volume will depend on school size, number of collection days, and what different materials are collected.
  - Storage area:_____
- ❑ You'll need a minimum of a 12' x 12' area for the TOLD sorting, preferably sheltered from wind and covered, even if only by a portable canopy. A larger area allows more participants, and encourages classes to observe the sorting process, get engaged and ask questions.
  - TOLD area:_____

5. WHAT materials are needed for Trash on the Lawn Day?

- ❑ 4 or 5-gallon buckets to collect and measure sorted materials
  - At least 4 buckets, one each for liquids, trash, recyclables, and compostables. More will be needed if separating into other categories like uneaten/unopened foods or paper towels and/or more than 5 participants are present. *It is recommended to have more than one set of buckets to speed up sorting process.*
  - # of buckets needed:_____
- ❑ Tarp(s)
- ❑ Rubber and/or nitrile gloves
- ❑ Signs for each category: Liquids, Trash, Recycle, Compost, Uneaten/Unopened Foods, Reusables, etc.
- ❑ Datasheets
- ❑ Scale (bathroom type scale will work but digital is recommended)
- ❑ Clip boards
- ❑ Writing utensils
- ❑ Volunteers to sort waste
  - 3-6 sorters are ideal with no more than 10 at any one time
- ❑ Trash, recycling, and/or organic materials to sort
- ❑ Large plastic garbage bags for post-sort storage or for measuring special categories like paper towels (or reuse the trash bags being emptied onto tarp)
- ❑ Clothes appropriate for sorting through trash or coveralls

Step II: Leading up to Trash on the Lawn Day

1. One week before

- ❑ Meet with staff, faculty, student group and/or administration to review TOLD plan and train participants about what materials are recyclable, compostable, and true trash. **CSWD will assist in this training.**
- ❑ Follow up with custodians to review procedures of collection if unable to make it to meeting. *May apply to night time custodians only.*

2. One day before

- ❑ Notify local media outlets (TV News and newspaper) with a press release, or **contact CSWD for publicity assistance.** Press release should include:
  - Describe Trash on the Lawn Day and reasons for conducting an audit
  - Date & Time
  - Place
  - Contact for more information
- ❑ Download copies of datasheets to record all data collected.
  - There are 3 datasheets, one for each stream of materials collected: trash, recycling, and food scraps/compostables.
  - Each datasheet has 4 boxes to record each category of discarded material sorted from that particular stream: Food scraps/compostables, True Trash, Recyclables, Other. See Appendix B for example datasheet.

Step III: TOLD Procedure

1. Spread tarp(s) out to cover as much area as needed.
2. Set up data collection station in an area of little activity.
3. Set up materials holding area, the area where sorted waste will be held until end of TOLD. This can be large compost, recycling, and trash wheeled carts or re-used garbage bags saved from initial collection. Be sure each container is clearly marked or a corner of area is clearly designated with a sign.
4. Distribute safety gear to sorters: gloves, coveralls, etc.
5. Label each of the buckets: liquids, dirty recyclables, trash, recycling, compost and place each category in an easy to reach spot such as corners or edges of tarp. *See Appendix C for diagram of TOLD set-up*. Use more than one set of containers if number of participants is greater than 3.
6. Review "What Goes Where" reference sheet for clear understanding of what is considered recyclable, compostable, and true trash. *See Appendix D for the reference sheet.* Use examples from one of the trash bags awaiting sorting or posters to review with students.
7. Assign one person as "data recorder" to collect mass and volume data. This person gets clipboard and datasheets. (see procedure for data collection below).
8. Divide the participants into at least three teams: True Trashers, Recyclers, Composters. More teams can be added depending on the data collected such as paper towel or disposable water bottle categories. Each group will focus on collecting items in that particular stream until all material is sorted.

9. Empty one or two bags of materials from one stream of materials originally collected (ex: trash only) at a time into the center of the sort area. **Never reach into a trash bag!**
10. Place true trash, recyclable, and compostable materials in the appropriate containers.
11. Record mass and volume of bucket when full at the scale station.
12. Empty bucket into holding area container and return to sorting area.
13. Repeat steps 8-11 until all materials from that stream are sorted.
14. Repeat steps 8-11 for each stream of materials originally collected.
15. Clean up all materials by sweeping tarps and folding neatly, wipe off scale and return borrowed items to their rightful spots. It may be necessary to spray tarps off. Please allow air drying before folding.

Data Collection

1. Choose the datasheet for the stream of materials being sorted: true trash, recycling, or food scraps/compostables.
2. Turn on scale and set units to pounds.
3. Record the mass of the empty buckets in the "mass of container" column for each category being measured. (CSWD compost buckets with *metal handle* mass = 1.6 lbs., compost bucket with *plastic handle* mass = 1.4 lbs. and volume of either = 4 gal).
4. Record the mass and volume of each bucket from each category until all materials are sorted. Be sure to record the data in the correct category box. *See Appendix B for sample datasheet.*
5. Obtain datasheet for next stream of materials, if applicable.
6. Repeat step 4 for each stream of materials originally collected.

Step IV: Post TOLD--data analysis and presenting the results

- ❑ Share the data collected. **CSWD will provide a report for your TOLD event.** This is a great way to involve social studies, math and science classes in real life data analysis.
  - Share with:_____
- ❑ Set date for follow up meeting with CSWD School Outreach Coordinator, students, and/or the leaders involved with the TOLD event to analyze data, plan for data presentation and create an action plan, if needed.
  Date:_____
  _____ Below is a list of questions to consider for the post-TOLD meeting:
  - Based on your stated goals and desired outcomes, what is the best way to use the results of Trash on the Lawn Day?
  - What type of follow up activities will help serve your overall goals?
  - How can you measure the success of those activities?
  - How can you best coordinate with all your supporters to implement your ideas?
  - What infrastructure do you need to meet those goals
    - Do you need recycling or compost bins?
    - Do you need to create signs that show students and staff what items go where?
    - Do you need to design a sort station for the cafeteria to improve traffic flow?
    - When will you have another TOLD to measure your improvements?
    - _____
    __

- _____
- _____

- ❑ Summarize data and write a report or article to distribute to staff, CSWD school outreach coordinator, school newsletter and local paper, if desired. Highlight areas of successes and opportunities for improvement.
  - Outlets for distribtution:_____
- ❑ Organize an assembly and/or educational outreach after the audit to present results and reveal potential action plan to entire school.
  - Date:_____
- ❑ Implement action and/or infrastructure improvements if needed.
- ❑ Schedule secret follow-up TOLD in 6 to 12 months.
  - Date:_____

Trash On the Lawn Day at Sustainability Academy, Burlington. As a direct result of this TOLD, SA was able to reduce the amount of trash by over 50% in 6 months! Even first graders can participate! December 2014

Appendix A

Create a custom Trash On the Lawn Day guide using the check list template provided.

1. Read through the guide and check **all** the boxes that apply to your school.
2. Fill in information in spaces provided as that information is determined.
3. Edit the document to include all of the checked items as well as the entirety of step 4: TOLD Procedure into a new document. Feel free to make changes to the procedure and check list items, such as reasons for hosting a TOLD, as you continue to conduct TOLD events to accommodate any idiosyncrasies you encounter for your school.
4. Save a copy to a shared file folder so that anyone within the school can access the guide in the future.
5. Announce to faculty, administration, and staff of the whereabouts of the TOLD guide.
6. Print a hard copy.

CSWD TOLD Guide Template

5. WHERE to collect, store, sort and display the materials involved in your TOLD?

- ☒ Determine areas for collection of trash, recyclables and food scraps/compostables (if already collected separately):
  - ○ Offices
  - ☒ Classrooms
  - ☒ Cafeteria
  - ○ Hallways
  - ○ Gym excluding locker rooms
  - ○ Entrances/Exits
  - ☒ Bathrooms: **paper towels ONLY**

  **Note: paper towels collected for compost in bathrooms maybe included but NO bathroom trash.*
- ☒ Determine where the materials collected will be stored until day of TOLD. This may be tier dependent si volume will depend on school size, number of collection days, and what different materials are collected
  - ○ Storage area: Entry way to gym
- ☒ You'll need a minimum of a 12' x 12' area for the TOLD sorting, preferably sheltered from wind and cove even if only by a portable canopy. A larger area allows more participants, and encourages classes to obs sorting process, get engaged and ask questions.
  - ○ TOLD area: Central courtyard/outdoor lunch area

6. WHAT materials are needed for Trash on the Lawn Day?

- ☒ 4-5 gallon buckets to collect and measure sorted materials
  - ○ At least 3 buckets, one each for trash, recyclables, and compostables. More will be needed if se into specific categories like paper towels and/or more than 5 participants are present.
  - Extra bucket for plastic utensils
- ☒ Clip boards
- ☒ Writing utensils
- ☒ Enough volunteers to sort waste
  - ○ 3-6 sorters are ideal with no more than 10 at any one time
- ☒ Trash, recycling, and/or organic materials to sort
- ☐ Large plastic garbage bags for post-sort storage or for measuring special categories like paper towels
- ☒ **Tarps***
- ☑ **Rubber and/or nitrile gloves**
- ☑ **Signs for each category: Trash, Recycle, Compost**
- ☑ **Datasheets**
- ☑ Old clothes or **Tyvek coveralls**
- ☑ **Scale** (bathroom type scale will work)

***Bolded items are available to borrow from Chittenden Solid Waste District. Contact the School Outrea Coordinator for more details.**

1.23.2015 3 Rhor

Custom School TOLD Guide

- ○ Rain/sn

5. WHERE to collect, store, sort and display the materials involved in your TOLD?

- ☐ Determine areas for collection of trash, recyclables and food scraps/compostables (if already collected separately):
  - ○ Classrooms
  - ○ Cafeteria
  - ○ Bathrooms: **paper towels ONLY**

  **Note: paper towels collected for compost in bathrooms maybe included but NO bathroom trash.*
- ☐ Store collected materials in the entrance way to gym.
- ☐ The TOLD event will take place in the central courtyard where students and faculty often eat lunch.

6. **Materials needed for Trash on the Lawn Day:** *all materials can be found on marked shelf in maintenance room. Bolded items are borrowed from CSWD.*

- ☐ **8** 4-gallon labeled buckets to collect and measure sorted materials
  - ○ 2 sets of 3 buckets for trash, recycling, and compost categories
  - ○ 2 buckets for plastic utensil category
- ☐ **Tarps: CSWD**
- ☐ Rubber and/or nitrile gloves
- ☐ 3 signs: Trash, Recycle, Compost
- ☐ Datasheets
- ☐ Old clothes
- ☐ Scale (ask the science department for high capacity scale(s))
- ☐ Clip boards
- ☐ Writing utensils
- ☐ Enough volunteers to sort waste
  - ○ 8 sorters are ideal with no more than 12 at any one time
- ☐ Trash, recycling, and/or organic materials to sort *(circle which streams are being sorted)*

***Bolded items are available to borrow from Chittenden Solid Waste District. Contact the School Outreach Coordinator (Rhonda Mace as of 1/23/15) at 872-8100 X211 for more details.**

Step II: Leading up to Trash on the Lawn Day

1. One week before

- ☐ Meet with staff, faculty, student group and/or administration to review TOLD plan and train participants about what materials are recyclable, compostable, and true trash. CSWD can assist in this training.
- ☐ Follow up with custodians to review procedures of collection if unable to make it to meeting. *May apply to night time custodians only.*

2. One day before

- ☐ Notify local media outlets (TV News and newspaper) with a press release, or contact CSWD for publicity assistance. Press release should include:
  - ○ Describe Trash on the Lawn Day and reasons for conducting an audit
  - ○ Date & Time
  - ○ Place

1.23.2015 3 Rhonda Mace

Appendix B

Sample Datasheet

Rockin' Recycling Academy | **Waste Audit** | **1/23/15**

Trash

Datasheet

Materials Collected: **True Trash in Trash**					Materials Collected: **Organics in Trash**				
Container ID #	**Mass of waste + container (lbs)**	**Mass of container (lbs)**	**Mass of waste (lbs)**	**Volume of Waste (gal)**	**Container ID #**	**Mass of waste + container (lbs)**	**Mass of container (lbs)**	**Mass of waste (lbs)**	**Volume of Waste (gal)**
1	3	1.6	1.4	4	1	10	1.6	8.4	3.75
2	3.9	1.6	2.3					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	

This is an example of a trash datasheet (red) for Rockin' Recycling Academy. The first two category boxes (yellow) show data for true trash in the trash (left) and any compostable or organic materials found in the trash (right). Mass and volume are recorded for each type of material found in original material stream, trash in this example (green). Analysis: 8.4 pounds of food scraps were found in the trash while 3.7 pounds of true trash were measured. A total of 12.1 pounds of trash were produced; 69% could have been composted instead sent to the landfill as trash. ((8.4/(8.4+1.4+2.3))*100)

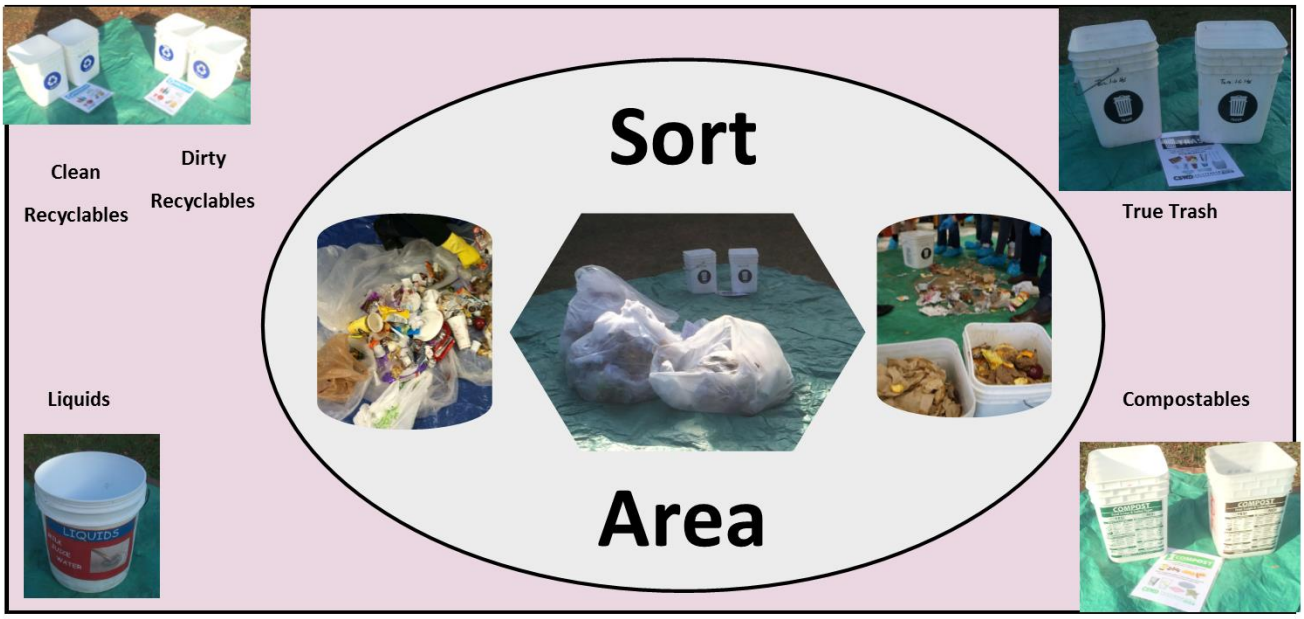
This is the second page to the previous trash datasheet. The orange category box labeled 'Plastic Utensils', is an added category but is blank on template datasheets so you can add any category you would like to measure. The blue box at the bottom is to record any observations such as frequently encountered items like lots of snack packaging or odd items such as ink jet cartridges in recycling. Trends can be recorded here as well like unopened juice or milk cartons being thrown out instead of added to the share basket or general trends in wasted food.

Materials Collected: **Recyclables in Trash**					Materials Collected: **Plastic Utensils in Trash**				
Container ID #	**Mass of waste + container (lbs)**	**Mass of container (lbs)**	**Mass of waste (lbs)**	**Volume of Waste (gal)**	**Container ID #**	**Mass of waste + container (lbs)**	**Mass of container (lbs)**	**Mass of waste (lbs)**	**Volume of Waste (gal)**
1	2	1.6	0.4	1	1	1.9	1.6	0.3	2
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
			0					0	
Total	**2**	**1.6**	**0.4**	**1**	**Total**	**1.9**	**1.6**	**0.3**	**2**
	Waste + Container (lbs)	**Container (lbs)**	**Mass Waste (lbs.)**	**Volume (gal)**		**Waste + Container (lbs)**	**Container (lbs)**	**Mass Waste (lbs.)**	**Volume (gal)**

Observations (weirdest items found, amt. made, etc.)

Appendix C

Trash On the Lawn Day Set-up Picture and Diagram



Appendix D

What Goes Where?

A guide to what materials go in which bucket during a trash audit

When conducting an audit, you need to group items by what bin people SHOULD have chosen when they discarded the item in hand. Anything that COULD have been recycled or composted needs to go with that respective bin. Example: A half full yogurt container--the container should have been rinsed and recycled and the yogurt composted thus recorded as such on the datasheet. Because the container is dirty, it is NO longer recyclable as is, and must be discarded as trash AFTER the sort. For this reason, we recommend you sort into 'recyclables' (items that are clean and dry) and 'dirty recyclables' (items that are wet and dirty). When the sort is complete, the clean recyclables can be recycled and the dirty items will be discarded with the trash after you've recorded them all as materials that SHOULD have been recycled.

Refer to the chart below to determine what goes where during the audit process. Be sure to emphasize that to qualify for recycling after the sort, all paper must be clean and dry, and all other recyclables should be wiped or rinsed clean of any food.

Item Description and Process	Material type (recyclables, compostables, True trash)	Picture
Paper that is wet and yucky after being placed in trash could have been recycled if not soiled including brown paper bags.	Dirty Recyclables	
Paper products that were wet or dirty with food before thrown in trash like paper towels, napkins, tissues, or bottom of pizza boxes.	Compostables	
Plastic containers with yogurt (or other food items) still in them.	Container = Dirty Recyclables Food items = Compostables	 

Plastic containers that have been rinsed or scraped clean.	Recyclables	
Item Description and Process	**Material type (recyclables, compostables, True trash)**	**Picture**
Plastic bottles with liquids still in them.	Bottle = Recyclables Cap = True Trash Liquid = Liquids bucket	  
Unopened food items like cereals or milk. If a proponent of a share table, this can be a separate category to measure how much uneaten food is being wasted.	Cereal = Compostables Flexible peel-back lid = True Trash Plastic bowl = Recyclables Entire package = Uneaten Foods	
Uneaten fruits and veggies can be composted AND can be counted as share table items. If a proponent of a share table, this can be a separate category to measure how much uneaten food is being wasted.	Compostables OR Uneaten/Unopened Foods	

Milk Cartons	True Trash	
Polystyrene Soup Bowls	True Trash	
Food Scraps	Compostables	

Sorted 'Trash' after Colchester High School's TOLD. The Green Team sorted out water bottles (far right) to provide evidence and support for their upcoming Ban Bottled Water campaign.

School **Waste Audit** **Date**

Trash

Datasheet

Materials Collected: **True Trash in Trash**					Materials Collected: **Compostables in Trash**				
Container ID #	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**	**Container ID #**	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**
					Liquids (CSWD bucket = 2 gal/1.2 lbs)				
Total					**Total (excluding liquids)**				
	material + Container (lbs)	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**		**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**

School **Waste Audit** **Date**

Trash

Datasheet

Materials Collected: **Recyclables in Trash**					Materials Collected: **Other Stuff in Trash**				
Container ID #	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**	**Container ID #**	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**
					Uneaten/Unopen Foods				
					Reusables				
Total	**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**	**Total**	**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**

School **Waste Audit** **Date**

Recycling

Datasheet

Materials Collected: True Trash in Recycling					Materials Collected: Compostables in Recycling				
Container ID #	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**	**Container ID #**	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**
					Liquids (CSWD bucket = 2 gal/1.2 lbs)				
Total					**Total (excluding liquids)**				
	material + Container (lbs)	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**		**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**

School **Waste Audit** **Date**

Recycling

Datasheet

Materials Collected: Recyclables in Recycling					Other Materials Collected in Recycling				
Container ID #	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**	**Container ID #**	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**
					Uneaten/Unopen Foods				
					Reusables				
Total	**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**	**Total**	**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**

School **Waste Audit** **Date**

Food Scraps/Compost

Datasheet

Materials Collected: True Trash in Compost					Materials Collected: Compostables in Compost				
Container ID #	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**	**Container ID #**	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**
					Liquids (CSWD bucket = 2 gal/1.2 lbs)				
Total					**Total (excluding liquids)**				
	material + Container (lbs)	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**		**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**

School **Waste Audit** **Date**

Food Scraps/Compost

Datasheet

Materials Collected: Recyclables in Compost					Materials Collected: Other Stuff in Compost				
Container ID #	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**	**Container ID #**	**Mass of material + container (lbs)**	**Mass of container (lbs)**	**Mass of material (lbs)**	**Volume of material (gal)**
					Uneaten/Unopen Foods				
					Reusables				
Total	**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**	**Total**	**material + Container (lbs)**	**Container (lbs)**	**Mass material (lbs.)**	**Volume (gal)**

School: **Waste Audit** **Date:**

Data Analysis

	Mass (lbs)	Percent by mass	Volume (gals)	Percent by volume
Total of Trash Collected				
% True Trash				
% Recyclables				
% Food Scraps				

	Mass (lbs)	Percent by mass	Volume (gals)	Percent by volume
Total of Recyclables Collected				
% True Trash				
% Recyclables				
% Food Scraps				

	Mass (lbs)	Percent by mass	Volume (gals)	Percent by volume
Total of Food Scraps Collected				
% True Trash				
% Recyclables				
% Food Scraps				

Total # of plastic trash bags used	
For Recycling	
For Food Scraps	
For Trash	

	Mass (lbs)	Volume (gals)
Paper towels in Trash		

School: **Waste Audit** **Date:**

Data Analysis

Total Mass (lbs)of **Trash** generated per day (this is the total amount collected before sorting)	Mass of **Trash** generated Per Year (tons) [(mass/day*177 school days)/2000 lbs/ton]	Mass of **Trash** generated per person per day [total mass trash per day/# students+staff]	Mass of **Trash** generated per person per year [(total mass trash per day/# students+staff)*177]

Total Mass (lbs)of **Recyclables** generated per day (this is the total amount collected before sorting)	Mass of **Recyclables** generated Per Year (tons) [(mass/day*177 school days)/2000 lbs/ton]	Mass of **Recyclables** generated per person per day [total mass Recyclables per day/# students+staff]	Mass of **Recyclables** generated per person per year [(total mass recyclables per day/# students+staff)*177]

Total Mass (lbs)of **Compostables** generated per day (this is the total amount collected before sorting)	Mass of **Compostables** generated Per Year (tons) [(mass/day*177 school days)/2000 lbs/ton]	Mass of **Compostables** generated per person per day [total mass Compostables per day/# students+staff]	Mass of **Compostables** generated per person per year [(total mass compostables per day/# students+staff)*177]