

Waste Reduction & Recycling Program Assessment Form

This Waste Reduction & Recycling Assessment Form will help you learn about your school's existing waste reduction and recycling program. This assessment will identify items in your school that can be reduced, reused, recycled, or composted. There is a Walk-Through Worksheet that should be completed first to help fill in the Waste Reduction & Recycling Assessment Form.

Assessment Instructions

- Step 1: Form a school-wide Green Team that should include teachers, custodial staff, service staff, parents, and students.
- Step 2: Identify members of the Green Team who will be walking through the school to gather information on the Walk-Through Worksheet and the school map. If possible schedule the walk-through with a representative from your local governmental agency and/or garbage hauler.
- Step 3: Walk through the school and fill out the Walk-Through Worksheet.
- Step 4: Complete the school-wide Waste Reduction & Recycling Assessment Form using information gathered from the Walk-Through Worksheet to help you complete it.

Date: _____

School Name: _____

District: _____

Address: _____ City: _____

Assessment conducted by:

Name	Title (Teacher, Custodial Staff, Service Staff, Parents, or Student?)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

A. School Recycling

1. What is the name of the company that provides the solid waste and recycling services to your school? Please provide the school's contact or customer service representative at that company/hauler. The company's name can be found on the dumpster or cart.

Company: _____

Contact: _____

2. Identify the type of recycling services offered by the company/ hauler.
 - o Dual-stream recycling is when recyclables are separated into two different containers. One container is used for collecting mixed paper (MP) and old corrugated cardboard (OCC), and another container is used for collecting bottles and cans (B&C).
 - o Single-stream recycling is when all recyclables: MP, OCC, and B&C, are commingled together when collected by the hauler.
 - o Other methods include Wet/Dry collection method.

3. Identify the organizations that can offer free recycling carts, collection containers, and labels.
 - o Example: Find out if the hauler, local government agency or a nonprofit organization offers 96-gallon or 64-gallon recycling carts for collecting MP and B&C, stickers for labeling outside recycling containers/carts, and/or other resources.

B. Solid Waste & Recyclables

1. Identify the location(s), type(s), size(s), and number of solid waste bins on campus including the frequency of pickups by the hauler (complete in Walk-Through Worksheet). Determine the cost of monthly services for recycling and solid waste collection. Contact your hauler if you have any questions.

2. Identify the location(s), type(s), size(s), and number of recycling containers on campus that are serviced by the hauler. Then identify the type(s) and size(s) of containers in the classrooms and office (complete a Walk-Through Worksheet). Are recycling containers placed adjacent to garbage bins in order to prevent contamination?

3. Identify the types of recyclables found in the waste stream. Look for cardboard, office paper, glass and plastic bottles, steel and aluminum cans.

4. Identify what materials can be recycled on campus.

5. Identify how your school is reusing paper.

C. Organics

(This section applies to schools that have commercial composting service for yard trimmings, food waste, food contaminated paper and/or biodegradable serving ware.)

1. Identify the location(s), type(s), size(s), and number of organic collection containers on campus that are serviced by the hauler. Then identify the type(s) and size(s) of containers used to collect organics in the cafeteria, kitchen, and lunch areas (complete in Walk-Through Worksheet). Are organics containers placed adjacent to garbage bins in order to prevent contamination?

2. Identify the materials that can be collected for organics program. Organics are usually food scraps, food soiled paper like napkins, paper plates and/or pizza boxes. These organic materials can be collected for on-site composting or off-site for commercial composting.

D. Roles and Responsibilities

1. Review the custodian's role with collecting garbage and recycling on campus.

2. Review the teachers' role with recycling on campus. How do teachers inform students about the materials collected for recycling?

3. Review the administrator's role with recycling on campus.

4. Review the students' role and/or the environmental club or class's role with recycling on campus.

5. Review the results and recommendations of the Walk-Through Waste Assessment and schedule a meeting with the environmental club or class/recycling team.

E. Action Plan

1. What recommendations do you have to improve the school's waste reduction and recycling program?

Examples of general recommendations:

- Request extra B & C recycling carts to be placed throughout the campus and to be added to recycling stations.
- Request extra MP recycling carts to be placed throughout the campus and to be added to recycling.
- Request extra MP recycling carts to be placed throughout the campus and to be added to recycling.
- Create recycling stations in hallways and other central locations on campus. Each recycling station should have a trash can, a MP recycling cart, and a B&C cart set side by side.
- Create recycling / organic collection stations in the school cafeteria and other lunch areas. This should be only implemented if the school has the hauler servicing organics bins for commercial composting.
- Determine the Environmental Class or Club/Recycling Club students' role with recycling on campus. For Example: Will students be collecting CRV B&C for fundraising? How can students encourage recycling through the daily announcements, rallies/assemblies, the school newsletter, etc.
- Verify with the teachers via email that all classrooms have collection containers (desk side boxes, buckets or curbside bins) for recyclables.

List other recommendations that are needed to improve your school's waste reduction and recycling program:

Organics Collection (Organics used for Composting)

What to look for:	1) Where are organics generated? <input type="checkbox"/> Outside Lunch Area <input type="checkbox"/> MU Room/ Kitchen <input type="checkbox"/> Yard/Garden <input type="checkbox"/> Cafeteria Other
	2) What types of organics are generated? <input type="checkbox"/> Food Scraps (Pre-Consumer & Post Consumer) <input type="checkbox"/> Soiled Paper <input type="checkbox"/> Yard Waste
	3) What are the management practices? <input type="checkbox"/> Disposal <input type="checkbox"/> Commercially Composted (collected by the hauler) <input type="checkbox"/> Composted on-site or off-site (district's maintenance facility)
	4) Are organics in the Garbage? <input type="checkbox"/> Yes <input type="checkbox"/> No Quantity _____ % (Visual Observation)

Organics Collection Evaluation

Containers	Type(s), Size(s), and Number of Containers (call hauler if container size isn't clearly labeled)	How often are they serviced? Ask your lead custodian or contact hauler.*	Notes:
Indoor Containers (MU room/kitchen)			
Outdoor Containers			
Additional Questions	1) Where are containers located? <input type="checkbox"/> Kitchen <input type="checkbox"/> MU Room/Cafeteria <input type="checkbox"/> Outdoor Lunch Area/ Picnic Tables <input type="checkbox"/> Centralized <input type="checkbox"/> Other		
	2) Are containers properly labeled? <input type="checkbox"/> Yes <input type="checkbox"/> No		
	3) Are containers contaminated with garbage? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Additional Notes & Comments:

* Not all the haulers collect organics for commercial composting.

Garbage (Solid Waste) Collection

Container(s)	Type(s), Size(s), and Number of Containers:(call hauler if container size isn't clearly labeled)	How often are they serviced?Ask your lead custodian or contact hauler	Notes:
Container(s) serviced by the hauler			
Questions	1) Where is (are) container(s) located?		
	2) Where is (are) the loading area(s)?		

Additional Notes & Comments: