



University of Wisconsin-Extension
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Cooperative Extension
 Solid and Hazardous Waste
 Education Program

WASTE REDUCTION CHECKLIST FOR SCHOOLS

Administrative/Computer Labs

Problem	Waste Reduction Activity
Printer paper waste	Have settings adjusted to not print out extra blank paper. Reuse as new paper if this is not changeable.
	Print on unused side of an old copy for first drafts and practice copies. Always print on both sides.
Files	Refold and reuse file folders or put on new labels.
Old computers and electronic equipment	These items can be recycled for money or donated to a variety of groups. A computer resale to employees is also an option. Recycling information can be obtained through SHWEC Waste Education Series # 605.SG.9502.

Cafeteria

Problem	Waste Reduction Activities
A La Carte options	Is minimal packaging used?
Food Waste	Is there a way to reduce waste by smaller portions, composting or donating excess? Any other ideas?
Dishes and utensils	Are reusable items used or is everything disposable
	Is there an option of bringing your own mug for a beverage?
Recycling	Are cans and milk cartons recycled? Can anything else be recycled?
Too Much	Is there too much waste in this area? What can be eliminated? Can students get involved?
Condiments	Are individual packets used for ketchup, salt, sugar, mayo etc.? Can a bulk dispenser be used?
Material Waste	Buy food in concentrate. Use a large milk dispenser instead of individual cartons.

Custodial Staff

Problem	Waste Reduction Activities
Hazardous waste, cleaning products and all other chemicals.	Minimize usage of hazardous chemicals by substituting with less hazardous products.
	Use up existing stock to minimize hazardous waste disposal
	All chemicals should be labeled and stored according to federal, state and local regulatory requirements.
	Segregate non-compatible materials and provide secondary containment
	Keep bottled chemicals in secured storage, on low shelves (never over sinks) or in storage cabinets.



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	Label containers, instruments, and processes that hold or use problem materials so that each user is aware of his or her responsibility for proper use and disposal.
Solid Waste	Stress the importance and requirements of State Recycling Law. Make containers accessible for recycling.
Grounds Keeping	Are grass and leaves used for mulching or composting?
	Is the grass watered only when needed?
	Are fertilizers applied appropriately? Can their use be eliminated?
	Is fertilizer measured to reduce haulback after application? The sprayer output will determine the volume needed to be used.
	Use the same tank for pesticide use to eliminate some washing when switching between chemicals.
	Use manual labor for weeding if applicable.
	Only use salt on paved areas for ice removal when the temperature can activate the salt enzymes. Do not over distribute the salt.
Pest Control	Use glue traps for mice instead of poison pellets.
	Avoid using sprays for flies and wasps, use swatters and place screens on windows that may be opened.

Entire School/Other

Problem	Waste Reduction Activities
Knowledge	Is there a program setup as a learning device so the staff is aware of existing programs and the possibility of new opportunities?
	Establish a mandatory program for recycling, make a student club.
Batteries	Setup in-house recycling program for all batteries used.
	Use re-usable batteries whenever possible.
Quiz papers	Use half sheets or back sides of old assignments.
Assignments	Encourage students to use less paper for homework by using both sides of paper for assignments. Eliminate cover pages for reports.
Art Classes	Replace all toxic materials with non-toxic substances

Labs (Biology and Chemistry)

Problem	Waste Reduction Activities
Hazardous wastes, cleaning products and all other chemicals	See same activities from "problem" for Custodial Staff
	Use trays with lips or other specialized carrying containers to transfer chemical bottles between storage areas and use.
	Keep chemicals away from student access when not supervised.
	When students measure out chemicals, excess should be given to next student needing the same chemical, not down the sinks.
	Perform experiments on a smaller scale if possible to reduce hazardous wastes.



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	Do not accept chemical donations unless they meet a specific need, as they may later become you hazardous waste hassle.
	Used acetone from lab clean up may be able to be reused in shop classes as a degreaser.
	Neutralizer hazardous waste before disposal.
Equipment containing mercury	Set a timeline for eliminating <u>all</u> mercury in the lab.
	Use an alternative if appropriate for proper learning.
	Make sure spill cleanup kits are available in all areas where mercury-containing equipment is used.
Petri Dishes	Don't use disposable dishes. Use glass dishes and reuse after washing and disinfecting.
	When cultures of bacteria are grown disinfect bacteria before disposing of, this is considered a hazardous waste product.
Dissection Specimens	Try to get specimens preserved without the use of formaldehyde or other hazardous materials.
	Do not over order. Have students share specimens.
	Dispose of in a separate container and set aside for hazardous waste disposal.
Batteries	Use rechargeable batteries for any experiments.

Photography and Film classes

Problem	Waste Reduction Activity
Silver (spent processor solutions), Chromium (developer cleaners) and selenium (toners)	Newer, well-maintained equipment generally uses less water and smaller volumes of chemicals, with reduced carry-over of silverbearing fixer into the rinse.
	Film can be recycled for silver content.
	Spent photochemicals containing selenium such as Kodak Rapid Selenium Toner must be disposed of as hazardous waste.
	Recycle old equipment and tapes if possible.
	Get rid of waste chemicals with materials exchange program. See SHWEC Waste Education Series # 605.SG.9502.

Purchasing

Problem	Waste Reduction Activity
Supplies	Buy long lasting sturdy supplies and equipment
	Use reusable and refillable pens, pencils, and typewriter ribbons and printer cartridges.
Suppliers	Encourage suppliers to use minimal packaging.
	Return any reusable drums or containers.
Equipment life	Try to repair instead of replacing equipment immediately.
	Extend life of equipment through proper maintenance.



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Purchasing	<p>What ever is purchased by the school, does it follow the guidelines of:</p> <ul style="list-style-type: none"> • Minimize the use of non-recyclable products • Negotiate with dealers for best recycling price • Work with suppliers to take back large containers
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Wood and Metal Shops

Problem	Waste Reduction Activities
Excess Materials and scraps	Materials Exchange program or community sale (Materials Exchange: SHWEC Waste Education Series #605.SG.9502).
	Allow proper time for making parts as demonstration so a "redo" is not necessary. This applies to student work as well. Make sure projects can be continued or will be able to be finished in one class period.
Hazardous Waste	Use water-borne cleaners and water-based paints and stains.
Used Oils	Reclaim and reuse lubrication and hydraulic oils.
	Recycle oil through off-site Reclaimers or Fuel Blenders.
Paint Loses	Increase transfer efficiency to reduce the amount of paints coating booths, or is trapped by water curtains or booth filters.
	Keep containers covered to reduce chemical vapor releases.
Machines and tools	Keep machines and tools in good shape and adjusted in order to reduce machining errors.
	Use a minimum thickness blade for any type of cutting to reduce waste.
Materials	Remove defective wood from stock to eliminate wasting of building materials and time.
	Recycle sawdust.
	If materials come in drums or on pallets, reuse or return to supplier to reuse.
	Apply finger-jointing techniques wherever applicable.