

The Dixie District Waste Diversion Program



Waste Policy and Implementation

Waste Management Policy: Passed

The Governing Board has presented a Green Initiative Program that shows the commitment of the school community to be stewards of the environment. Appreciating the understanding of the flow of resources that sustain us and understanding ways in which we can minimize the impact of our activities on resources is the stalwart of that policy program.

As of July 1, 2012 State Law AB 341 (Chesbro) will require the Dixie School District to have an organized recycling service, as a beginning step in achieving the new statewide goal of 75% source reduction, recycling, and composting by 2020. The County of Marin has adopted an 80% diversion rate by 2013 and 94% by 2020 as a goal for waste diversion from landfill. In an effort to be responsive to county and statewide initiatives, the Dixie School District will set goals for attainment to be consistent with these waste reduction objectives, as well as stay current with these policies as they evolve in coming years.

Scope:

- Minimize waste generation at the source and facilitate reducing, reusing, repairing before replacing and recycling over the disposal of wastes.
- Develop a comprehensive waste reduction program to include recycling, composting, and disposal as the basis of the waste management program.
- Identify and promote waste management best practices.
- Provide clearly defined roles and responsibilities to identify and coordinate each activity within the waste management chain.
- Provide training for staff, students and other stakeholders on waste management issues.
- Conduct waste audits (professional or informal) to provide valuable information and feedback as to how school sites are meeting specified goals and set new goals.
- Prepare and institutionalize tailored classroom recycling procedures to each school site's needs.
- Ensure the safe handling and storage of all wastes on campus.
- Promote environmental awareness in order to increase and encourage waste reduction, reuse and recycling.

Responsibility

This policy applies to all activities undertaken by (or on behalf of) the Dixie School District including its staff, clubs, organizations, and sporting events.

Dixie School District
Waste Diversion Program/Regulation Draft

I. Purpose:

The Governing Board has presented a Green Initiative Program that shows the commitment of the school community to be stewards of the environment. As set out by the Green Initiative Policy #3543: “The District shall develop a comprehensive waste reduction, recycling, composting and reuse plan for all aspects of its operation”. In an effort to be responsive to this policy, as well as state and countywide waste reduction initiatives, the following waste diversion program is proposed to coordinate waste reduction and increased diversion from landfill District wide.

II. Organization and Management:

The responsibilities and organizational arrangements for this Waste Management Policy lie within a variety of School District and community members.

Principal Responsibilities:

- Create and sustain a network of communication between custodians, district office and surrounding community about the effectiveness of the waste management program.
- Ensure that all staff members are trained in the goals, benefits and waste diversion procedures.
- Coordinate educational trainings on waste management for all teachers and staff.
- Communicate with green team leaders regularly.
- Facilitate waste service level changes (particularly during the summer and winter breaks).
- Conduct waste audits annually (can be arranged through Conservation Corps North Bay, Next Generation or Marin Sanitary) and communicate result to the Green Team.
- Ensure the Site Council creates a waste reduction piece for the school site plan that aligns with the school’s waste initiatives.
- Communicate with Marin Sanitary to get special pickups and a debris box at the end of the year (waste gets properly sorted that way) instead of increasing regular pickups.
- Incorporate the waste diversion procedures in volunteer and school handbooks.

School Site Custodians Responsibilities:

- Oversee the day-to-day delivery of general waste and recycling services.
- Empty waste, recycling, and compost into separate containers for disposal into dumpsters (trash only), blue paper recycling carts, brown general recycling carts, and green compost/yard waste carts respectively.
- Manage location of collection containers.

- Know and understand pick up days of waste and recycling services.
- Communicate with principals and monitor levels of service.

Teacher Responsibilities:

- Teachers may choose to have a designated student empty classroom recycling containers. Each classroom has a container for recycling and for paper.
- Understand and encourage student involvement in waste diversion on campus.
- Participate in training on proper waste diversion procedures.
- Be knowledgeable of recycling container locations on campus.

Green Team Responsibilities:

- Analyze waste audits and set annual waste reduction goals.
- Plan and implement waste diversion education campaigns such as assemblies, banners, and curriculum ideas.
- Operate and maintain lunch sorting stations.

Green Team Leaders at School Sites Responsibilities:

- Prepare and distribute classroom recycling procedures (See supplementary documents C & D).
- Work with Green Team to create proper sorting signage with visual icons or photos indicating the types of materials accepted for recycling to put up in recycling locations on campus.
- Establish a team of parent volunteers to assist with lunch sorting duties.
- Create a map identifying locations of all collection containers (dumpsters, sorting containers, stations etc. see supplementary document E).
- Monitor and assist with waste reduction on a regular basis.

Site Council Responsibilities:

- Incorporate a waste reduction piece into each school site plan.

Green Initiative Responsibilities:

- Annually review waste bills and analyze waste program.
- Identify and promote waste management best practices.
- Provide public relations support encouraging waste reduction to all site teams/principals.
- Members should return to their sites and update their principal on the discussion after each meeting.

III. Other Considerations:

Any school that wishes to enhance their waste management program beyond the recommended actions laid out in this document, is encouraged to do so and to notify other schools of their best practice findings (See supplementary document F for a list of additional waste management ideas).

Dixie Compost Program Manual

Compost Program Goals:

- Protect the Environment
- Decrease disposal costs
- Environmental education opportunities
- Reduce the school's solid waste stream
- Educate the school community about benefits of composting
- Create a useful product (finished compost) for gardening and landscaping projects

Environmental Education

By implementing waste reduction programs in schools, teachers and administrators have an opportunity to teach their students about the importance of reducing their waste and how each of our decisions impacts the environment. Environmental education gives students an opportunity to learn about economics (the impact of supply and demand), current events, climate change, and environmental laws.

Service-Learning Opportunities

School waste reduction programs also allow for opportunities. Service-learning opportunities are hands-on experiences that go beyond what is learned in the classroom. For example, students might participate in community waste collection days or share waste reduction tips with neighbors. Students gain new skills and a sense of civic responsibility by working directly with the community. Additionally, service-learning enhances students' communications, team-building, critical thinking, and decision-making skills.

Developing a Plan and Gathering Support

Learn as much as you can about what is involved in school composting so you can speak knowledgeably about the process and clearly define the scope of your program. Develop new programs; follow your school and administrator's protocol. Follow these steps for developing a successful program:

1. Share your ideas and seek out others who may be supportive of the idea.
2. Recruit a core group of people to develop the idea and take ownership of your composting program.
3. Clearly define the scope of your project and carefully work with your group to complete Forming an Action Plan
4. Get support from all components of your school and community

The Role of Students

Students are the target audience for your composting program. Depending on the scope of your program, some or all of your students will be part of your program. Your students will be your advocates for your program.

It is important to begin educating students about composting before your program begins. As any teacher knows, new routines are best established by introducing them at the beginning of the school year or well before the new routine begins.

**Recruit a group of 15 students to become the core composting team (pull from green team and student council)

** Work with teachers to create student jobs for classroom paper towel composting

The Role of Custodial and Grounds Staff

Your head custodian and custodial staff should be carefully and respectfully consulted when selecting a location for your outdoor kitchen composting bins so that practical considerations can be addressed. It would be easier for your custodial staff to fit the compost jobs into their schedule if they know what is being asked of them ahead of time. Appealing to the skills of the custodial staff and being considerate of their time will go a long way in recruiting them as composting advocates.

Having students actively involved is a learning experience for the students and alleviates the burden from the custodial staff. Work with the Principal to discuss ways to incorporate new expectations (however small) into the custodial routines.

Promoting Your Composting Program

Promoting your program can go a long way toward getting voluntary participation and raising awareness. Consider the following times/events as opportunities for promoting your composting program:

- America Recycles Week (the week that includes November 15)
- Earth Day (April 22)
- International Compost Awareness Week (the first week of May)
- Compost Poster Contest
- School Composting Club

Composting Equipment

All parts of the composting process have to be in place before you can begin daily operation; that will decrease the chances for things to go wrong. When you prepare and plan well, you present the image of a well thought-out program—good public relations for the school composting program. However, recognize that no matter how well you plan, there may be kinks to be ironed out as you proceed.

Materials needed:

- Compost and paper towel bins/ sorting stations
- A steady supply of brown, bulking material such as dry leaves, newspaper, shredded paper, sawdust)
- Labeled food waste, paper towel receptacles in all lunch areas and bathrooms
- 5 compost bins for the garden (1 for each day of the week)
- Biobags

Ideal sorting stations:



<http://www.recycleaway.com/school-recycling.html>

Re-label: Paper, CRV, Landfill

And have smaller food scraps, and general recycling pails.

Daily Tasks

A team of three students, supervised by an adult, can carry out the following daily tasks during the lunch period.

Task 1 Lunch Sorting

Roll out waste bins to lunch area and facilitate proper lunch sorting as students are dismissed

Food scraps should be deposited into a separate pail located at the sorting stations.

Task 2 Transport Food Scraps to Bin

The food scraps pail should be taken to the garden and placed there that day. Students should chop/mash up food scraps before placing it in the bin. (Bins should be labeled by day of the week to avoid overloading)

Task 3 Layer with Bulking Material

Depending on how much —green material you have, try to include 15 times as much brown (carbon heavy, bulking) material like newspaper strips, dry leaves, paper towels or shredded paper. All of the food should be completely covered by the brown bulking material, making it less attractive to animals. The lid, of course, needs to be labeled with an item placed on top to ensure it stays closed.



Task 4 Clean Up

Students or staff should rinse out food scraps pail and any other needed items. All moveable bins should be returned to storing area.

Program Evaluation

Your team should meet regularly to evaluate the implementation and success of your compost operation. Feedback from various staff members will help address the following questions:

- Is the daily processing of food scraps running smoothly?
- Are the bins and equipment in good condition?

- Are the students and staff volunteers working well?
- What is the general attitude of the students and staff about the composting program?
- What adjustments can be made to make the process more efficient?
- How can we recognize and celebrate our accomplishment thus far?

*Materials adapted from the Composting Manual for Fayette County Public Schools

Additional Resources:

- EPA Waste Diversion Toolkit
<http://www.epa.gov/osw/education/pdfs/toolkit/tools.pdf>
- Compost/Garden Curriculum
<http://www.csgn.org/curriculum>

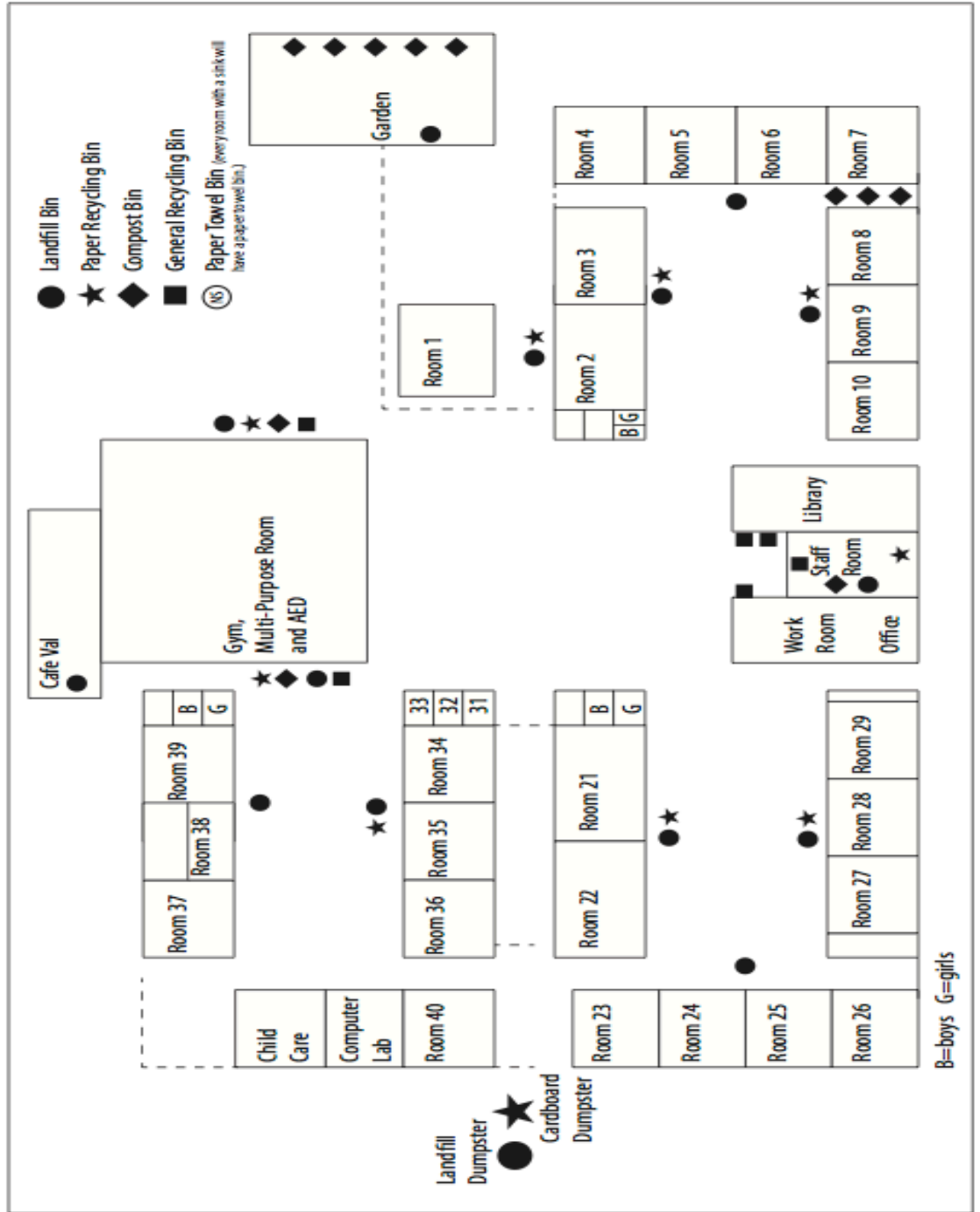
Vallecito Elementary

Current Sorting Stations:



Vallecito Waste Map:

Where do I recycle on campus?



Mary E Silveira

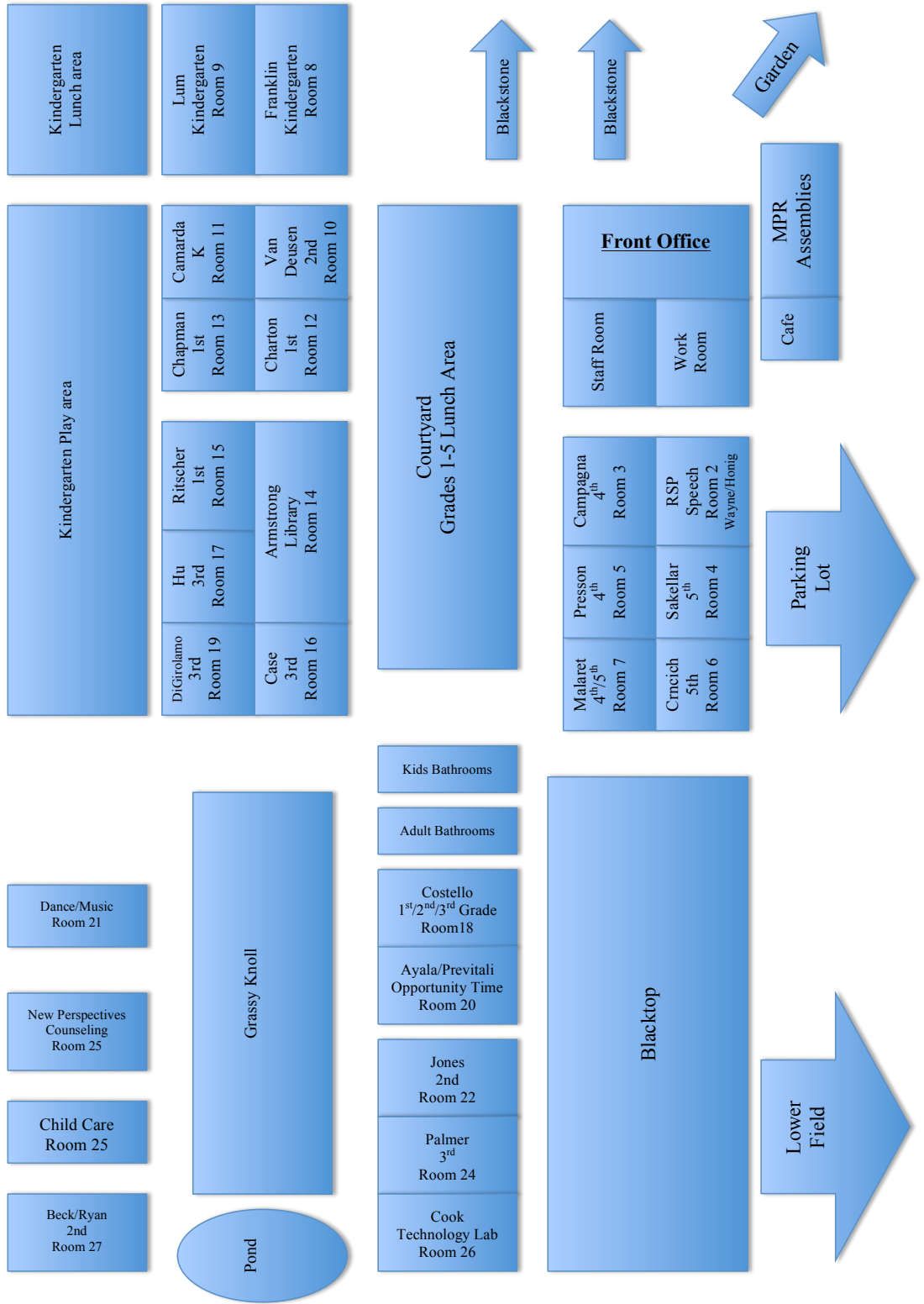
Current Sorting Stations:



Mary E Silveira Campus Map:

375 Blackstone Drive
San Rafael, CA. 94903

Mary Silveira Map 2011-2012
415-492-3741



Miller Creek Middle School

Current Sorting Station:

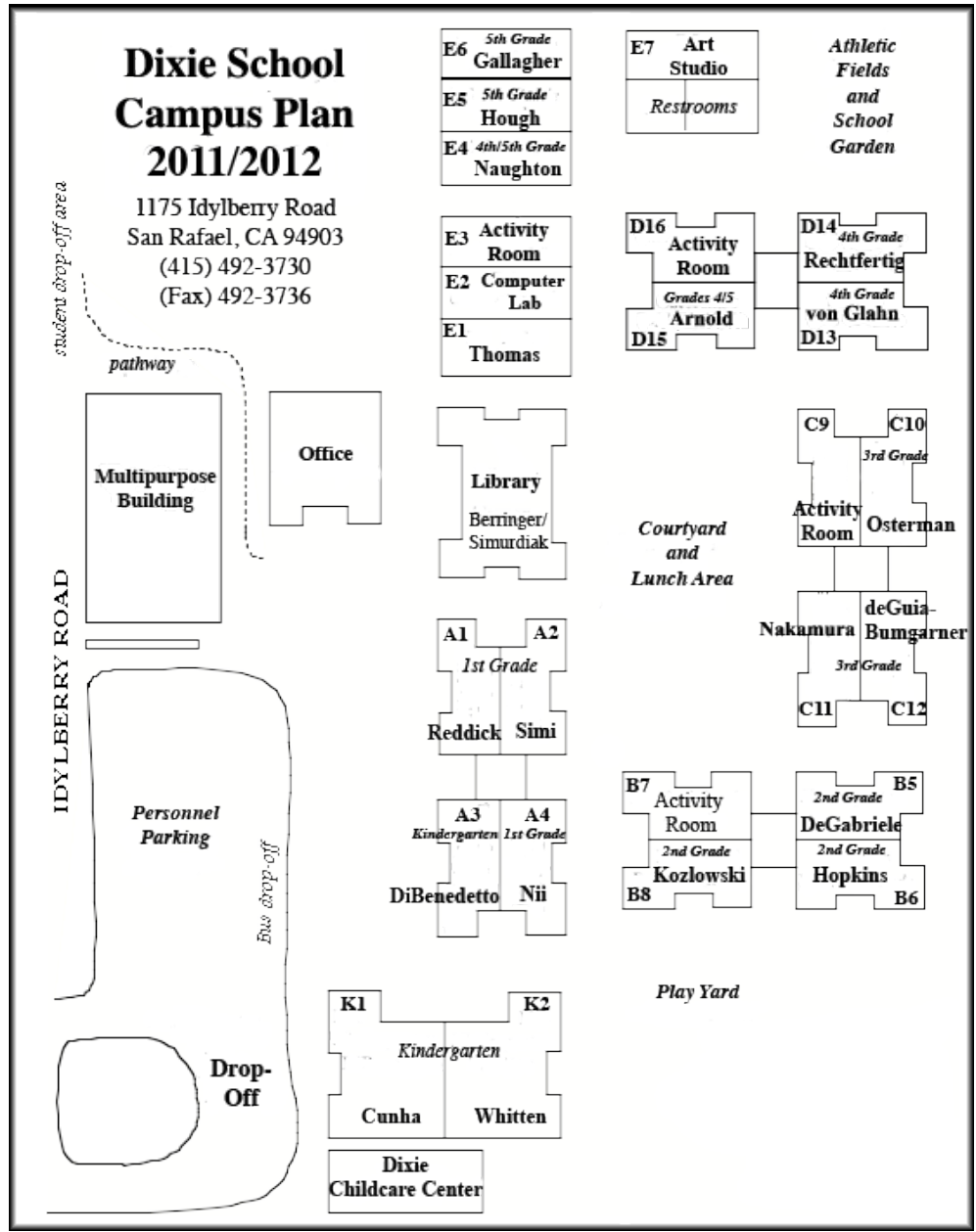


Dixie Elementary

Current Sorting Stations:



Dixie Campus Map:



Next Steps:

- Implementing compost programs in all four schools next year
- Purchase permanent user-friendly waste sorting stations
- Facilitate integration of the waste policy
- Create Campus Waste Sorting Maps for all schools
- Educate custodial staff on waste saving opportunities and best practices
- Communicate new waste diversion practices, program results and victories to the broader district community

Permanent Sorting Stations Needs:

- Dixie: Has 6 waste sorting stations that were bought in 2009 for \$8,000; 5 on wheels, and one larger dual sort bin in the MPR. They plan to add paper towel and food composting in the 2012-13 school year and have allotted money for those bins.
- Vallecito: Would like sorting 8 stations for their campus, since they have 3 separate areas where students eat lunch. They are discussing building their own this summer, unless they can find funding elsewhere.
- Mary E Silveira: Would like 4 sorting stations, 2 for the lunch area, one on wheels for the MPR and one for the blacktop. They have no funds for these bins.
- Miller Creek: Needs 6 sorting stations, and have no funds for these bins.

Supplementary Documents

- A. Waste Hierarchy
- B. Definitions
- C. Dixie Classroom Recycling Procedure Example
- D. Dixie Waste Plan Example
- E. Additional Steps

Document A

Waste Hierarchy:

The hierarchy lists the different ways of dealing with waste in order of preference.

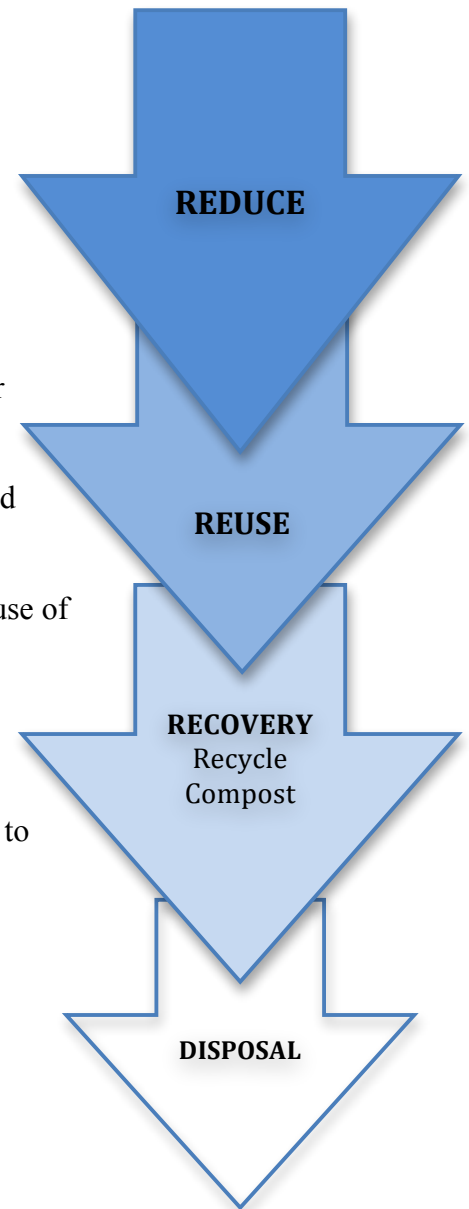
A. Reduce: To reduce the amount of waste materials being used and produced.

B. Re-use : To continually re-use an item in order to eliminate the use of resources in making new items.

C. Recovery:

- Recycling – The collection and reprocessing of wastes either into the same product or a different one.
- Composting – biological decomposition of organic material to create a soil conditioner.

D. Disposal : Waste that is collected and sent to the landfill.



Document B: Definitions: According to the California Public Resources Code

A. Solid Waste: CPRC section 40191. "solid waste" means all solid, semi-solid, and liquid wastes, including garbage, trash, refuse, paper, rubbish, ashes, industrial wastes, demolition and construction wastes, abandoned vehicles and parts thereof, discarded home and industrial appliances, dewatered, treated, or chemically fixed sewage sludge which is not hazardous waste, manure, vegetable or animal solid and semi-solid wastes, and other discarded solid and semi-solid wastes.

B. Recycling CPRC section 40180. "Recycle" or "recycling" means the process of collecting, sorting, cleansing, treating, and reconstituting materials that would otherwise become solid waste, and returning them to the economic mainstream in the form of raw material for new, reused, or reconstituted products which meet the quality standards necessary to be used in the marketplace.

C. Compost CPRC section 40116. "Compost" means the product resulting from the controlled biological decomposition of organic wastes that are source separated from the municipal solid waste stream, or which are separated at a centralized facility. "Compost" includes fruits, vegetable, yard, and wood wastes, which are not hazardous waste.

D. Hazardous Waste CPRC section 40141. "Hazardous waste" means a waste, defined as a "hazardous waste" in accordance with Section 25117 of the Health and Safety Code, or a combination of wastes, which because of its quantity, concentration, or physical, chemical, or infectious characteristics may do either of the following: (1) Cause, or significantly contribute to, an increase in mortality or an increase in serious irreversible, or incapacitating reversible, illness. (2) Pose a substantial present or potential hazard to human health or environment when improperly treated, stored, transported, or disposed of, or otherwise managed. (3) Unless expressly provided otherwise, "hazardous waste" includes extremely hazardous waste and acutely hazardous waste.



Document C: Dixie Classroom Recycling Procedure

- ♻️ Locate your recycling bins in your classroom.
- ♻️ Label bins with picture signs showing what goes in each (Print these from the Green Team web page).
- ♻️ **Yellow** Buckets= CRV Plastic drink bottles(anything bottle shaped with drinkable liquid inside) and Aluminum cans
- ♻️ **Paper** Bins = Mixed Paper (All non-food soiled paper, newspapers, paper bags, scrap paper that is used on BOTH sides, paper tubes, magazines, paperback books that cannot be reused.)
- ♻️ If you have **CARDBOARD** to recycle, flatten it and place it in front of your classroom and our custodians will take it to the recycling bin. This will go in a separate blue cardboard only cart.
- ♻️ It is also a good idea to have a bin for **general recycling** (everything NOT a CRV bottle or can).
- ♻️ Place the recycling bins (**paper**, **general**, **CRV**) *NEXT TO A TRASH CAN* and near the door and point them out to your classes.
- ♻️ When bins are full, ask a volunteer to carry the classroom bins to the nearest RECYCLING CENTER (see back). This year, the city is collecting all types of recyclables in one bin.
- ♻️ **Household Hazardous Waste** and **ELECTRONICS**: Light bulbs, batteries, toner/ink cartridges, paint/CDs/DVDs/VHS tapes, computer monitors, TVs, VCRs, and other electronic waste cannot go in the dumpsters. Please call 415-485-6806 for more information. These can be taken to the HHW facility on Monday-Tuesday or by appointment.

Questions? Email: Kim Scheibly (kimscheibly@comcast.net) or Julie Wellik (jwellik@pacbell.net).

Thank You for participating in Dixie's Resource Conservation and Recycling Program

Document D: DIXIE WASTE PLAN

Action	Person Responsible
SNACK: Remove dual sort bins from common areas of buildings A, B, C, and D and room E-3. Place in designated areas as shown on diagram.	Sharron
SNACK: Remove yellow buckets from common areas of buildings A, B, C, and D and room E-3. Place in designated areas as shown on diagram.	Ethan Hough's 5 th grade
LUNCH: Move dual sort bins to designated areas as shown on diagram.	Sharron
LUNCH: Move yellow buckets to designated areas as shown on diagram.	Ethan Hough's 5 th grade
AFTERLUNCH: Empty yellow buckets into special brown cart by recycling cage. This is for CRV bottle and cans only.	Ethan Hough's 5 th grade
AFTERSCHOOL: Move dual sort bins back to common areas of buildings A, B, C, and D and room E-3.	Sharron
AFTERSCHOOL: Empty dual sort contents into brown cart (general recycling) and garbage (dumpster).	Sharron
AFTERSCHOOL Tuesday: Take brown general recycling carts to the curb for pick-up. Call Marin Sanitary ASAP if pick up does not happen by Wednesday afternoon.	Jose
AFTERSCHOOL Thursday: Take Blue paper recycling carts to the curb for pick-up. Call Marin Sanitary ASAP if pick up does not happen by Friday. afternoon.	Sharron
ALL DAY: Help classrooms empty paper bins into large blue paper recycling carts.	Sharron, Jose, and classes

Document E

Additional Steps:

Each school will consider additional reduction steps that are appropriate to their circumstances. Will include inspection of the facility's waste output to determine other possibilities for reductions. Additional steps that should be considered include:

- Separate all commingled recyclables, paper, and trash in *All* classrooms, office areas, and staff rooms. Clearly mark recycling receptacles:
 - "PAPER-TO BE RECYCLED"*
 - "ALUMINUM, PLASTIC, GLASS"*
 - "TRASH ONLY"*
- Onsite composting of fruits and vegetables in school gardens
- Permanent sorting stations in all school site lunch locations
- Substitution of reusable items for throw-away items
- Elimination of unwanted junk mail by getting off mailing lists
- Setting printers to Two-sided copying
- Contract with food vendors who use recyclable and/or reusable containers and use minimal packaging
- Setting Diversion goals:
 - 50% by June 2012
 - 75% by June 2013
 - 80% by June 2015
 - 90% by June 2017
 - 95% by June 2020
- Separate out all corrugated cardboard and consider getting a separate cardboard dumpster
- Recycle! White office paper, newspapers, magazines, junk mail, telephone books, paper board, cardboard, aluminum, steel, plastic, glass, batteries and light bulbs
- Train housekeeping staff to reuse trash can liners
- Reuse packaging material or donate to a shipping store, such as UPS
- Reuse envelopes and file folders
- Eliminate duplicate mailings of subscriptions by contacting business and removing name(s)
- Purchase products that have recycled content and/or are biodegradable
- Use a filtered water pitcher or contract with a water cooler supplier and eliminate bottled water
- Compost food waste or donate to a local farmer
- Encourage lunch box kids to carry reusable containers instead of disposal items such as Ziplocs and juice boxes