



WASTE MANAGEMENT

GOVERNANCE POLICY

CONTENTS

1.0 PRINCIPLES

2.0 POLICY FRAMEWORK

3.0 AUTHORIZATION

1.0 PRINCIPLES

- 1.1. The South Shore Regional Centre for Education (SSRCE) recognizes its responsibility to comply with all provincial laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the SSRCE.
- 1.2. The purpose of this policy is to establish a sustainable structure to practice the reduction of waste, separation and recovery of recyclable and reusable commodities, and procurement of recyclable commodities.

2.0 POLICY FRAMEWORK

This policy complies with the Education Act and other related provincial acts and policies.

3.0 AUTHORIZATION

The Regional Executive Director is authorized to issue procedures in support of this policy.

WASTE MANAGEMENT

ADMINISTRATIVE PROCEDURES

CONTENTS

- 1.0 DEFINITIONS
- 2.0 PROCEDURES
- 3.0 ADMINISTRATION OF PROCEDURES
- 4.0 COMMUNITY USE
- 5.0 RESPONSIBILITIES

1.0 DEFINITIONS

- 1.1. **Garbage** means solid waste that cannot be recycled, composted, or reused.
- 1.2. **Green Team** is a term given to the body that acts as the leader in education and management of the waste diversion programs within each school. The team's name, size and composition may be determined by the individual school, but should include students, and at least two members of staff including one custodian. All students and staff are expected to support waste management programs.
- 1.3. **Hauler** is a contractor who collects material from the schools and takes it to the landfill or MRF.
- 1.4. **Hazardous Waste** means such items as paint, motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, antifreeze, and leftover cleaning solutions.
- 1.5. **Materials Recovery Facility (MRF)** means a government-regulated plant where source separated recyclable materials are processed.
- 1.6. **Mixed Solid Waste** means refuse, source-separated organics and other solid waste as defined by municipal recycling facilities.
- 1.7. **Organics**
 - a. **Compostable materials** refers to all fruits, vegetable, meat, dairy, soiled paper, boxboard waste that is collected separately from other mixed solid wastes for the purposes of producing compost.
 - b. **Schoolyard composting materials** refers to fruits, vegetables, soiled paper towels, pasta, grains, pencil shavings, i.e. compostable materials that can safely biodegrade in a composter on school property.
- 1.8. **Paper** means non-reusable fibre material that has been used by the consumer, which can be re-processed into a new recycled product.
- 1.9. **Recyclables** means materials that are separated from mixed solid waste for the purpose of recycling, as defined by municipal recycling facilities.
- 1.10. **Recycling** means the process of collecting and preparing recyclable materials and reusing the materials in their original forms that do not cause the destruction of recyclable materials in a manner that precludes further use.
- 1.11. **Refundables** means all ready-to-serve beverage containers (except dairy products), where a deposit was paid on purchase.
- 1.12. **Resource Conservation** means the reduction in the use of water, energy and raw materials.
- 1.13. **Source Separation** means the separation of waste, organics and recyclables at their original source (classroom, cafeteria, kitchen, staff room, etc.).

- 1.14. **Waste Reduction** means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
 - a. reusing the product in its original form;
 - b. increasing the life span of a product;
 - c. reducing material, or the toxicity of material used in production or packaging; or
 - d. changing procurement and consumption habits to reduce the volume and toxicity of waste.

2.0 PROCEDURES

- 2.1. Waste Disposal
 - 2.1.1. Schools will attempt to:
 - a. Reduce the consumption of non-recyclable materials;
 - b. Fully utilize materials prior to disposal;
 - c. Minimize the use of non-biodegradable products.
- 2.2. Each school board facility will have separate containers for collecting paper, organics, garbage, refundables and recyclables where they are generated. Each facility will also have separate outside containers or inside rooms for storage of separated materials until the hauler collects said material from the facility.
- 2.3. Prior to entering into a contract for the collection of mixed solid waste, the SSRCE will ensure that the tender description complies with the Solid Waste Management Region infrastructure requirements and that the successful hauler consistently provides for collection of source-separated materials.
- 2.4. Outside Storage
 - 2.4.1. Outside containers will be locked to prevent illegal dumping.
 - 2.4.2. Clear labels will identify the materials stored in the container.
 - 2.4.3. Clear hazard labels will warn people not to climb on bins.
- 2.5. Hazardous Waste: the SSRCE and its staff will not place any hazardous waste materials in or on:
 - 2.5.1. the garbage or waste management facilities other than a proper hazardous waste collection facility;
 - 2.5.2. the land unless approved by the Department of Environment and Labour;
 - 2.5.3. the waters of the province, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless permitted to do so by the Department of Environment and Labour.
- 2.6. Procurement of Products:
 - 2.6.1. In order to maximize the quantity and quality of recycled materials purchased, the SSRCE may use other appropriate procedures to acquire recycled materials at the most economical cost to the board. (For example, obtaining recycled computers).
 - 2.6.2. When purchasing commodities and services, the SSRCE will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste (such as biodegradable soap products).
 - 2.6.3. Whenever practicable the SSRCE will:
 - 2.6.3.1. Office:
 - 2.6.3.1.1. Purchase un-coated office paper and printing paper unless the coated paper is made with 50 percent post-consumer materials
 - 2.6.3.1.2. Purchase recycled content paper with at least 10 percent post-consumer material by weight

- 2.6.3.1.3. Purchase paper which has not been dyed with colors, excluding pastel colors
- 2.6.3.1.4. Purchase recycled content paper that is manufactured using little or no chlorine bleach or chlorine derivatives
- 2.6.3.1.5. Use no more than two colored inks, standard or processed, except in formats where they are necessary to convey meaning
- 2.6.3.1.6. Use reusable binding materials or staples and bind documents by methods that do not use glue
- 2.6.3.2. Food:
 - 2.6.3.2.1. Purchase and use re-useable dishware, flatware.
 - 2.6.3.2.2. Purchase bulk dispensers for milk, ketchup and other condiments
 - 2.6.3.2.3. Purchase compostable and recyclable food service containers for food that is taken away from designated eating area.
- 2.6.4. In developing bid specifications, the SSRCE will consider the extent to which a commodity or product is durable, reusable or recyclable and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains post-consumer material.

3.0 ADMINISTRATION OF PROCEDURES

- 3.1. SSRCE administration plays a key leadership role in achieving school waste reduction goals. To meet these goals, the SSRCE establishes the following operating procedures:

- 3.1.1. **Operating Guidelines**

- 3.1.1.1. **Creation of Green Teams**

- Coordinating a successful, sustainable program for waste management involves an education and a management component. The establishment of an in-school Green Team is critical, however all levels of the SSRCE, including staff and students, are integral to the correct management of a greening program.

- 3.1.1.2. **Waste Recovery Growth**

- As diversion programs mature, the SSRCE will work with the Solid Waste Management Region offices to integrate a greater range of materials in the greening program.

- 3.1.1.3. **Monies from Refundables**

- All funds from the source separation, collection and processing of beverage containers, “refundables”, will be returned to schools to support education programs of their choice.

- 3.1.2. **Roles and Responsibilities**

- 3.1.2.1. **Manager of Custodians and Grounds**

- Role:** Acts as lead manager for school waste programs. Helps establish budget for collection containers and promotional efforts.

- Responsibilities:**

- i. Ensures outdoor storage containers are of an adequate size, and configuration to handle each type of waste or recyclable.
 - ii. Reviews staff job descriptions to ensure waste management requirements are incorporated.

- iii. Ensures Custodians are trained to properly handle sanitary bins, especially green bins.

3.1.2.2. Principal (or designate)

Role: Generates enthusiasm and support for the waste management program within the school. Supports the Green Team and, working closely with the Green Team leader, communicates the school's waste management needs and disseminates information to support the goals of the program.

Responsibilities:

- i. Creates and maintains the Green Team consisting of students and at least two staff (one of whom is a custodian).
- ii. Supports the Green Team where needed.
- iii. Selects a start-up date.
- iv. Keeps the school's program visible: arranges for a school-wide assembly on the kickoff day; sets goals and offers incentives if goals are met; makes waste management a recurrent theme (e.g. through assemblies, reminders during announcements, and field trips to municipal recycling facilities).
- v. Ensures substitute teachers are aware of the existence and use of the waste management program at the school.
- vi. Invites the appropriate resource staff (e.g. from Regional Waste Management Agencies) to address students during their school orientation.

3.1.2.3. Head Custodian

Role: Acts as technical advisor to the program. Assists with implementing and maintaining the program, and serves as school contact for discussions with the waste hauler.

Responsibilities:

- i. Helps conduct the assessment of size and number of containers needed and their location.
- ii. Works with the Green Team to prepare a plan for the school's internal flow of materials based on the hauler's collection schedule. For example, if paper is collected on Thursdays ensures students or night staff bring paper to central location ahead of time.
- iii. Becomes familiar with standards for sorted materials.
- iv. Places sorted materials into outside storage containers or inside if there is room in the school.
- v. Provides the final quality check. If contamination is significant, notifies the lead on the Green Team (lead teacher/staff member).
- vi. Ensures that mini green bins are sanitized daily with appropriate detergent and rinsed properly.
- vii. Sanitizes outside green carts.
- viii. Lines refundable containers with **clear** bag.
- ix. Lines recyclable containers with **clear** bag.
- x. Lines waste containers with **black** bag.

- xi. Monitors and reports size of outdoor storage units and the frequency of pickups by the hauler. Ensures outside storage units are locked at all times.
- xii. Creates and distributes a school collection schedule for all materials.

3.1.2.4. Kitchen/Canteen/Cafeteria Supervisor

Role: Facilitates the collection of organics and recyclables from the kitchen and eating area

Responsibilities:

Provides information on proper source separation for kitchen and cafeteria/lunchroom generated waste for staff. Trains staff on how to participate and how to monitor students (if applicable).

- i. Helps determine the placement and number of sorting stations necessary in the kitchen, cafeteria/lunchroom, corridors and common areas.
- ii. Assists with layout of stations in the cafeteria.
- iii. Ensures that any kitchen staff who serve as monitors understand sorting and separation procedures.

3.1.2.5. Teacher

Role: Educate students about the environment. In addition, fosters enthusiasm for the program by giving students positive feedback about their efforts on proper placement in the bins.

Responsibilities:

- i. Establishes a process to monitor classroom's bins.
- ii. Uses available recycling projects and curricula to educate students about the environment.
- iii. Keeps parents informed via a newsletter, letters sent home.
- iv. Monitors and supports proper source separation during cafeteria or yard duty.
- v. Integrates into the curriculum, environmental activities related to core subjects.
- vi. Creates a routine of selected students to transport materials to the central transfer station/collection area daily.

3.1.2.6. Students

Role: As key players in school waste management, separate waste so that it can be handled properly.

Responsibilities:

- i. Participate in waste management program education, and offers support and suggestions to the Green Team's work.
- ii. Source separate waste into appropriate waste management collection bins in school.

3.1.2.7. Green Team

Role: To effectively manage the school's waste handling and recycling program through education and training and establishing collection system and handling within the school facility.

Responsibilities:

- i. Completes the Green Team training arranged by the school.
- ii. Defines the collection system in the school; including movement of material from classrooms and other rooms to either a transfer station, custodian's cart and/or to the outside/inside storage units.
- iii. Works closely with school custodians and cafeteria staff to support recycling and source separation procedures
- iv. Works closely with the Cafeteria staff, and helps devise solutions to processing organics, refundables, and milk cartons in the cafeteria or other eating areas.
- v. Encourages other students to assist with source separation and recycling.
- vi. Keeps parents informed about recycling and source separation by sharing newsletters and related memos.
- vii. Looks for ways to maintain awareness of environmental issues by advertising events such as Earth Day Challenge, NS Recycles Day, NS Recycles Week etc., and encourage other students to participate.

4.0 COMMUNITY USE

When used for community activities and functions the user/leasee shall enter into an agreement to utilize the existing waste management collection system in the school facility and on the grounds. School rental agreements with community users will reflect this expectation.

5.0 RESPONSIBILITIES

It shall be the responsibility of the Regional Executive Director to ensure these administrative procedures are followed.