

Lisa Randall

**Organizational Recycling and
Resource Management in
Santa Fe Public Schools**



Local Actions for Global Markets: Recycling and Solid Waste Diversion – Why Does It Even Matter?

Organizational Recycling and
Resource Management in
Santa Fe Public Schools



New Mexico Recycling and Solid Waste Conference
Sept. 25-26, 2018 - Albuquerque, NM

Lisa Randall - Santa Fe Public Schools

Who We Are

- **13,500 students - PreK to 12th Grade**
- **1,800 employees**
- **34 campuses**
- **2.7 m sq ft of 60+ buildings**
- **76% of students living at or below the poverty level**
- **79% Hispanic, 16% Caucasian**
- **22% English Lang Learners**
- **49% female/51% male**
- **2.8 m on Utilities Annually**
- **28 school campuses**



Santa Fe Public Schools: Waste to Landfill Reduction, Recycling Diversion, Food Waste Composting

- Where we started - 2010
- Where we are now - 2018
- How we got here
- Where we're heading

- Amy Biehl Community School classroom recycling reps - they sort, remove contaminants, take contaminants back to their classrooms and educate their peers and teachers



Where We Started – 2010 By the Numbers

School Year 2010/11

1,126 cubic yards of waste to the landfill weekly

Spent \$241,425 in tipping fees and services for
entire year

(capacity)

75.5 cubic yards to recycling stream weekly

\$4,561 for fees and services for entire year

Zero food waste to composting so zero \$\$ cost

(capacity)

Where We Are Now – 2018 By the Numbers

846 cubic yards of waste to landfill weekly

\$135,280 fees and service annually

292 cubic yards to recycling stream weekly

37,633 in fees and service annually

26 cubic yards of food waste to composting weekly

\$33,679 in fees and service annually

*(capacity, some schools year-round, others not)

25% less waste to landfill than in 2010

35% recycling diversion rate today

3,000 pounds of food waste composted daily

\$34,833 saved annually by doing the right thing!



How We Got Here....



- Started with bill audits; existing size and type of service vs billing vs need
- Compared student populations to size and type of service
- Queried Custodial and Student Nutrition Staff - did they feel they had what they needed
- Physical inspection of dumpsters on pick-up days looking for fullness, other issues
- Single point of contact for SFPS - made service and size changes based on site need
- Consistent, Eng/Span and picture signage everywhere and on everything
- Made the fiscal case - increase recycling and food waste collection costs while decreasing waste to landfill costs - fiscal wash or savings
- Share success with everyone who would listen
- Request ongoing training time with student nutrition, custodial, admin, school sites
- Budget to support materials and services add

Why It Matters...

- Students want to be a part of the solution, empowerment
- Saving money on utilities directly supports the Operational Budget (\$500,000 less spent annually on utilities today than in 2010)-easy sell
- Activism and success breeds greater activism and success
- Waste reduction is an achievable goal, with myriad curriculum integration possibilities
- Students take home what they learn in school
- Creates waste consciousness, habits
- A piece of the greater puzzle



Other District Wide Sustainability Results

From 2010 to 2018

43% reduction in water use

38% reduction in natural gas use

13% reduction in electricity use

20% solar PV powered

\$500,000 less spent on utilities

- Energy and Water Conservation Program established in 2010, Coordinator hired in 2010
- General Obligation Bonds passed every 4 years, included sustainability initiative funding since 2009
- Board of Ed Policy since 2017: ***Organizational Sustainability through Environmental Stewardship***
- Conservation Expectations communicated regularly
- Sustainable Building Design Guidelines developed in 2017
- Draft District Sustainability Guide to be released for student/staff feedback this fall, 2018

The best time to address climate change was 30 years ago. The second best time is now.

Thank you!

Questions?

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