



Welcome to
Northeast Resource
Recovery Association's
Summer Webinar Series

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- Webinars are recorded and made available for those who registered.
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- Continue your learning with webinars all summer long!
- Visit our new website at: nrrarecycles.org



For Registration:
nrrarecycles.org

Operator Track - Wednesdays 9:00 am - 10:00 am		
Date	Webinar	Presenters
August 5, 2020	Legislative Updates	Cathy Jamieson, VTDEC; Ariela Lovett, MA Mun. Assoc.
August 12, 2020	Educate, Don't Contaminate! A Toolkit to Clean up Recycling	Lucy Perkins and Matt Grondin, ecomaine
	Break	
August 26, 2020	Extended Producer Responsibility	Terri Goldberg, NEWMOA; Megan Pryor, MEDEP
September 2, 2020	Tricks of the Trade	Joan Cudworth, Hollis; Ed Walsh, Rollinsford; Brian Patnoe, Littleton, NH
September 9, 2020	MA Mattress Recycling Incentive Grant Program	Rachel Smith, MADEP



For Registration:
nrrarecycles.org

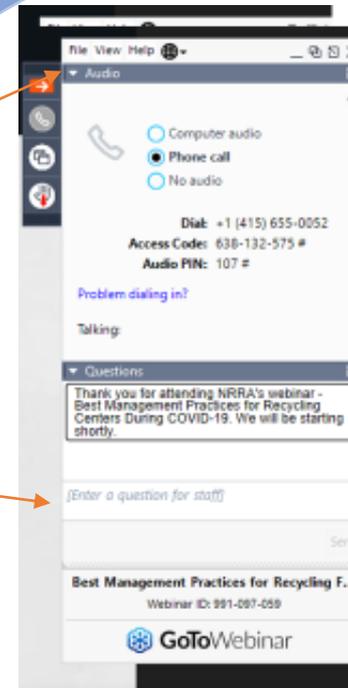
Educator/Community Track - Fridays 12:00 - 1:00 pm

Date	Webinar	Presenters
July 31, 2020	The Messy Truth about Garbage	Cindy Sterling, NRRRA
August 7, 2020	The 6th R: Cultivating a Culture of Repair	Ollie Cultrara and Cassandra Hemenway, ACSWMD
August 14, 2020	Medical Waste: Needles, Pharmaceuticals, Vaping and More	Cindy Sterling, NRRRA
August 28, 2020	We Need to Think About Clothing Differently	Joe Whitten, Apparel Impact
September 4, 2020	Cafeteria Sorting Stations	John Jose, CVSWMD
September 11, 2020	Event Waste Reduction: Styling Your Event Recycling Plan	Cindy Sterling, NRRRA



GoToWebinar Setting the Table

- You will not be able to be heard by the presenters or other participants on GTW.
- If you cannot hear the presenters, click on audio and computer audio. If that does not work, try clicking on phone call.
- We hope you ask questions and the presenters will answer them if time allows. Click on Questions and keep it short!

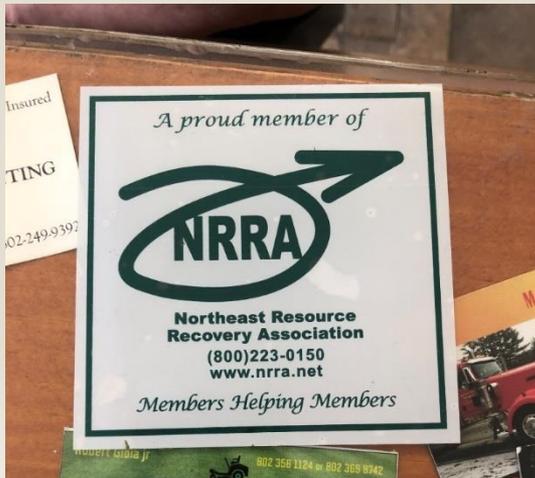


About NRRA

- Recycling nonprofit
- 400+ members, primarily municipalities
- Founded nearly 40 years ago



Cooperative Marketing & Purchasing



- Enable communities to manage their own recycling programs
- 40 programs, including single stream and municipal solid waste
- Connect sellers of recyclables to purchasers



Education & Technical Assistance

- Workshops
- Facility tours
- Annual conference
- Technical assistance
- School Club programs





The webinar will begin soon!



The Messy Truth About Students & Their Garbage



Photo by Impact Earth, K



Photo by NRRA, Epsom, NH

- On average, students produce 1.5 pounds of waste every single day.
- A High School with 535 students = 72 TPY = 5.5 school buses or 9 elephants or 11 killer whales (on average).



How many students are in your school?

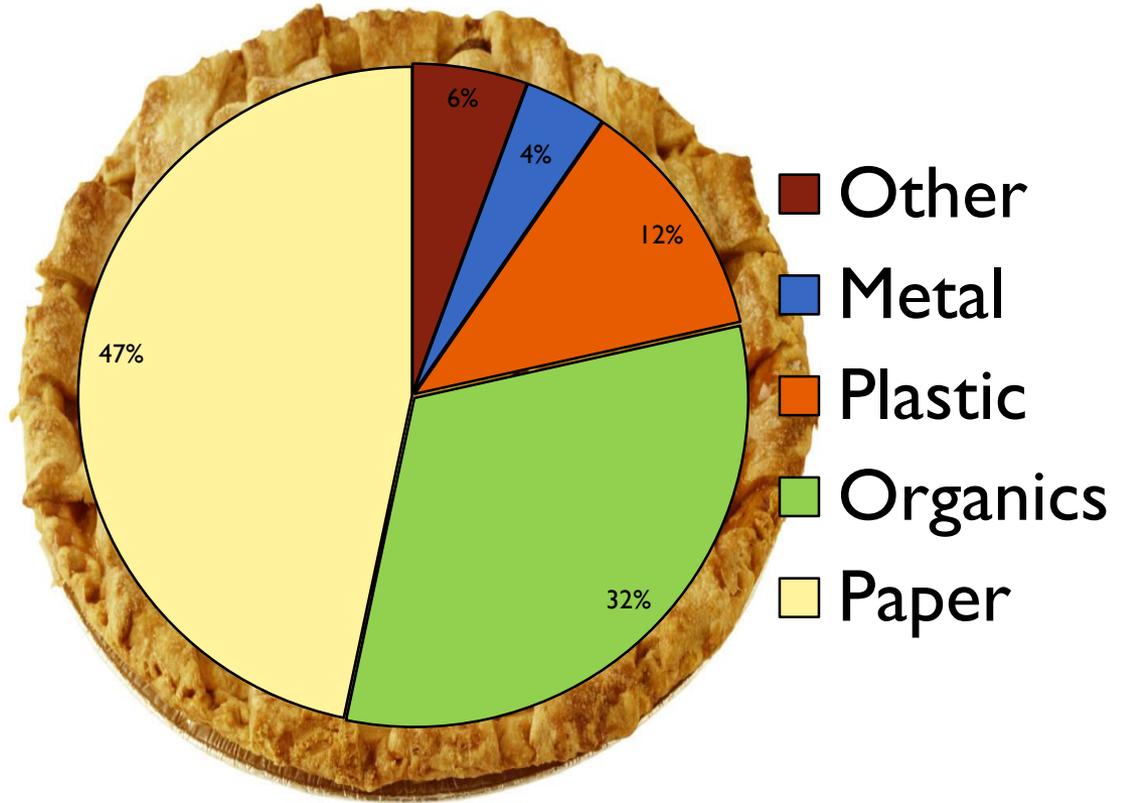


Photo by NRRRA, Epsom, NH

Me?
No
way!

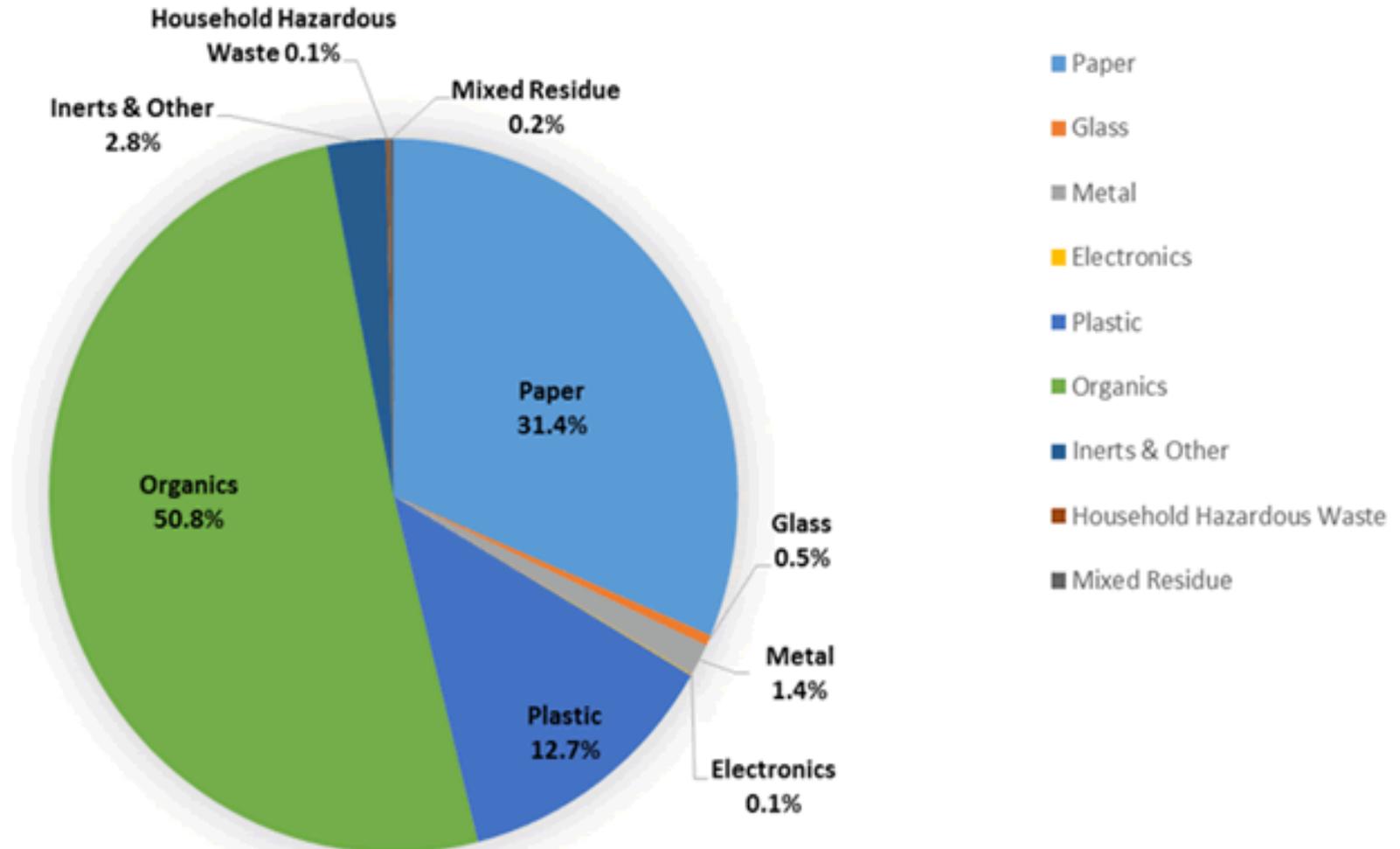


A Pie of Student Waste



Source: Heather Greenwood, NRRA 2010

Material Classes Disposed in the School Waste Stream

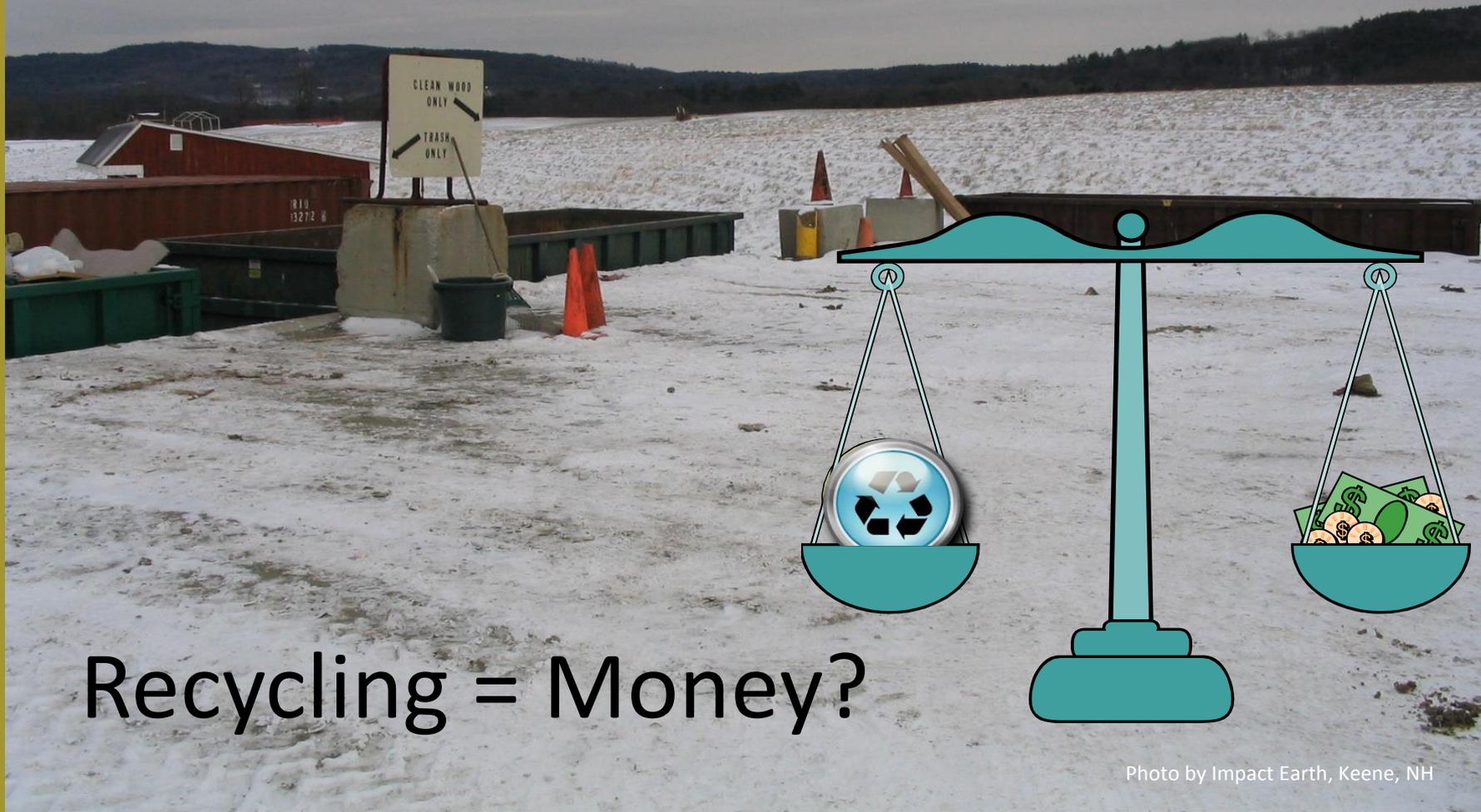


<http://www.calrecycle.ca.gov/ReduceWaste/Schools/Composition.htm>

**What are
the major
ingredients
in your
school's pie
of student
waste?**



Where does your waste go?



Recycling = Money?

Photo by Impact Earth, Keene, NH

What about pay as you throw?

- Awareness
- Responsibility
- Behavior Modification

= \$2.00

Photo by Impact Earth, Keene, NH



*What does pay as
you throw have
to do with us?*

*Or our
school?*



Photo by Heather Greenwood, Keene, NH

theclub@nrrarecycles.org

School Workshops



School News
You Can Use
Newsletter



Technical Assistance



Annual School Conference



A program of Northeast Resource Recovery Association
2101 Dover Road, Epsom, NH 03234 / 1.800.223.0150 / www.nrra.net

The NRRRA School CLUB



The NRRRA School CLUB builds Community action by directing youth, teachers, schools, and Communities to a clear understanding of pertinent solid and hazardous waste issues and supporting sustainable waste reduction programs.





Classroom Workshops

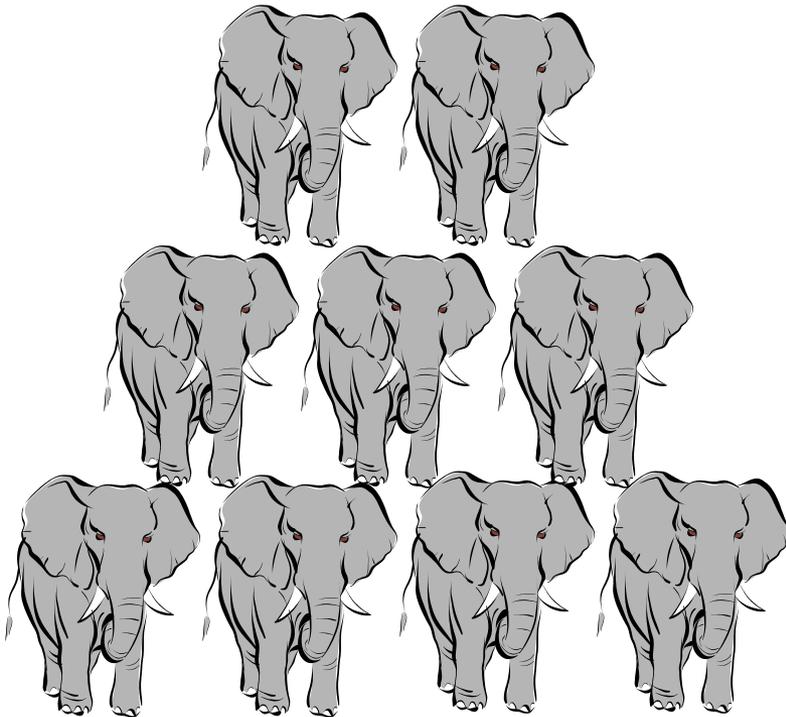
- Healthy Home, Clean Waters
- Waste = Global Climate Change
- Back to the Earth
- Garbage Guerrillas

School Technical Assistance

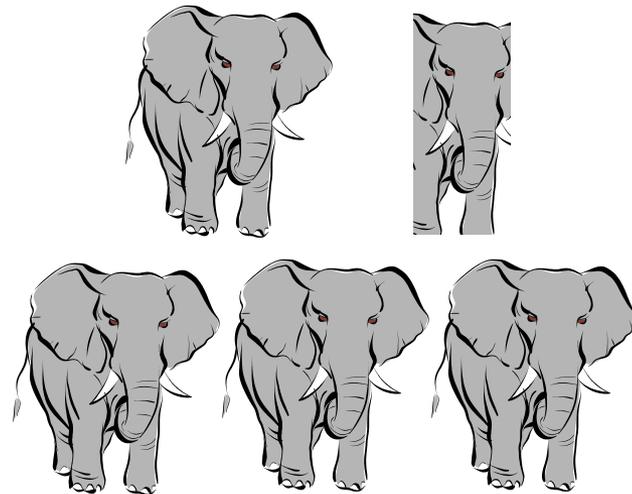
- Green Cleaning & IAQ Evaluation & Review
- Trash on the Lawn Day (TOLD)
- Star Assessment

Wouldn't it be nice to reduce?

9
Elephants



4.2
Elephants



A close-up photograph of several stacks of US dollar bills, likely \$100 bills, tied together with yellow rubber bands. The stacks are arranged in a slightly overlapping, diagonal fashion. The text "Save money. Earn money." is overlaid in a bold, orange font across the top portion of the image.

Save money. Earn money.

Do you
include
integrated
solid waste
management
as part of
your school
curriculum?





Evaluating the Sustainability of School Recycling Programs through the Five Categories of Sustainability.

Provides a base-line for school recycling.



Photo by Impact Earth, Keene, NH

What is the purpose of the Star Assessment?

1. To take a look at what your school is currently doing with trash and recycling.
2. To measure the involvement of staff and students.
3. To make suggestions for improvement by reducing waste and increasing recycling.
4. To set goals for the future.
5. To instruct your students on the importance of recycling to environment stewardship.
6. To save money by reducing hauling costs.



Pre-Assessment

Identify key school staff & contact information.

Identify town stakeholders.

Identify what the town collects.

Calculate school waste potential.

Pre-Visit Assessment

Met With: _____ School: _____ Date: _____

School: _____

Grade Levels: _____ Address: _____
 Website: _____ Phone: _____

Principal: _____ Phone: _____ Email: _____

District Contact: _____ Phone: _____ Email: _____

Business Contact: _____ Phone: _____ Email: _____

Facilities Contact: _____ Phone: _____ Email: _____

Staff/Faculty Contact: _____ Phone: _____ Email: _____

Food Services Contact: _____ Phone: _____ Email: _____

Other Contact: _____ Phone: _____ Email: _____

Town Transfer Station Recycling Information
(check all that apply)

Single Stream Curbside Available Sign Points/Bin Grants
 Source Separated Dumpster Service After Hours Entry
 Other: _____ Generator Transports Materials Other: _____

Materials Collected at this Town Transfer Station
 ✓ = Materials collected at the local transfer station
 * = Materials collected through curbside collection

FIBERS
 Mixed Paper
 Cardboard
 Books
 Other: _____

ORGANICS
 Yard Waste
 Vegan Food Waste
 All Food Waste
 Other: _____

PLASTICS
 Plastics #1 – 2
 Plastics #3 – 7
 Rigid Plastics
 Other: _____

OTHER
 Electronics
 Ink Cartridges/Toners
 Textiles
 Other: _____

COMINGLED
 Glass
 Aluminum
 Tin
 Other: _____

UNIVERSAL WASTE/HHW
 Bulbs
 Batteries
 CRTs
 Other: _____

School Waste Generation Potential
Plug the number of students at this school into the formulas below to determine waste generation potential for the student body.

Number of Students: _____ * 1.50 lbs/Student * 180 Days = _____ Annual **TOTAL WASTE** Generation
 Number of Students: _____ * 0.72 lbs/Student * 180 Days = _____ Annual **PAPER** Generation
 Number of Students: _____ * 0.48 lbs/Student * 180 Days = _____ Annual **ORGANIC WASTE** Generation
 Number of Students: _____ * 0.18 lbs/Student * 180 Days = _____ Annual **PLASTIC** Generation

*Figures according to the California Department of Resources, Recycling & Recovery (CalRecycle School Waste Composition 2008)

Collection

- WHO is collecting?
- WHAT is collected?
- WHEN is it collected?
- WHERE is it collected?
- HOW is it collected?

Collection
 Met With: _____ School: _____ Date: _____

School Collection: What and Where
Consistent and clear collection efforts ensure a sustainable school recycling program.

1. Indicate each location that collects the materials listed below. For example: the gym may collect bottles and cans (glass, aluminum and plastic), so place a mark in each of those boxes.
2. Containers and signage should be consistent from one location to the next and clearly indicate the appropriate way to recycle/compost/donate.

	Classrooms	
	Cafeteria	
	Hallways	
	Copy Rooms	
	Offices	
	Teacher's Lounges	
	Auditorium	
	Gym	
	Library	

REQUIRED PER ACT 148

COLLECTING

Paper: boxboard, mixed paper, newspapers, magazines, catalogs, mail & paper bags

Cardboard: corrugated cardboard

Hard Plastics: water/soda bottles (without caps), milk jugs & shampoo bottles

Aluminum: cans, foil, pie tins & trays

Steel: cans (including tin), lids & empty aerosol cans

Glass: beer bottles, wine bottles & mason jars

Food Waste: feeding people or animals

Food Waste: compost

OTHER MATERIALS

Books

Electronics

Toner

Fluorescent Bulbs

Clothing/Textiles

Other:

CONTAINERS

Distinctive/Consistent

Restrictive Openings

Next to Trash Barrels

Sized Correctly

SIGNAGE

Clear and Concise

Visual Aids

Consistency

PRE-VISIT

COLLECTION

EDUCATION

PARTICIPATION

MOTIVATION

EVALUATION

RESULTS

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Collection Methods

Trash & recycling practices

Vendors & haulers

Containers used both inside and outside

Who helps and what role do they play?



Photo by NRRA, Epsom, NH

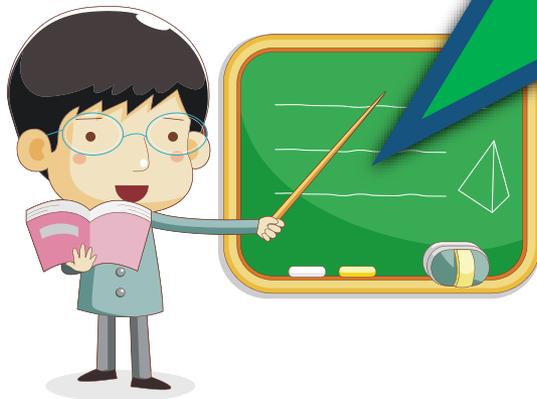


Photo by NRRA, Epsom, NH



Education must be a major component in any approach that has as its aim the influencing of people to behave, intentionally and intelligently, in environmentally beneficial ways.

Raymond S. Nickerson, 2003



Education in the Classroom

Ideas

- Posters
- Projects
- Lesson Plans
- Competitions
- Vermiculture

Education in the Classroom

Met With: _____ School: _____ Date: _____

Which grade levels are present at this school? _____
Which grade levels receive recycling education in the classroom annually? _____

Education at Collection Sites
Which collection sites are an excellent place to educate stakeholders. Education can come in many forms, from waste education signs to recycling materials.

Using a scale of 1 - 5 rank each item.
1 - 2 School makes an effort to implement education at collection sites with some regularity or consistency
3 - 4 "Average" education efforts have declined
5 School uses a variety of education methods used at collection sites with a high amount of frequency

	N/A	LOW	AVERAGE	HIGH	STAR
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5

EDUCATION OUTREACH AT SITES
Signage at collection sites
Recycling monitors
Other (restrictive openings, color codes, etc.)

Stakeholder Groups and Education
Each stakeholder group should receive recycling education, whether it be through posters throughout the school, classroom presentations, workshops to the community or any way that informs stakeholders of the recycling program.

Using a scale of 1 - 5 rank each item.
1 - 2 School makes an effort to implement education to stakeholder groups but it is irregular and/or limited
3 - 4 "Average" education efforts targeting stakeholders are offered with some regularity or consistency
5 School uses a variety of education methods to engage stakeholders with a high amount of frequency

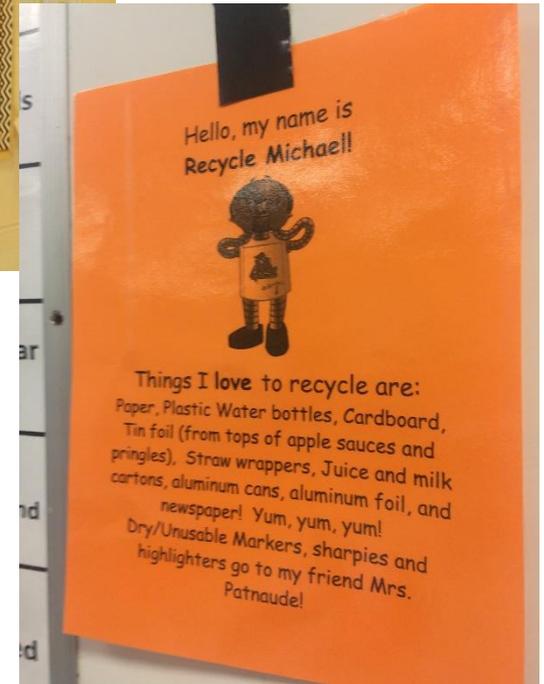
STAR	STAKEHOLDER GROUP	N/A	LOW	AVERAGE	HIGH
★	Students	0	1	2	3
★	Staff/Administration	0	1	2	3
★	Faculty	0	1	2	3
★	Facilities Manager	0	1	2	3
★	Food Services	0	1	2	3
★	Parents/Community	0	1	2	3
★	Municipality (Town)	0	1	2	3

Fill in the _____ for each stakeholder group participating as an "Educator"
This stakeholder group offers workshops, outreach, lessons, activities and other educational programming focused on the school recycling program.

Notes: _____

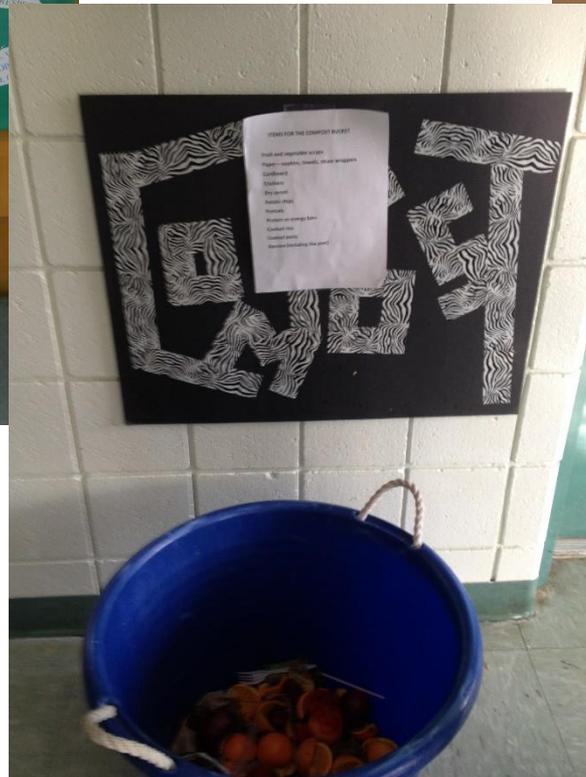
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PRE-VISIT
COLLECTION
EDUCATION
PARTICIPATION
MOTIVATION
EVALUATION
RESULTS



Photos provided by NRRA Club members.

Education at



Photos provided by NRRA Club members.

Collection Sites

Education of Stakeholder Groups

Ideas

- Recycling Corner
- Workshops
- Progress Updates
- Letters Home
- Classroom Projects
- Recycling Protocol Reminders

Met With: _____ School: _____ Date: _____

Education

Education in the Classroom
Which grade levels are present at this school? _____
Which grade levels receive recycling education in the classroom annually? _____

Education at Collection Sites
Collection sites are an excellent place to educate stakeholders. Education can come in many forms, from waste station signs to recycling monitors.
Using a scale of 1 – 5 rank each item.
N/A Does not apply and/or education efforts have declined
1 – 2 School makes an effort to implement education at collection sites with some regularity or consistency
3 – 4 “Average” education efforts and methods used at collection sites with a high amount of frequency
5 School uses a variety of education methods at collection sites with a high amount of frequency

★ Schools going above and beyond in collection site education

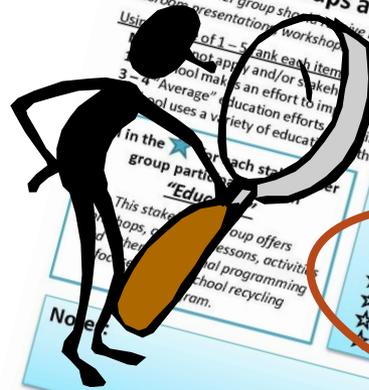
EDUCATION OUTREACH AT SITES	N/A	LOW	AVERAGE	HIGH	STAR	
Signs at Waste Stations	0	1	2	3	4	5
Recycling Monitors	0	1	2	3	4	5
Containers (restrictive openings, color cues, etc.)	0	1	2	3	4	5
Other: _____	0	1	2	3	4	5
Other: _____	0	1	2	3	4	5
Notes: _____	0	1	2	3	4	5

Stakeholder Groups and Education
Each stakeholder group should receive recycling education, whether it be through posters throughout the school, classroom presentations, workshops, or other methods to engage stakeholders of the recycling program.
Using a scale of 1 – 5 rank each item.
N/A Does not apply and/or education efforts have declined
1 – 2 School makes an effort to implement education to stakeholder groups but it is irregular and/or limited
3 – 4 “Average” education efforts and methods to engage stakeholders are offered with some regularity or consistency
5 School uses a variety of education methods to engage stakeholders with a high amount of frequency

★ Schools going above and beyond in stakeholder education

STAKEHOLDER GROUP	N/A	LOW	AVERAGE	HIGH	STAR	
Students	0	1	2	3	4	5
Staff/Administration	0	1	2	3	4	5
Faculty	0	1	2	3	4	5
Facilities Manager	0	1	2	3	4	5
Food Services	0	1	2	3	4	5
Parents/Community	0	1	2	3	4	5
Municipality (Town)	0	1	2	3	4	5

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**Anything
else to add
about
education
and
collection?
Do you have
a story to
share**



Participation

- Stakeholders
- School Culture
- School Recycling Club

Participation
 Met With: _____ School: _____ Date: _____

Stakeholders
 Each stakeholder group should be involved to sustain the recycling program. Participation can be anything from carrying bins to organizing assemblies and poster contests.

Using a scale of 1 – 5 rate each item.
 1 – Does not apply at all
 2 – School has minimal participation from and with this group
 3 – Stakeholder group participates in the recycling efforts at least monthly
 4 – Stakeholder group has a role in the recycling program >2 times a month
 5 – Stakeholder group has a significant role in the recycling program

Fill in the name of the stakeholder participating as a "Recycler" who takes the time to recycle waste while visiting the school or providing recycling for events, thereby taking steps to remove materials from the waste stream.

STAR STAKEHOLDER GROUPS	N/A	LOW	AVERAGE	HIGH		
Students	0	1	2	3	4	5
Staff/Administration	0	1	2	3	4	5
Faculty	0	1	2	3	4	5
Facilities Manager	0	1	2	3	4	5
Food Services	0	1	2	3	4	5
Parents/Community	0	1	2	3	4	5
Municipality/Town	0	1	2	3	4	5

School Culture and Climate
 Schools receive a ★ for each true statement listed below.

- ★ School is a member of the NRRA School Recycling Club
- ★ Updated NRRA club membership information
- ★ Has attended the annual NRRA School Recycling Conference
- ★ Student Handbook contains recycling program information
- ★ Other: _____
- ★ Other: _____

Extra Credit: School Recycling Club
 Schools receive a ★ for clubs who do each of these things

STAR CLUB ACTIVITIES

- ★ Holds meetings regularly
- ★ Plans activities
- ★ Has a presence on campus
- ★ Has a mission statement and/or bylaws
- ★ Set recycling goals for the school
- ★ Other: _____
- ★ Other: _____

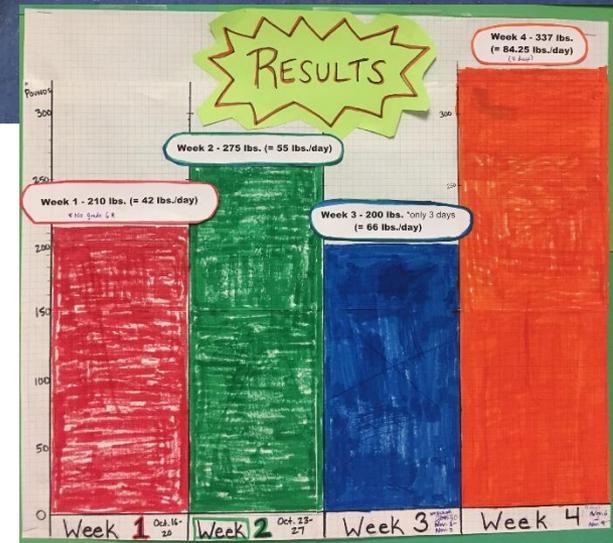
Notes: _____

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Participation: Stakeholders

Getting Involved

- Empty Bins
- Sort Materials
- Plan Events
- Organize Fund Raisers
- Lead Workshops
- Advise the Club
- Write Articles
- Compete
- Recycle!



Photos provided by NRRA Club members.

Participation: Culture and Club

Steps

- NRRRA Club
- Network with Other Schools
- Update Student Handbook
- Student Government



Tasks

- Hold Regular Meetings
- Plan Activities
- Plan Celebrations
- Evaluate Program
- Stakeholder Outreach
- Mission Statement
- By-Laws
- Goals

Participation

School: _____ Date: _____

Stakeholders
Each stakeholder group should be involved to sustain the recycling program. Participation can be anything from carrying bins to organizing assemblies and poster contests.

Using a scale of 1 – 5 rank each item.
 1 – 2 School does not apply and/or participation has declined
 3 – 4 Stakeholder group participates in the recycling efforts at least once a month
 5 Stakeholder group plays a role in the recycling program >2 times a month

STAR	STAKEHOLDER GROUPS	NO	LOW	AVERAGE	HIGH
★	Students	0	1	2	3
★	Staff/Administration	0	1	2	3
★	Faculty	0	1	2	3
★	Facilities Manager	0	1	2	3
★	Food Services	0	1	2	3
★	Parents/Community	0	1	2	3
★	Municipality/Town	0	1	2	3

Fill in the ★ for each stakeholder group participating as a "Recycler"
Someone who takes the time to recycle their waste while visiting the school and/or participating in school activities. Do not remove materials from the waste stream.

School Culture and Climate
Schools receive a ★ for each true statement listed below.

- ★ School has a member of the NRRRA School Recycling Club
- ★ School has attended the annual NRRRA School Recycling Conference
- ★ Student Handbook contains recycling program information
- ★ Student Government plays a role in participation/leadership
- Other: _____
- Other: _____

Extra Credit: School Recycling Club
Schools receive a ★ for each of these things

- ★ CLUB ACTIVITIES
- ★ Holds meetings regularly
- ★ Plans activities
- ★ Has a presence on campus
- ★ Has a mission statement and/or bylaws
- ★ Set recycling goals for the school
- Other: _____
- Other: _____

Notes: _____

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Motivation

Goals

- Material Collection
- Participation Increase
- Educational Components
- Decreasing Waste Stream
- Eliminate Material

Incentives

- Profit Sharing
- Awards
- Scholarships
- Community Service Hours
- Conference Participation

Motivation Met With: _____ School: _____ Date: _____

Setting Goals
Using a scale of 1 – 5 rank each item.
N/A Does not apply and/or school motivation and goal setting has declined
1 – 2 The school has made minimal steps towards setting goals
3 – 4 The school has set a few goals and the process has increased participation
5 The school is effectively utilizing goal setting and achievement as a primary motivator
Give this school a ★ if they score a 5 ranking on any of the steps listed below.

STAR	GOAL STEPS AND PROGRESS	N/A	LOW	AVERAGE	HIGH		
★	The school set goals for the recycling program	0	1	2	3	4	5
★	Goals are tracked and revisited throughout the year	0	1	2	3	4	5
★	Goal progress is updated to stakeholders	0	1	2	3	4	5
★	School celebrates goal setting, progress, completion	0	1	2	3	4	5

Incentives
Examples: Community service credit, scholarship programs, time out of class, financial incentives
Using a scale of 1 – 5 rank each item.
N/A Does not apply and/or there has been a reduction in the amount of incentives
1 – 2 The school utilizes minimal incentives to motivate their stakeholders
3 – 4 The school utilizes several incentives, but without regularity or consistency
5 The school is effectively and consistently using incentives as a motivator
Give this school a ★ for each of the incentives being used/implemented at the time of assessment.

STAR	TYPES OF INCENTIVES	N/A	LOW	AVERAGE	HIGH		
★	Awards	0	1	2	3	4	5
★	NRRA Conference participation	0	1	2	3	4	5
★	Financial incentives/rewards	0	1	2	3	4	5
★	Other: _____	0	1	2	3	4	5

Events and Celebrations
Give this school a ★ for each planned and/or completed event.

EVENT	PLANNED	COMPLETED
_____	★	★
_____	★	★
_____	★	★
_____	★	★
_____	★	★
_____	★	★
_____	★	★
_____	★	★
_____	★	★
_____	★	★

Notes: _____

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PRE-VISIT
COLLECTION
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RESULTS



Motivation

Events and Celebrations

Goals and Competitions

Incentives

Ideas

- Competitions
- Fund Raisers
- Assemblies
- Performances
- Celebrations/Parties
- Waste Audits



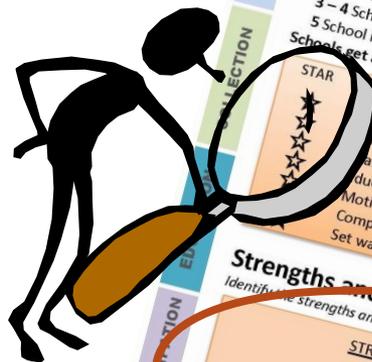
Photo provided by NRRA Club member.

Evaluation

Recycling Potential
Strengths and Weaknesses
Planning

What is Next?

- Increase Club Membership
- Additional Materials
- Re-Organizing Cafeteria
- Mission Statement
- Lesson Plans
- Earth Day Celebration
- Plan a Waste Audit



Evaluation
Met With: _____ School: _____ Date: _____

Benchmarking
It is essential to undergo regular assessment and evaluation of the school recycling program.
Using a scale of 1 – 5 rank each item.
1 – 2 Does not apply and/or efforts have declined
3 – 4 School has had minimal increase in efforts
5 School is consistently maintaining efforts and meeting the expectations of similar institutions
Schools get a ★ when they consistently go above and beyond in this category

POSSIBLE IMPROVEMENTS	RATING					
	N/A	LOW	AVERAGE	HIGH		
Waste diversion and reduction	0	1	2	3	4	5
Collection efforts, material types and quantities	0	1	2	3	4	5
Stakeholder participation	0	1	2	3	4	5
Educational outreach to key groups	0	1	2	3	4	5
Motivational events and incentives	0	1	2	3	4	5
Complete annual program evaluation	0	1	2	3	4	5
Set waste diversion and reduction goals	0	1	2	3	4	5

Strengths and weaknesses
Identify the strengths and weaknesses of the school recycling program.

STRENGTHS

WEAKNESSES

Follow-Up and Goal Setting
Use this location to identify opportunities for improvement, to highlight things to continue, and to set goals based on peer institution benchmarks.

GOAL 1: _____

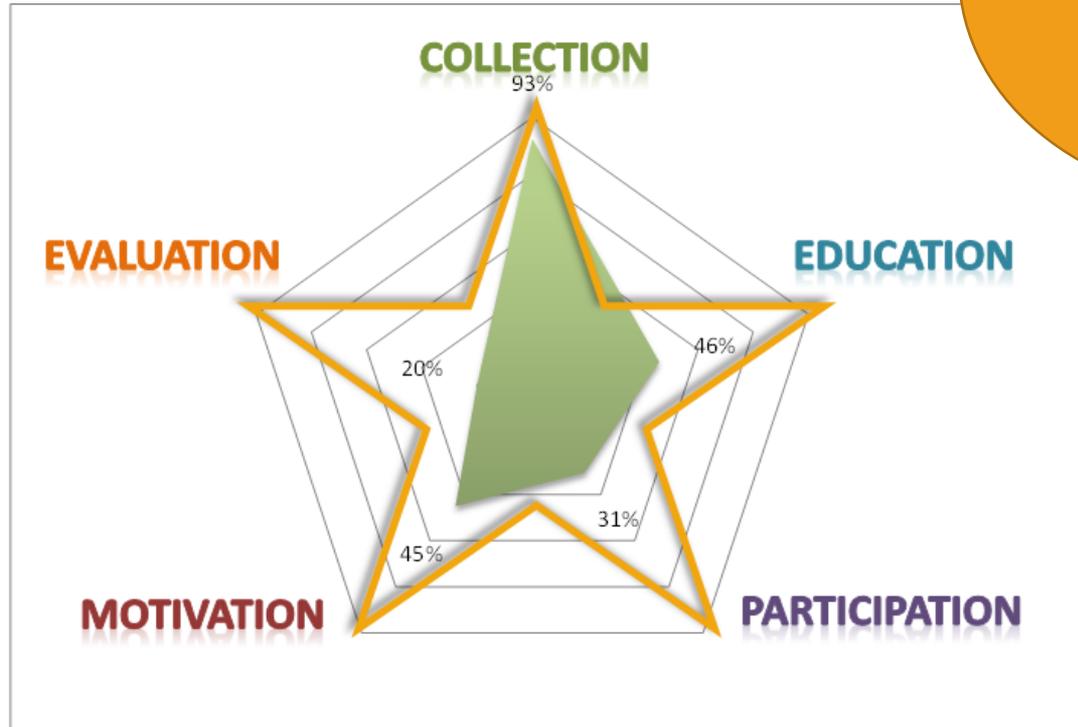
GOAL 2: _____

Notes: _____

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Sustainability

It's easy
as pie



Interconnectedness
Processes
Efficiency
Waste Value

Your Recycling Assessment Results

Thank you for letting us complete the Star of Sustainability Assessment. A graduate student created this assessment for her Resource Management and Conservation Master's Project to help identify the best way to start and maintain a school recycling program. It has proven to be very successful with rating the five categories of sustainability that schools should address to maximize a successful recycling program. These are: Collection, Education, Participation, Motivation and Evaluation.

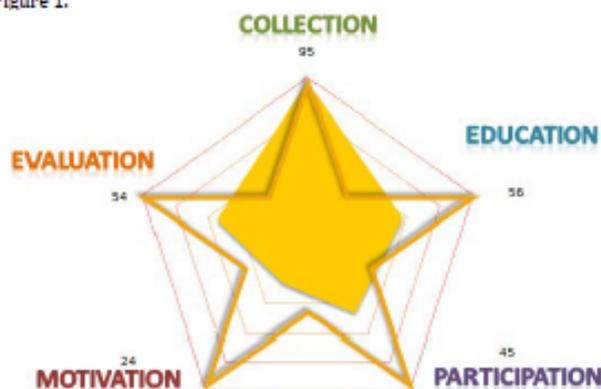
During your assessment, you were scored on these five "points." We have tabulated the results below, along with some suggestions on how to improve your program. Results are inherently subjective and scores should be used only as a baseline of current practices with an eye toward improvement where possible. Please note: that we have recently revamped the STAR Assessment so your results may vary from prior years based on the new values and calculations.

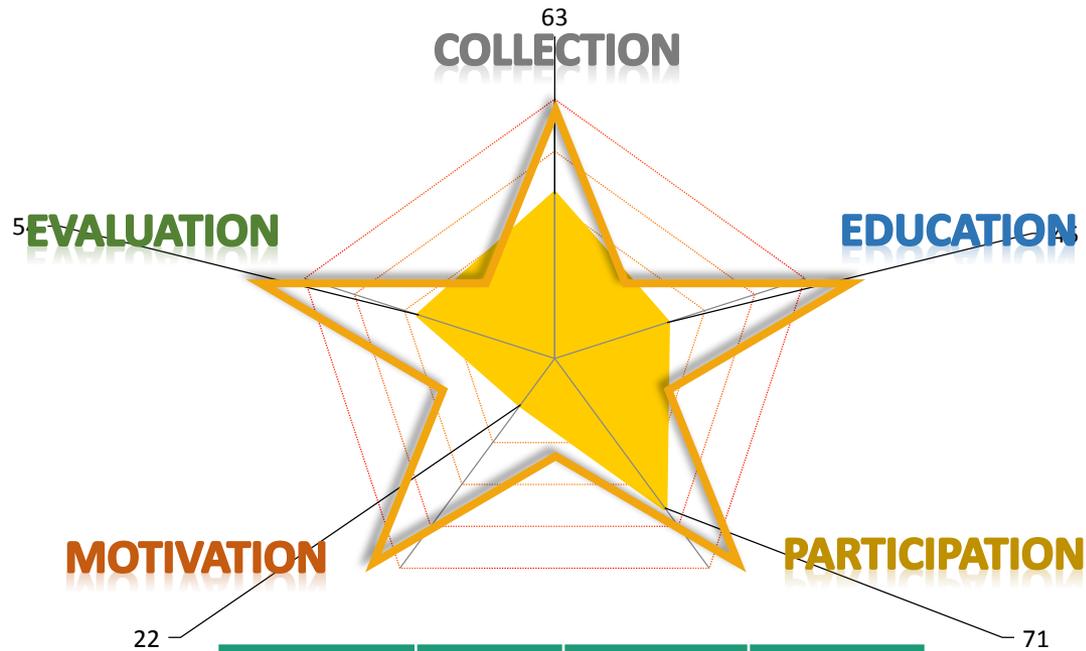
Your Results

Table 1.

	Points Scored	Points Available	Percentage
Collection	95	100	95%
Education	36	100	36%
Participation	45	100	45%
Motivation	24	100	24%
Evaluation	54	100	54%

Figure 1.





	Points Scored	Points Available	Percentage
Collection	63	100	63%
Education	45	100	45%
Participation	71	100	71%
Motivation	22	100	22%
Evaluation	54	100	54%
		AVERAGE	51%

75-100	Super sustainable school! Keep it up!		
50-74	Good job, but there is still room to improve!		
25-49	School shows initiative but would benefit from greater stakeholder support.		
0-24	Limited sustainability in place. How can we help?		



Evaluating the Sustainability of School Recycling Programs through the Five Categories of Sustainability.



Photos provided by NRRA Club members.



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SUMMER WEBINAR SERIES- COMING NEXT



Legislative Updates

Presenters: Cathy Jamieson, Solid Waste Program, VT Department of Environmental Conservation; Ariela Lovett, Legislative Analyst, MA Municipal Association

Wednesday, August 5
9:00-10:00 am



The 6th R: Cultivating a Culture of Repair

Presenters: Ollie Cultrara, Former ECO AmeriCorps Member, Addison County SWD Middlebury, Vermont; Cassandra Hemenway, Outreach Manager, Central VT Solid Waste District

Friday, Aug 7
12:00-1:00 pm

