



**Wellness Advisory Council Meeting Agenda & Notes**  
**Tuesday, January 15, 2019**  
**3:30-4:30**  
**College Counseling Center**  
**\*Meetings are open to everyone!**

**Attendees: Staff/volunteers:** Kristie Letter, Christie French, Sam Todd, Erin Manzanares, Kelly Reeser, Paula Greenspan, Monika Bunting, Kimberly Gannett, Anita C-Spotts, Vicki Lundquist, and Shannon Ross. **Students:** Emma Law, Peyton Larsen, Amory Mun, Seren Fox-Smith, and Ryan Cohoon

**3:30-3:45** Emma Law presents on anti-idling ([click here for her presentation](#), [click here for resources](#))

- Emma is a junior and is in Ms. Letter's Innovation and Design course. Ms. French invited Emma to share her ideas and presentation.
- Problem identified: idling cars that produce pollution, especially carbon dioxide, that students and staff breathe in during pick-up times.
- We see many idling cars in the "hug and go" areas during car line. Why do parents keep their cars on? Emma's theory: When it's cold or hot outside they want to be comfortable in their cars, and they don't know or don't care about the impact of idling.
- Ideas for reducing idling: other schools use signs, newsletters, emailing, campaigns, advocating at state level.
- Solutions for P2P: signs, educate, spread the ideas, talk directly to parents, get their support. Implementation: add to curriculum, projects, teach students, environmental science, earth science, chemistry, put up signs, include a reminder in our newsletter to parents, add to curriculum, add to Friday digest and Counseling digest. Signs cost \$30. Emma will send vendor information to Kelly/Sam. Kelly will get message in Friday Digest. Student signs could be effective, too. Students in 8th period Innovation class went out to carline in November. Collected data on the day of their contact. Students

made direct contact and parents they did comply although some tried “not to see” the students. Idea: give a reminder on a regular basis.

- Question: how long should cars be still before drivers should turn them off? Answer: Right away, and especially when waiting for more than a minute. Research shows that it does not use more power/gas when turning car off and on. Safety considerations: kids are safer because cars can't accidentally accelerate. Prospect Ridge has a created a culture around this; Sam has had parents send him factual information about the impact of idling. He can share with Wellness Council.
- Idea: have older students teach younger students. Christie has idea from Lauren Sessions: maybe we could highlight partnerships between secondary students and elementary students to help educate students and parents.
- Sam: we can work with John Wilcox to put up signs. Turnaround time for signs? Not sure, but Sam will check.
- Add to digital signs. Idea for slogan contest for permanent signs. Have elementary students create temporary signs.

**3:45-4:00** Anita's math students present on a recent environmental project regarding waste in our school ([click here for their presentation](#))

- Boats to Trays presenters: Peyton Larsen, Amory Mun, Seren Fox-Smith, Ryan Cahoon. Students came from Ms. C-Spotts' math class.
- Costs of waxy boats are provided in slides. Savings of not using them would approximately \$3,000 per year.
- Proposal would be to switch to trays.
- Water cup waste statistics are provided. Idea: use savings from decreasing water cup usage to switch to water bottles.
- Anita C-Spotts will share the presentations that all kids made.
- Calculations are connected to secondary students.
- Other factors to consider: cost of replacement has driven cafeteria to buy more boats instead of trays. Challenge with students who eat outside.
- Suggestion to bring your own dishware - how can we encourage people to participate this? What are the obstacles: inconvenience of remembering to bring plates, utensils.
- Suggestion to increase prices for people who do not use their own containers.
- Bottom line is to focus on reducing trash.
- First step: encourage water bottles. Paula will look into whether we could eliminate 7 oz cups altogether. MS will try the idea out and see how it goes.
- Create an art installation that shows volume of waste that is produced over a full year when people throw away items every day. Plan for working with MS art teacher.
- 9th grade class will take field trip to Erie landfill with grade level leads and science teachers.

**4:00-4:30** Follow-up on action items, share updates from wellness initiatives around the school, read article from Monika, discuss recycling bins in cafeteria, set action items

Paula described a challenge with milk buckets with trash and food bits being put into the milk buckets. Possible solutions: grate, funnel, increased adult supervision.

Kimberly reported on mental health awareness week being planned for April 1st through 5th. NJSH and SOS at HS. Different activities being planned each day.

- Updates:
  - From Annie Sasseville:

The P2P Learning Garden needs you! Do you love to volunteer but find that you are an outdoor person who loves to connect with children by learning and playing outside? You could join the garden team and be a part of helping kids learn about where their food comes from, how to care for the environment and how to connect with each other and nature. Remember, there are no gardening mistakes, only experiments!

**Garden lead** - This position involves coordinating garden lessons with elementary teachers, organizing a "free salad bar day" with cafeteria staff and working alongside other garden team members to maintain the garden and its spaces. It's a great volunteer position for someone who wants to get to know staff, parents and students in our beautiful outdoor learning garden space! This position requires ~2-3 hours/week for the first few weeks of school and the last few weeks of school. Winter volunteer hours are completely optional and flexible.

**Garden Communications liaison** - This position involves coordinating volunteers as needed, marketing the garden program to the school and community, and overseeing minimal garden volunteer efforts over the summer. This position requires 1-2 hours/week for the first few weeks of school and the last few weeks of school and just a couple hours during the summer. Winter volunteer hours are completely optional and flexible.

**Garden team member** – This position is primarily a support position to the garden lead and additionally would help maintain ~10 perennials in an area of the garden that has been designated the "pollinator preserve". Additional duties would be general maintenance of the garden. This position requires 1-2 hours/week for the first few weeks of school and the last few weeks of school. Winter volunteer hours are completely optional and flexible.

**Supportive garden team members** - We have currently have 2 parent volunteers filling these roles, but we would like to find 2-3 more volunteers to join the garden team and help

support the garden. This role includes volunteering a few days per year (at the most) to help with larger scale garden projects like adding compost, spreading mulch, weeding, etc. Time can always be broken into 1-2 hour shifts on weekdays or weekends.

Contact Annie Sasseville @ [AnnieSasseville76@gmail.com](mailto:AnnieSasseville76@gmail.com) or Raquel Hink at [raquel.hink@gmail.com](mailto:raquel.hink@gmail.com) with any questions.

- From Libbi Peterson:
  - I think there is a huge benefit in linking our practices K-8, and I am excited as we continue to move forward. We learned last spring semester that teachers needed a bit of time to process what it means to offer more of a mindful culture. We offered the resources and allowed teachers to explore and dive into mindfulness practices as it aligned with their comfort levels. This year we created a mindfulness crew (Bunting, Laramy, Hankey, Reeck and myself) of folks who are really interested in this topic for our school community, and want to do it really well. This cohort wanted to focus on mindfulness as it pertains to the adults first. So, we have been offering a quiet space for meditation (or just sitting) to start our days and we trade off who "hosts" it (who comes to sit). It has been met with varying levels of success, but I think we are all glad we are doing it. For finals week, we are wanting to provide a quiet space for students. I am also planning on a lesson with students the first Monday back to norm students on all of our mindful movements and breaths. I have been weaving in mindful practices into our announcements this semester, but will do it in a much more intentional way with our common language beginning in January. We will also incorporate them into every daily announcement, similar to elementary and we are excited!
- From Lisa Amerine:
  - I have some articles put together and hope to have something completed for January by the end of the week. I will get it to Jen D. and she will create the link and get it in the weekly newsletter.

**Other Discussion Topics/Resources:**

<https://www.pca.state.mn.us/sites/default/files/p-p2s6-16.pdf>

[Click here for 18-19 WAC Priorities](#)

[USA News Story about Aerobic Activity](#)