



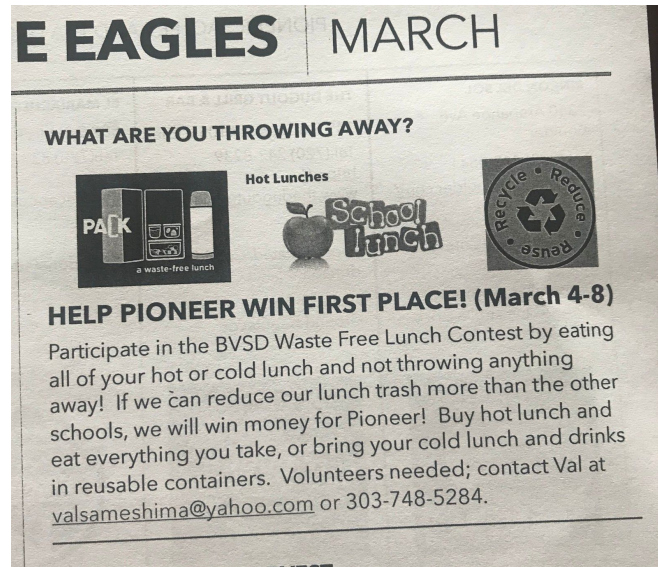
Wellness Advisory Council Meeting Agenda & Notes
Tuesday, March 19, 2019
3:30-4:30
College Counseling Center
***Meetings are open to everyone!**

3:30-4:30 Follow-up on action items, share updates from wellness initiatives around the school, view/discuss Mo's EcoCycle and Alpine comparison data, set action items

Attendees: Kelly Reeser, Christie French, Erin Manzanares, Elizabeth Begley, Paula Greenspan, Sam Todd, Monika Bunting, Cristina Munteanu, Lisa Amerine

- Previous Action Items:
 - Create recycling SMART goal to measure success:
 - *Kelly's suggestion: By the end of the 2018-19 school year, students and staff will successfully recycle 100% of the aluminum cans used for meals with zero contamination in the recycle bins.*
 - Christie's suggestion: We should reduce the goal percentage from 100% to 90-95%, as we can't expect perfect recycling.
 - Contact EcoCycle for cost comparison - thanks to Mo and Sam for contacting them
- Updates and Ideas:
 - [EcoCycle and Alpine comparison data](#)
 - Sam will contact the district to see about district rates
 - Sam followed up with eco cycle and they said P2P would not be eligible to participate in Green Star Schools and education programs because we own our own buildings and have a separate contract with trash collector. Sam will follow up with BVSD (Kari Albright and Ghita Carrol) to see if there is any flexibility with this requirement.

- Mo will forward invoices/quotes on recycle containers if we want to order additional containers.
 - Composting in the cafeteria
 - Almost everything (except souffle cups) are already compostable
 - To switch to compostable silverware, it would be an annual cost difference of \$3,500
 - Kelly: Add discussion to ELT budget discussions on April 3rd; need; bags, container, cart.
 - [Click here](#) for a list of cafeteria compostables and costs
 - [Meatless Mondays in New York public schools](#)
 - [Nonstop Plastic](#)
 - [Employee Wellness](#)
 - Christie will email Jessy
 - BVSD Waste Free Lunch Contest
 - <https://www.bvsd.org/communications/news/Pages/Eco-Cycle.aspx>



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- Continue Discussion and Set Action Items (write names next to red headings if people are interested in working on that area):
 - [Click here](#) for an article about the psychology of sustainable behavior.
 - Sustainable behavior is most likely when there are fewer barriers
 - What barriers do we need to remove to move forward with recycling and other sustainable behaviors we would like our students to internalize?
 - Positive social cues can make a big difference - Christie will talk to Holly and lunchroom paras about Wellness Shout Outs, Mo will help with secondary

- People are more likely to repeat a behavior when someone smiles at them or says thank you. Application: have kids get involved in positive reinforcements for behavior that supports recycling.
- We could print small cards (as we don't want to create more waste) that say, "Thank you for recycling" or give stickers to the younger kids
- People are most interested in behaviors of people they consider similar to themselves (for example, a high schooler would be more likely to bring a reusable water bottle if they see other high schoolers bringing a reusable water bottle)
- How do we celebrate this behavior and make it more obvious that people are recycling? (The article states that people are more likely to participate in sustainable behaviors if others know about it)
- How do we encourage staff members to be recycling and waste reduction role models for our students?
- **Emphasize personal relevance**
 - Most people don't see environmental concerns as something that will directly impact them
 - Instead of talking about how to help the environment, make it more personal by saying things like, "the water we drink," "the resources we rely on," "the air we breathe." What other phrases could we use to make the recycling issue more personal for our students?
 - Draw out an impact diagram to show effects of recycling on individuals (personal and family health, moral obligations, the obligation to future generations, human rights; environmental breakdowns often impact the poor and people of color in the U.S., etc.)
- **Make hidden information visible - Mo and Erin will help share physical activity achievements (bulletin board, K-12 PE website, or other?)**
 - Vivid, concrete images, action/animation
 - Recycling and waste art installation in the cafeteria
 - Stack of water bottles used in one week (in the cafeteria last year)
 - Graphical displays
 - Example: [plastic impact on wildlife photographs](#) and [portraits of American mass consumption](#) by Chris Jordan (for secondary students)
 - Charts, graphs, visual displays of how much we throw away
 - Words

- [“These come from trees” stickers](#) placed on paper towel dispensers save up to 1,000 pounds of paper every year
- What other ways can we make waste and recycling impact visible to students and staff?
- **Provide feedback about waste reduction - Christie will look up resources and share with MS or HS teachers for waste inventory**
 - How could we do this?
- **Focus on improvement, not perfection - Christie will talk with Kristy Letter**
 - “Instead of giving people a list of behaviors that they should be doing, find ways to encourage them to ask themselves questions:
 - Do I really need this?
 - Can I borrow this instead, or find it used?
 - How far away has it come from?
 - Could this be done/created with less waste?
 - Is there a lower energy way of doing this?
 - Could this item and/or its packaging be recycled?
 - Create a checklist of these sorts of big-picture questions that people can carry with them, for example on a pad of paper for a grocery list or a credit-card-sized format to keep in one’s wallet.”
- **Create how-to resources - Christie green cleaning, Mo recycling, composting, lean and green option**
 - Videos, fact sheets, step-by-step directions
 - Have (student) experts available to help - can we offer volunteer hours for students to stand next to recycle bins like they do at Lafayette community events?
- **Make the sustainable choice opt-out rather than opt-in**
 - If you can’t make the choice the default, at least make it the easiest choice
- **Have a positive vision - Kelly with school-wide communication**
 - Emphasize the future we are working toward instead of always emphasizing the threats we are trying to avoid
- **Set challenging, but attainable goals**
 - What goal should we set and how will we measure it?

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

[USA News Story about Aerobic Activity](#)