

LSE Home and School Organization

**Thursday, March 9, 2023
6:00 p.m. at LSE 3-5 Library**



Meeting Minutes

1. Called to Order
2. Reviewed Agenda
3. Reviewed & Approved Previous Meeting Minutes (12/8/22)
4. Treasurer's Report - No Treasurer Report given
 - a. Present Balance
 - b. Taxes Filed for 2022
5. Old Business
 - a. Recap of Winter Events
 1. Holiday Bake Sale & Merch Sale – Profit of \$1352.50
 2. \$1,000 donation to LSE Clothing Closet
 3. Family Book Club & Movie Afternoon – 96 signed up and 150 attended the movie. Had a couple issues with parents not receiving the mails from Megan's personal email so next time would use H&S email or direct from District. Overall great success and will plan to do it again.
 4. Trivia Night (Fundraiser) at The Local, coming up on 3/28, tickets available online. Trivia Committee working on gathering donations and prizes. Encourage members to spread the word.
 - b. Update on Volunteering Program at LSE: Previously Terri Roffers worked with the Volunteer program, but system has changed since COVID and needs more coordination. Matt Horning will follow up with Kathleen Thiele & Terri Roffers.
 - c. Follow-up on Bike Racks/Bike Lanes: Discussion on permanent markings on the path and additional bike racks at LSE. Would be nice to have rack in front of the school but may not be encouraged there due to bus and vehicle traffic before and after school. Kayla Evenson will reach out to John Berglund for allocation of new racks, painting etc. Kayla Evenson has also been in contact with a company that does thermal painting for adding images and playground games to asphalt.
6. New Business
 - a. Staff Input Received from in-service meeting on Feb 20th – Top Priorities:
 1. Need consistent in-classroom volunteers
 2. Provide financial assistance for classrooms (i.e. supplies, field trips, etc.)
 3. Host more activities/events for students/families
 4. Send communication out frequently

b. Upcoming Events

1. 4K Open House – March 27 4:00-7:00 (Need volunteers for table to promote H&S to 4K parents)
2. 2nd Grade Family Involvement Night – March 30 5:15-6:15 (Need volunteers for table)
3. Spring Field Trips - funding for each grade
4. School & Community Day – Saturday, May 6
5. Teacher Appreciation Week – May 8-12 (need a committee to plan)
6. Field Day – Wednesday June 7 (Need to discuss with Mrs. Oliphant to see what is needed now).
7. Stuff the Bus Event (School Supplies) – Summer 2023
8. Outdoor Gear Swap – Fall 2023

c. Goals for the remaining 2022-23 school year

1. Book Vending Machine tentative delivery in Fall/Winter 2023
2. Salad for lunches, can it be added to the menu?

d. LSE School Garden Update (Monica Lee): The school garden has been supported by a group of volunteer parents and previously hired a garden worker to deal more consistently with garden maintenance. Volunteers met with Principal Thiele to discuss how to enhance the program and get kids and classrooms more involved. Could there be a part time faculty position helping to focus more on environmental education? Data available that kids will eat 3x more fruits and vegetables when there is more involvement. Currently garden group has been financially self-sustaining and would not anticipate adding additional finance needs to H&S Organization but would like to be “taken on” by Home and School for more connection with teachers, classrooms and the school. Voted to include the School Garden as part of H&S initiatives and create a committee.

e. Composting Update (Matt Horning): Would like to get composting advocates and a composter going at LSE. Discussed there used to be a composter but aren’t aware of what happened to it or who was involved. A cafeteria composter would be the focus, along with clearly designated garbage cans to help students be more aware and involved stewards. Meeting with Big Lake Organics and will report on findings of options.

f. 2023/24 Officer Election

1. All members are eligible for nomination (except LSE staff) for any officer position (President, Vice President, Secretary, Treasurer) for a one-year term.
 - i. Interested members must notify the Executive Board via email (lshomeandschool@gmail) by April 30.
 - ii. Voting will take place at the quarterly meeting on June 1 through a simple majority vote of those present.

iii. Installation of newly elected officers will commence at the start of the new school year in September.

g. Other

7. Next Meeting Date: Thursday, June 1, 2023 @ 6:00 p.m. – LSE 3-5 Library

8. Adjourned

Benefits of School-Based Community Gardens

A compilation of research findings

Academic Achievement

- A study of third and fourth graders involved in a school garden and nutrition program found that “the school garden **supports student inquiry, connection to the natural world**, and engages students in the process of **formulating meaningful questions**” (Habib & Doherty, 2007).
- Students involved with school gardens generally **take pleasure in learning** and **show positive attitudes towards education** (Canaris, 1995; Dirks & Orvis, 2005).
- Students who have school garden programs incorporated into their science curriculum score significantly **higher on science achievement tests** than students who are taught by strictly traditional classroom methods (Klemmer, Waliczek, & Zajicek, 2005).

Physical Health

- Children who are familiar with growing their own food tend to **eat more fruits and vegetables** (Bell & Dymont, 2008), and are more inclined to continue healthy eating habits through adulthood (Morris & Zidenberg-Cherr, 2002).
- Gardening during childhood **exposes children to healthy food, moderate exercise, and positive social interactions** and can often lead to a lifetime of gardening (Gross & Lane, 2007).

Social and Emotional Health

- The school garden serves as a “safe place” for students. Studies show that large numbers of students report “**that they feel ‘calm,’ ‘safe,’ ‘happy,’ and ‘relaxed’** in the school garden” (Habib & Doherty, 2007).
- Children who work in gardens are **more likely to accept people different from themselves** (Dymont & Bell, 2006).
- A study of third, fourth and fifth graders showed that students participating in a garden program had **increased self-understanding, interpersonal skills, and cooperative skills** when compared to non-gardening students (Robinson & Zajicek, 2005).

School and Community Benefits

- According to Skelly & Bradley (2000), teachers who worked in schools with garden programs had **higher workplace morale and increased “general satisfaction with being a teacher at that school.”**
- The study by Habib and Doherty (2000) showed that “**68 percent of the students shared what they were learning with family and friends** unassociated with the school garden program.” This has the potential for spreading the benefits to a much larger community.
- The American Community Gardening Association attributes community gardens to an **increase in home prices for residences** near the garden, a **reduction in violent and non-violent crime** in the neighborhood, and an overall **increase in the feeling of safety** (2009).
- In a Denver study, **95 percent of community gardeners give away some of the produce they grow** to friends, family and people in need; **60 percent specifically donate to food assistance programs** (Litt, J.S., et al., 2012).
- **In a survey of community gardeners in Denver, 80 percent gardened as children**, suggesting that gardening at a young age has a long-reaching impact (Litt, J.S., et al., 2012).
- **More than 50 percent of community gardeners meet national guidelines for fruit and vegetable intake, compared to 25 percent of non-gardeners** (Litt, J.S., et al., 2011).



I've learned a lot from the garden, but the community garden is also a place where I can just go and breathe in some fresh air. I feel calm and peaceful when I'm in the garden.

—Fifth grade student

Sources

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Benefits of the Lake Superior Elementary School Garden for Students—Resources

Source: Harvard Graduate School of Education

<https://www.gse.harvard.edu/news/uk/18/07/let-it-grow>

School gardens provide:

- opportunities for hands-on nutrition learning, students eat up to three times more fruits and vegetables at school lunch — regardless of whether or not that food was grown in the garden
- gardens provide an experiential, hands-on learning environment
- repeated exposure can also build the emotional connections to food that are essential to behavior change (Article also offers a suggested list of best practices in using a school garden.)

Source: The Edible Schoolyard Project

<https://edibleschoolyard.org/>

(Lesson plans available by grade level: <https://edibleschoolyard.org/resource-search>)

Please see appended document of resources on school gardens' positive learning outcomes through:

Academic performance

Agricultural interest & knowledge

Attitudes toward fruits & vegetables, fruit and vegetable consumption

Nutrition knowledge

Attitudes toward math, science, school in general

Environmental attitudes and awareness

Life skills & student physical activity levels

Source: Cornell University College of Agriculture and Life Sciences

Benefits of school gardens

<https://gardening.cals.cornell.edu/lessons/program-tools/benefits-and-research/key-findings/>