

Social Emotional Physical Well Being Sub Committee Meeting - March 1, 2018

Attendees: Tara Murphy Beardsley, Jenn Spadafora, Rob McCarthy.

Start time: 6 pm

Agenda:

Recess

1 House bill 235: Please click on this bill to read about it and contact your state representatives and Alice Piesch Alice.Peisch@mahouse.gov Phone:617-722-2070

2 Before and after school opportunities for movement: look into grants and/or programs that will get students moving before and after school because of minimal recess time (Linden has Monday and Wednesday am running club, Boks program, walking/biking school buses on the bike trail, etc.)

3 Rewrite policy in the handbook: There is a policy that recess cannot be taken away for missed homework but we are sending this item to the policy committee to be rewritten to include that students get ALL recess time and that it can't be taken for academic or behavior reasons (except unsafe behavior during recess), as a whole class punishment or stalled because of lining up problems.

4 Recess (unstructured OUTDOOR play) is crucial to child development. There are many studies:

1 Recess and Student Outcomes The National Association for the Education of Young Children (NAEYP) has found no research to support a relationship between improved test scores and "keeping children in the classroom all day." In fact, research from the U.S. Department of Health and Human Services suggests that physical activity may be linked to improved academic performance, including improvements in attention, concentration, and on task classroom behavior. Moreover, they found that "increasing time during the school day for physical activity does not appear to take away from academic performance." As a result, they recommend that schools "continue to offer or increase opportunities for physical activity." The American Academy of Pediatrics has come to a similar conclusion based on their own findings that participation in recess improves students' classroom behavior, as measured by their teachers. Research from the Journal of School Health concluded that recess helps students to "return to class ready to learn." In sum, "the available research suggests that recess can play an important role in the learning, social development, and health of elementary school children."

2 Recess, Discipline, and Equity According to the NAEYP, "recess is often cut because of academic pressure or as a punishment." A 2010 Gallup survey found that a great majority of principals report taking recess away as a punishment. Yet, based on guidance from the United Nations, the NAEYP contends that "recess is a right, not a privilege" and that "policies against recess... discriminate against children. Depriving a child of recess as punishment is similar to depriving a child of lunch." Similarly, the American Academy of Pediatrics "believes that recess is a crucial and necessary component of a child's development and... should not be withheld for punitive or academic reasons." Foundation also recommends that "schools should end the practice of taking recess away as a punishment." Access to recess may be a particularly important issue with regards to educational equity. A 2003 study published in the Teachers

College Record found that African American students received less time for enrichment activities and recess than their White peers. It also found that “teachers of the White students... scheduled over 10 minutes more time for recess during the school day than teachers of nonWhite students,” and that student with at least one special need “receive[d] almost five minutes less of recess time compared with students with no special needs.” These findings may be related to the withdrawal of recess time as discipline, and therefore connected to the larger school-to prison pipeline, the trend of school discipline policies that disproportionately affect certain student populations like minorities and students in Special Education.

Restorative Practices:

Sandra Donah and Superintendent Oteri gave us a report on how the restorative circles are being implemented and received by schools and staff. It was intentionally rolled out slowly this year so that staff could be trained and students could learn and acclimate to the program. This is year one of a three year program.

Social Emotional Needs in Schools

Karen Hayes reminded us of Malden’s Promise and an app that we could use for services ([Http://mobile.dudamobile.com/site/lookingaroundmalden.](http://mobile.dudamobile.com/site/lookingaroundmalden))

Sandra Donah told us that 10 people on staff are being educated to become behavior techs if they are approved in the budget it will help with social emotional staffing.

We need to advocate for more adjustment counselors in the buildings because they have more students than they can manage usually.

End time 7pm

Submitted by Tara Beardsley