

Berkeley Unified School District

Board Policy 5144.2

Recess Restriction

The Board recognizes the value of recess and play. It improves students' ability to focus and it helps students cognitively process information they are learning. Recess also plays an important part in the social and emotional development of children, enabling them to engage in peer interactions and develop their social skills. Recess time is also a unique and important opportunity for teachers to work closely with students in a way that is difficult to obtain in other parts of the school day.

Certificated staff may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior:

1. Teachers and administrators should seek alternatives to recess restriction and employ adopted social and emotional learning options in a manner consistent with our positive behavioral support systems, and ensure that the expected behaviors are discussed and clarified for students before and after the recess restriction consequence is issued.
2. Recess restriction shall be employed only after a student receives a fair and clear verbal warning from the teacher or principal.
3. Recess restriction shall not be used as a penalty for incomplete homework.
4. The student should remain under employee supervision during the time of the consequence.
5. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
6. Teachers shall inform a site administrator in writing of any student who has their recess restricted. When a student has their recess restricted either two times per week or three times a month, parents or caregivers will be notified whom and the site RTI team or the administrator will review that information and seek alternative means to address the needs of the student.
7. A student will not be restricted for more than half of any given recess period wherein the consequence is assigned, and a maximum of 20 minutes of restriction per day should be adhered to in all uses.
8. Recess restriction for students with exceptional needs must be implemented consistent with the educational goals and accommodations in their IEP, 504 plan, or individualized Positive Behavior Intervention Plan. Recess restriction should not be imposed for behavior, actions, or incomplete work that are a result of a child's disability.
9. Data will be reviewed annually following the passage of the policy and data will be disaggregated by relevant demographic data.

All schools must have clear guidelines within their school-wide Positive Behavior Intervention and Support (PBIS) plan. These guidelines should include when and how

the administrator will convene a team to create a positive recess behavior plan which analyzes behavioral function, additional environmental supports needed and/or alternative consequences.

Adopted: November 19, 2014

Revised: May 4, 2016