



Susan Craig <susancraig@berkeley.net>

Fwd: Recommendation for language for the recess restriction policy (#8)

2 messages

Lisa Graham <lisagraham@berkeley.net>
To: Susan Craig <susancraig@berkeley.net>

Tue, Apr 5, 2016 at 12:30 PM

FYI

----- Forwarded message -----

From: Lisa Graham <lisagraham@berkeley.net>
Date: Mon, Jan 12, 2015 at 3:23 PM
Subject: Recommendation for language for the recess restriction policy (#8)
To: Judy Appel <judyappel@berkeley.net>, Donald Evans <donaldevans@berkeley.net>
Cc: Pasquale Scuderi <pasqualescuderi@berkeley.net>, Dana Clark <dclark1315@gmail.com>

Hello all,

Per request, Dana Clark & I have discussed, at length, the language of the recess restriction policy as it relates to students with exceptional needs (#8 on the original draft of the policy). Collaboratively, we have agreed to the following language and would propose this for the updated draft of this policy:

"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."

I reviewed this proposed language with our Special Education administrative staff and with our SELPA Director. While we believe these additional protections may be redundant or unnecessary as they are already inherent in the given legal protections for students with an IEP or 504 Plans, we do understand there is a need to address the current issues of significant disproportionality when it comes to addressing discipline for students with disabilities.

I believe it was the intent of the Board and parents to provide this additional layer of protection for students with disabilities in this policy.

It should be understood that a student with an IEP may be disciplined the same as their typical peers. However, there is also agreement that teachers and administrators should be more mindful of the unique needs of students with disabilities when they are considering the specific consequence of recess restriction.

Please let me know if there is any other information I can provide to you on behalf of the content or process by which we came to the language of this recommendation.

Thank you.

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Sincerely,
Lisa g

Lisa Graham, NBCT

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"Inclusive education is really about fostering an education system that is accessible to children of all ability levels and embraces the participation of the whole community in the education process."

- Nathaniel Stewart, Peace Corps Volunteer

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