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## Kentucky Department of Education Commissioner Pruitt Fast Five Email 2/26/16

### *Recess Time Guidance*

Physical activity is an integral component of a child's physical, social and academic development. Structured recess allows students the opportunity to practice life skills such as cooperation, taking turns, following rules, sharing, communication, negotiation, problem solving and conflict resolution. Thus, recess is not a time allocation away from the school's goals but rather is an opportunity for schools to enhance children's daily learning experiences. Furthermore, participation in moderate to vigorous physical activity may improve learning in the classroom by positively impacting attention, focus and behavior.

In order for K-5 schools to count recess as instructional time in accordance with [KRS 160.345](#) (30 minutes/day or 150 minutes/week) and also in compliance with the school calendar regulation, [702 KAR 7:140 \(5\)](#), all of the following criteria must be met:

- Student learning objectives for recess activities are aligned to the Kentucky Academic Standards (Practical Living) and evidenced via lesson plans;
- As with instructional time for other content areas, recess, when being counted as instructional time, cannot be withheld or taken away as a form of punishment.
- Schools have the option of scheduled recess time outside of the school calendar/instructional time. It is at the discretion of the district or school level wellness policy on determination of appropriate practices around non-instructional time recess being withheld or being taken away as punishment.
- Recess meeting the above criteria does not replace physical education classes or compete with the permitted 30 minutes/day or 150 minutes/week in KRS 160.345. Physical education standards within Kentucky's Practical Living expectations promote sequential instruction to enhance the development of physical literacy via motor skills, movement concepts, and physical fitness. Recess, either counted as instructional time or not, is an opportunity to allow students to practice and demonstrate those acquired physical literacy skills.

Resources for supporting documents, research and position papers on this topic include:

- [http://activelivingresearch.org/sites/default/files/ALR\\_Brief\\_ActiveEducation\\_Jan2015.pdf](http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf)
- <http://www.shapeamerica.org/advocacy/positionstatements/pa/upload/Recess-for-Elementary-School-Students.pdf>
- <https://www.naeyc.org/files/yc/file/200909/On%20Our%20Minds%200909.pdf>