CHICAGO PUBLIC SCHOOLS | CPS

# Developing a School Recess Plan

P-12 Management

May 2011

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# I. Introduction

The Chicago Public Schools (CPS) encourages all elementary schools to incorporate recess into their school day. Recess during the school day provides students the opportunity to take a break from their class work, engage in play with their peers, and participate in unstructured activities.

On August 3, 2006, the Chicago Board of Education adopted the *Local School Wellness Policy Addressing Nutrition and Physical Activity in Schools*, 704.7 (Board Report 06-0823-PO4) which addresses nutrition and physical activity in schools. The policy reflects the District's commitment to children's health and recognizes the critical role that schools can play in fostering lifelong habits of healthy eating and sustained physical activity. Providing opportunities for physical activity during the day, including recess, increases the likelihood that children will be successful in school.

In 2009, the CPS formed a Recess Task Force comprised of several representatives from the District and various organizations representative of the Healthy Schools Campaign to encourage schools to provide opportunities for implementing recess and review the challenges that schools faced in this effort.

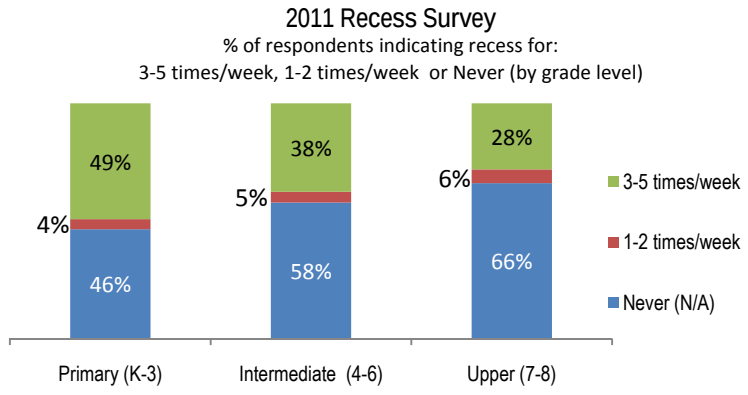
Since 2007, CPS Office of Sports Administration (OSA) has trained 250 physical education and classroom teachers providing them with information needed to conduct school-wide recess activities using available grant funding. The OSA is available to support schools who implement recess at the primary, intermediate and middle school years.

The purpose of this document is to provide guidance to principals, teachers, parents and Local School Councils (LSC) as they develop a *School Recess Plan* that ultimately must be approved for implementation by the school principal. Where possible, 2011 CPS recess survey data is included to share information and best practices from principals and administrators who responded as successfully implementing recess.

# II. What is Recess?

"Recess" is an activity during the school day that provides students the opportunity to take a break from their class work, engage in play with their peers, and participate in unstructured activities. Recess is included among the components of physical activity described in Section III.C.4 of the Local School Wellness Policy Addressing Nutrition and Physical Activity in Schools. *Recess must occur during non-instructional time.*

*CPS Survey Finding: Forty two percent (42%) of surveyed CPS principals reported that their school has a scheduled recess time.*[i]



## III. Why is Recess Important?

The benefits of recess for children have been widely reported. Recess improves students' physical, mental and emotional health and enhances their learning opportunities.

*CPS Survey Finding: Ninety-Two percent (92%) of CPS principals surveyed who were implementing recess reported seeing some benefits in participating students.*[i]

In the Journal of Pediatrics, the 2009 study *"School Recess and Group Classroom Behavior"* found that daily recess of at least 15 minutes improved students' classroom behavior. The study included 11,000 third grade children (8-9 year-olds) and teachers. Additionally, a 2009 paper *"Crisis in the Kindergarten,"* published by the Alliance for Childhood, cites nine major studies which identify play as a crucial factor in young children's social-emotional development.

According to a 2007 report by the Harvard Family Research Project (HFRP), the introduction of scheduled recess into the school day of fourth and fifth grade students can have a positive rippled effect in behavior and attention throughout the school day.

*CPS Survey Finding: Only 7% of principals responded that they scheduled recess before lunch, while 39% indicated before and after and 45% after lunch (9% of principals do not schedule recess near lunchtime).*[i]

The Montana Office of Public Instruction School Nutrition Programs worked with pilot schools to promote a Recess Before Lunch Policy. They found that recess *before* lunch provided the following:

- Improved student behavior on the playground, in the cafeteria and classroom.
- Students waste less food and drink more milk. This leads to increased nutrient intake.
- Improved the cafeteria atmosphere.
- Children are more settled and ready to learn upon returning to the classroom.

*Principal Strategy: Charles Fleming, Songhai School, reported that "recess has helped decrease classroom behavioral issues after lunch and increase food consumption."*

In 2010, First Lady Michelle Obama announced an ambitious national goal of solving the challenge of childhood obesity within a generation so that children born today reach adulthood at a healthy weight. She unveiled a nationwide campaign –*Let's Move* – to help achieve it. The *White House Task Force on Childhood Obesity Report to the President* specifically recommends that elementary students have regular recess: *"Recommendation 5.4: State and local educational agencies should be encouraged to promote recess for elementary students and physical activity breaks for older students, and provide support to schools to implement recess in a healthy way that promotes physical activity and social skill development."* CPS' effort to integrate recess into the school day as a daily routine supports this initiative.

| 200 Principals provided detailed answers to the question: *Have you seen any benefits from implementing recess?* | |
|---|---|
| Comment Topic | Total |
| Improved School Climate | 65 |
| Physical Exercise | 57 |
| Focus/Attention | 56 |
| Socialization | 40 |
| Burn Off Energy | 40 |
| Improved Behavior | 27 |
| Benefit for Teachers | 8 |
| Health | 7 |
| Other | 4 |

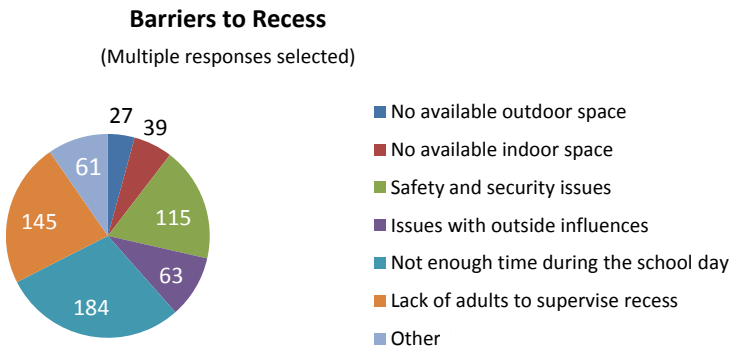
Studies have shown that children who have recess prior to lunch instead of after lunch consume significantly more food and nutrients and waste less food (Bergman, Buergel, Englund & Femrite, 2004).

## IV. What Challenges Must be Overcome in Developing a School Recess Plan in the Chicago Public Schools?

Creating a *School Recess Plan* is not an easy endeavor and there can be a number of obstacles to its implementation. Major challenges include ensuring that students receive at least the statutory daily minimum instructional minutes, are properly supervised at all times, including during recess, and have a safe and clean environment where recess can take place during good or inclement weather. A *School Recess Plan* cannot violate collective bargaining agreements.

To do this well, schools should create their *School Recess Plans* only after having open and collaborative discussions that include teachers, staff, administrators, parents and the Local School Council. Parent involvement is especially important.

*Recess Strategy: Mr. Abraham Dueñas, active parent and former LSC member of McCormick School, states "We are like a family here, everybody interacts and teachers help children exercise; they understand the benefits [of recess]." (McCormick School has made recess a SIPAAA priority objective since 2008).*



The topics that school stakeholders should consider in developing the *School Recess Plan* include, but are not limited to the following:

- Length of the school day for students and teachers (i.e., the "open" or "closed campus" schedule)
- Desired length of the student recess and lunch periods
- School facility
- Supervision of students and staffing during recess periods
- Supervision of students during teacher lunch and break periods
- Weather conditions
- Playground and other equipment
- Neighborhood safety
- Transportation

## A. The Length of the School Day

One of the greatest challenges to implement recess is time.

*CPS Survey Finding: Sixty six percent (66%) of schools that reported not implementing recess indicated that it was because there was "not enough time during the school day."* [i]

Most CPS elementary schools have a school day that is too short to provide both the minimum 308 instructional minutes and recess. Teachers on the shortened "closed campus" schedule are on site for 6.25 hours per day and take their 45-minutes lunch at the end of the school day. While many factors need to be weighed, CPS recommends that schools considering recess return to the "open campus" school schedule (the longer day) as part of their *School Recess Plan.* In the longer "open campus" schedule, teachers have their 45-minute lunch during the day. The following comparisons are intended to demonstrate the challenges that the "closed campus" (shortened day) brings to scheduling recess (see Table 1 and Table 2).

### 1. The Student's School Day

The Illinois School Code requires that elementary students complete 5 clock hours or 300 instructional minutes per school day. CPS also banks an additional 8 minutes of instructional time per day for school improvement professional development days as permitted by the Illinois School Code. Therefore, CPS elementary schools must have 308 minutes of instruction on a daily basis.

The "open campus" school schedule provides much greater opportunity for recess. The following comparison of the "open" and "closed campus" school daily schedules demonstrates the time-constraints created by the "closed campus" model.

*Principal Strategy: Christine Arroyo, Lee School, reported that "a longer school day [is needed] so that academic time will not be sacrificed."*

Table 1:

| Student's School Day in "Open" and "Closed Campus" Models | | |
|---|---|---|
| | Open Campus* | Closed Campus |
| Student Entry | 5 minutes | 5 minutes |
| Student Lunch – Other | 45 minutes | 20 minutes |
| Other Unstructured Time | 20 minutes | 0 minutes |
| Student Breaks and Passing Periods | 12 minutes | 12 minutes |
| Instructional Minutes | 308 minutes | 308 minutes |
| Total | 390 minutes | 345 minutes |

**Note: Students attending a school with an "Open Campus" schedule must remain on the school grounds and may not be dismissed during recess. All attendance and early dismissal shall be recorded in accordance with CPS attendance procedures and recordkeeping.*

## 2. The Teacher's School Day

The teachers' school day is an important factor when developing the *School Recess Plan.* The workday for elementary school teachers is 7 hours or 420 minutes whether they work at an "open" or "closed campus" school. However, the placement of the lunch period affects the amount of time that teachers are required to be on-site and the time that the school day ends for students and teachers.

Table 2:

| Teachers' On-Site Hours in "Open" and "Closed Campus" Models | | |
|---|---|---|
| | Open Campus* | Closed Campus |
| Teacher preparation/staff meetings *(average of five 30-minute preparations in the morning and four 40-minute preparations in the middle of the day)* | 62 minutes | 62 minutes |
| Break | 0 minutes | 20 minutes *(entitled to 10 minutes in the morning and 10 minutes in the afternoon) combined for lunch* |
| Lunch | 45 minutes *(on-site, midday)* | 0 minutes *(off-site, end of the day)* |
| Entry, passing period and other instructional activities | 12 | 12 |
| Instruction *(students receive an additional 15 minutes of instruction on average from ancillary teaching staff while regular teachers are in mid-day preparation periods)* | 281 minutes | 281 minutes |
| Total | 400 minutes *(on-site)* | 375 minutes *(on-site)* |

**Note: In an "open campus", the collective bargaining agreement authorizes the school principal to establish the time during the school day for a 45 minute teacher lunch period. This period typically is placed in the middle of the day.*

## 3. How Does a School Move from "Closed" (shortened school day) to "Open Campus" (longer school day)?

Since the "open campus" model permits schools to offer recess without impacting instructional time, CPS recommends that after weighing all factors, schools consider restoring their schedules to the "open campus" model as part of their *School Recess Plan*. To restore "open campus" and the longer school day, the principal must perform the following actions. (In addition, see page 29 for flow chart "Creating Time for Recess by Returning to an Open Campus".)

### First, Create the Closed Campus Review Committee (the "Committee")

The Committee must be formed under Article 4-13 of the Chicago Teachers Union (CTU) collective bargaining agreement. It must consist of:

- the principal,
- three (3) parents from the LSC
- the school CTU delegate, and
- three (3) teachers (one from each grade cycle: primary (pre-k to 3), intermediate (4-5) and upper grades (6-8) elected by classroom teachers at each of those levels)

To form the Committee, the following steps should occur:

- *Select Parent Members.* At a regular LSC meeting, the principal should request that the LSC select three (3) parent LSC members to sit on the Committee. The selection should be made in an open meeting and voted on by the LSC. Note that the LSC may consider selecting 3 LSC parents who are also represented on other parent committees, i.e. Title I PAC (Parent Advisory Council) or Bilingual PAC in order to have representation of all or most parent committees within a school.

- *Elect Teacher Members.* The principal should contact the school CTU delegate to hold the election for the three (3) teacher representatives to serve on the Committee. The principal and school delegate should resolve any special problems (e.g. insufficient grade levels) and develop the procedures for nominating teachers, the timing and conduct of the election.

The teacher election must be conducted by secret ballot for each grade cycle. A ballot should be prepared and a secret vote of classroom teachers taken. A "classroom teacher" is defined as a teacher who receives CPS supply money.

The ballots should be counted by the school delegate and principal or assistant principal. The results should be certified by the school delegate and principal and copies transmitted via facsimile to the CPS Office of Employee Relations (Attention: Cheryl Colston) at (773) 553-1201 and the Chicago Teachers Union's Grievance Department (Attention: Sara Echevarria) at (312) 329-6203. Sample facsimile ballots and forms are attached as Forms A-1, A-2, A-3 and B.

### Second, Convene the Committee to Evaluate and Make a Determination Whether to Continue "Closed Campus"

- *Designate Committee Secretary.* Once the membership of the Committee is determined, the Committee should designate a secretary to take minutes of any meeting or forum it conducts. The Committee must meet to evaluate "closed campus" and to consider whether the school should remain on "closed campus".

- *Provide Committee with Relevant Information.* The principal should provide the Committee with information about proposed school day schedules, required, available and needed resources, etc. under either a "closed" or "open campus" and permit the Committee to evaluate the "open" or "closed campus" scenarios. (See Sections B to I for factors the Committee should discuss and consider before implementing "open campus.")

- *Conduct Open Forum.* CPS recommends that the Committee conduct an open forum to hear from parents and community members and to receive input on relevant factors in moving from "closed" to "open campus." The principal should notify parents of the forum in letters sent home with students, teachers and staff via staff meetings and bulletin boards, and the community via postings on the school doors and signs. CPS recommends that guests sign-in to speak if they wish and that they be afforded at least 2 to 3 minutes each for speaking. The notices of the meeting and the sign-in sheet should be retained by the principal among the school's records. The Committee can meet more than once and over a period of time as needed before it convenes to make a final determination.

- *Conduct Public Committee Vote to Make Determination.* Ultimately, the Committee must "determine" whether the "closed campus" schedule continues for the next school year. To do this, it must vote publicly at an open meeting on the following question:

  *"Should_____School continue the "closed campus" model in the _____school year?"*

If a majority of the Committee or five members vote "yes" on that question, then the "closed campus" (the shortened school day) shall continue the following year. If the Committee is deadlocked on the question (4 to 4) or a majority of the Committee vote "no" on that question, the school must return to the "open campus" (longer school day).

- *Certify Committee Determination.* The Committee's determination should be certified in minutes presented by the designated secretary and approved by the Committee. The minutes reflecting the Committee's determination should be retained by the school principal among the school's records and copies transmitted via an online form at the following link https://spreadsheets.google.com/spreadsheet/viewform?formkey=dFdOSlFCc2pqUFB2RnBOWS1YcWJKMFE6MQ and via facsimile to the Chicago Teachers Union's Grievance Department (Attention: Sara Echevarria) at (312) 329-6203.

## 4. When Should a School Create the Closed Campus Review Committee to Determine to Continue "Closed Campus"?

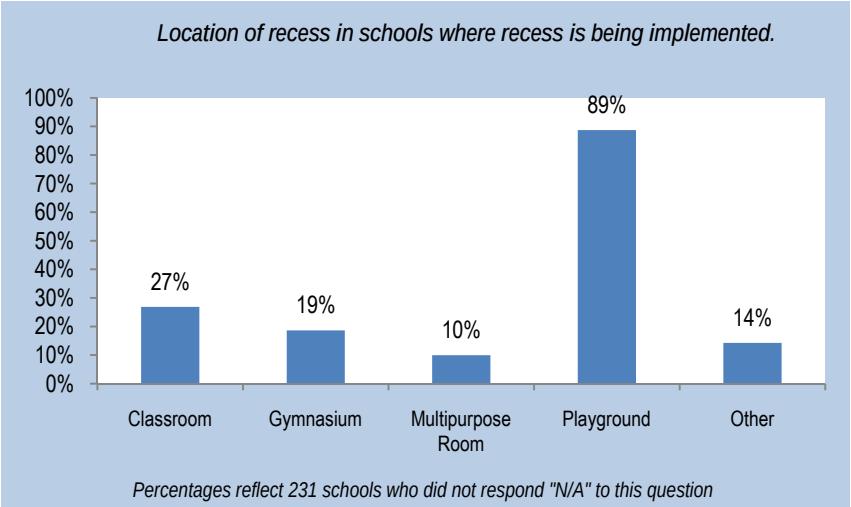
CPS recommends that Closed Campus Review Committee's evaluation and determination on the continuation of the "closed campus" schedule should be incorporated into the school improvement planning (SIPAAA) process. In doing so, the school will be better prepared to plan and budget for a return to "open campus." This process should take place on an annual basis.

## B. Facility Considerations

A school's physical plant may affect whether and how the school provides recess. The Committee and all stakeholders should consider the following in developing the *School Recess Plan:*

1. School Grounds
   In all cases, the school administration must consider the safety of children during recess. Factors will include the availability of usable open space at the school site and the suitability of that space for recess activities.

2. Interior Facility
   Although the objective should be to hold recess outdoors, plans must be made for conducting recess indoors when the exterior space is not available due to weather or neighborhood issues. This can present a significant challenge in schools without available and suitable interior space. Planning for interior recess activities must be made in advance because it will not be possible to adjust the school day once the "open campus" schedule is restored.




## C. Supervision of Students

*CPS Survey Finding: Lack of adults to supervise is the second most commonly cited reason that schools are not implementing recess. Eighty percent (80%) of schools implementing recess use homeroom teachers to supervise students, 45% use ESP (Educational Support Personnel) and administrators make up 26%.*[i]

The lack of adequate and available staff to supervise recess is a major challenge to implementing recess, but principals and Local School Councils have several options available to them to overcome this challenge. Some examples are as follows:

- *Additional Part-time Staff.* Use local school funds for part-time staff (half-time teachers, part-time retired teachers, parent workers and miscellaneous employees) to supervise or to assist in supervising recess.

- *Use Principal-Directed Preparation Periods.* Principals may have some flexibility in using preparation periods for assigning teachers to a rotating schedule to supervise recess. There are two types of preparation periods that may be considered: 1) the 30 minute period (once a week is principal-directed) before the student school day begins and 2) any preparation period (during the instructional day) ***that exceeds the minimum self-directed preparation periods*** mandated by the collective bargaining agreement. Local School Councils and parents should understand that these principal-directed preparation periods are often used by the administration for staff meetings, grade level meetings or other assignments. If the teacher misses self-directed preparation time, the principal must replace the missed preparation time.

- *Use Staggered Schedules for Paraprofessional and School Related Personnel (PSRP) and ESPs.* Principals can stagger PSRP and ESP lunch and/or work schedules to cover recess. Note however, that under no circumstances may the Early Childhood Assistant be used to provide "main school" duties or supervision. The positions are funded in full through grant dollars to support early childhood programs. Outside classroom use of the assistant, when children are present, is not allowable according to grant guidelines. In addition, the time before, between and after the children arrive is to be used as program planning time for the teacher and assistant. Also, under no circumstances may a special education assistant (SECA, CWA, instructional assistant) be used for general recess duties. They should provide assistance specifically, and only, to those students with IEPs who require support from a paraprofessional. This support can be provided, as necessary, during recess. Principals should consult with appropriate CPS departments on the suitability of PSRP and ESP assignments.

- *Ask Teachers to Supervise by Agreeing to Shorten Some of Their Lunch Periods.* Teachers recognize the benefits of recess and may be willing to give up 15 minutes of their lunch on a rotation basis to supervise recess. In accordance with Article 4-6 of the CTU collective bargaining agreement, "where the duty-free lunch period presents an administrative problem, a solution shall be worked out by the Board and the Union." The Board is discussing possible solutions with CTU. However, while those discussions occur, the Illinois School Code and the collective bargaining agreement between the Board and the CTU allow union members in a school to waive provision of the agreement. The language of the collective bargaining agreement's waiver provision is reproduced in Form D-1. Samples are attached in the Appendix section. A Sample Notice to CTU Union Members of a Meeting to Vote on Proposed Waiver is contained in Form D-2. A sample Proposed Waiver and Ballot is contained in Form D-3 and the Waiver Report Sheet is contained in From D-4. *Please note that these forms are samples only and must be tailored for each school's waiver proposal.*

- *Use Parent/Community Volunteers.* Principals may work with their parent volunteers, LSCs, parent patrols and/or other parent committees and community partnerships to recruit parent/community volunteers to assist in supervising and/or to supervise students during recess periods. Board policies with respect to use of volunteers must be followed (e.g. criminal history verifications, etc.).

*Recess Strategy: If parent volunteers are supervising recess, principals should provide guidelines in the supervision of students (i.e., Board policies on corporal punishment, physical restraint, handling injuries, who to call for assistance, etc.). Training should be conducted annually or as needed.*

## D. Contingencies for Inclement Weather

The *School Recess Plan* should provide contingencies for inclement weather. Principals must ensure that all of their students have warm shelter during severe cold weather. If temperatures dip below 40 degrees Fahrenheit, especially if there are strong winds, snow, rain and/or sleet, principals should use discretion and decide whether students should be allowed to enter the building. Principals and staff should be reminded that there is high potential for frostbite when extreme weather conditions are accompanied by wind chill. Students should be monitored and adequately supervised by staff at all times.

*CPS Survey Finding: Sixty-six percent (66%) of principals reported that they are currently implementing outdoor recess in all seasons; 91% in the spring, 84% in the fall and 70% in winter (when the temperature is above 40 degrees).*[i]

## E. Equipment

*CPS Survey Finding: Seventy-nine percent (79%) of principals reported having playground equipment appropriate for grades K-3, 32% have equipment for grades 4-6 and only 13% for grades 7-8.*[i]

If a school has playground equipment available, the *School Recess Plan* should consider whether that equipment is suitable for all grade levels. For example, if playground equipment is suitable only for the youngest students, then older students should engage in unstructured play activities. Schools should consider using local funds to purchase equipment (e.g. soccer balls, footballs, jump ropes, etc.) for older children.

*Principal Strategy: Joenile Albert-Reese, Pritzker School, suggests that recess supervisors take a First Aid Kit to the playground to have on site for immediate care. Furthermore, a recess bag with balls and sport equipment is easy to carry to and from recess, and saves time while providing minimum play tools for children who may need some guidance and direction in finding activities for which to participate during recess periods.*

*Principal Strategy: Sonja Spiller, Jackie Robinson School, shared that it is important to teach students "to play safe on the equipment as well as with peers." In addition, a good practice is to "inspect equipment weekly and seasonally for safety."*

## F. Neighborhood Considerations

*CPS Survey Finding: 42% of schools cited concerns about safety and security and 23% cited concerns about issues with outside influences.*[i]

Schools should be aware of external neighborhood issues as they develop a *School Recess Plan.* The *Plan* should include contingencies for neighborhood conditions that could adversely affect the school's ability to safely implement outdoor recess. Schools should partner closely with the CPS Department of Safety and Security, its security staff, local law enforcement and local elected officials to address safety issues in and around the school during recess.

## G. Transportation Considerations

When schools restore the "open campus" day schedule, its ending bell or dismissal time will change. This may impact the scheduling of school buses. Before a *School Recess Plan* is implemented, it is critical that school administrators contact the Transportation Department at (773) 553-2860 and verify that bus schedules can be modified to accommodate the longer school day.

## H. School Budget Considerations

Under current district budget constraints, the Board of Education will not be able to provide additional funding to support *School Recess Plans.* In the event that the *School Recess Plan* cannot be implemented without incurring additional expenses, schools are encouraged to consider use of local discretionary funds in consultation with the appropriate CPS offices or to engage in approved fundraising activities to support the effort.

*CPS Survey Finding: Frances Garcia, Principal of Calmeca School, stated that the "biggest challenge is the financial issue associated with providing extended day. In order to increase the instructional time and include 10 minutes daily of recess", they use discretionary funds. Teachers and the LSC have supported this effort and have included it in their SIPAAA.*[i]

## I. Principles of Good Behavior

Recess can be an enjoyable break in the school day when students can play, exercise and benefit from free time before resuming their studies. When developing a *School Recess Plan,* it is recommended that schools consider types of activities that will encourage good behavior (e.g. good sportsmanship) and build important skills (*e.g.,* problem solving, team work etc.). The school community should be made aware of the expectations for students, staff and parents. Students should be reminded of respectful behavior towards volunteers and recess supervisors. Note that students may become very competitive and therefore, reminding them of rules and good sportsmanship and conflict resolution strategies will assist them in maintaining an appropriate level of positive behavior and collaborative spirit. Older students may not want to engage in playground recess, but just need time to engage in conversations with their peers.

*Principal Strategy: Maria O'Keefe, Reilly School, reports that "when upper grade students go out they have an opportunity to relax and chat with friends."*

# V. Conclusion

School administrators, Local School Councils, parents, teachers and staff can work collaboratively to create opportunities for students to engage in recess. The strategies available to implement recess are limited only by the imaginations of the stakeholders. The CPS Office of P-12 Management, the Law Department and Office of Employee Relations will support all schools in their efforts to provide recess to our students. Schools are encouraged to use these offices as resources to help guide the implementation of recess during the school day.

[i] *The CPS Survey was conducted in March 2011 with a total number of 445 responses.*

# FORM A-1

## _____ SCHOOL

## TEACHER REPRESENTATIVE SELECTION BALLOT
## PRIMARY GRADE CYCLE
## CLOSED CAMPUS REVIEW COMMITTEE

**Ballot Must Contain Names of Nominated Pre-K to Grade 3 Teachers Only.**
**Only Pre-K to Grade 3 Classroom Teachers are Eligible to Vote.**

**Check box next to candidate's name to select desired candidate. Vote for only one candidate.**

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| **Date:** | |

# FORM A-2

**_____ SCHOOL**

## TEACHER REPRESENTATIVE SELECTION BALLOT
## INTERMEDIATE GRADE CYCLE
## CLOSED CAMPUS REVIEW COMMITTEE

**Ballot Must Contain Names of Nominated Grades 4 and 5 Teachers Only.**
**Only Grades 4 and 5 Classroom Teachers are Eligible to Vote.**

**Check box next to candidate's name to select desired candidate. Vote for only one candidate.**

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| | |
| | |
| **Date:** | |

# FORM A-3

**_____ SCHOOL**

## TEACHER REPRESENTATIVE SELECTION BALLOT
## UPPER GRADE CYCLE
## CLOSED CAMPUS REVIEW COMMITTEE

**Ballot Must Contain Names of Nominated Grades 6 to 8 Teachers Only.**
**Only Grades 6 to 8 Classroom Teachers are Eligible to Vote.**

**Check box next to candidate's name to select desired candidate. Vote for only one candidate.**

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| | |
| **Date:** | |

# FORM B

## _____ SCHOOL

## CERTIFICATION OF TEACHER ELECTION OF REPRESENTATIVES TO CLOSED CAMPUS REVIEW COMMITTEE

We, the School Principal and the School Union Delegate, by our signatures below, certify that a secret ballot election was conducted at _____ School to elect teacher representatives to the Closed Campus Review Committee on ____ day of _____, 20__.

The results of the election were as follows:

| Grade Cycle | Candidates | Votes | Elected |
|---|---|---|---|
| | | | |
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| | |
|---|---|
| _____<br>Principal Signature<br><br>_____<br>Principal Printed Name<br><br>_____<br>Date | _____<br>School Delegate Signature<br><br>_____<br>School Delegate Printed Name<br><br>_____<br>Date |

Original Certification is retained by Principal in school records file; Copies must be sent to School Delegate, CPS Office of Employee Relations, Attention: Cheryl Colston at facsimile 773/553-1201, and CTU Grievance Department, Attention: Sara Echevarria at facsimile 312/329-6203.

# FORM C – MINUTES OF THE SCHOOL CLOSED CAMPUS REVIEW COMMITTEE MEETING

* Required

## SCHOOL INFORMATION

**School Name:** *

**5-digit School ORACLE Number:** *

## CLOSED CAMPUS REVIEW COMMITTEE MEETING INFORMATION

**DATE of the Closed Campus Review Committee Meeting:** *
Type the date in mm/dd/yyyy format (e.g. 05/01/2011)

**START TIME of the Closed Campus Review Committee Meeting:** *
Type the time in h:mm AM/PM format (e.g. 4:15 PM)

## PRESENT WERE THE FOLLOWING:

**Principal Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

**School Delegate Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

**Primary Grade Cycle Teacher Member Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

**Intermediate Grade Cycle Teacher Member Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

**Upper Grade Cycle Teacher Member Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

**Parent Member1 Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

**Parent Member2 Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

**Parent Member3 Name:** *
Type the name "Last Name, First Name" (e.g. Smith, John)

## ROLL CALL VOTE INFORMATION

**Did the committee meet to answer the question: "Should our school continue the "closed campus" schedule for the 2011 to 2012 school year?"** *

- Yes
- No

**After discussion and evaluation of "closed campus," a roll call vote was conducted by the secretary as follows:** *

| | Yes | No |
|---|---|---|
| Principal voted: | | |
| School Delegate voted: | | |
| Primary Grade Cycle Teacher Member voted: | | |
| Intermediate Grade Cycle Teacher Member voted: | | |
| Upper Grade Cycle Teacher Member voted: | | |
| Parent Member1 voted: | | |
| Parent Member2 voted: | | |
| Parent Member3 voted: | | |

**Total "Yes" votes:** *
Tally and type in the number of "Yes" votes.

**Total "No" votes:** *
Tally and type in the number of "No" votes.

**Vote Outcome:** *

- There are 5 or more "yes" votes: The "yes" votes carry; the "closed campus" will continue.
- There is a tie vote (4 to 4): The "yes" votes do not carry; the school returns to "open campus."
- There is 5 or more no votes: The "no" votes carry; the school returns to "open campus."

## CLOSED CAMPUS REVIEW COMMITTE MEETING ADJOURNMENT INFORMATION

**ADJOURNMENT TIME of the Closed Campus Review Committee Meeting:** *

Type the time in h:mm AM/PM format (e.g. 4:15 PM)

## PRINT AND SIGN THIS FORM FOR THE SCHOOL'S RECORD

Respectfully submitted,

_____

Secretary Signature

The secretary must sign the form in the space provided above and submit the original to the school principal; send copies to the Office of Employee Relations, Attention: Cheryl Colston (facsimile 773-553-1201) and CTU Grievance Department, Attention: Sara Echevarria (facsimile 773-329-6203).

An on-line form has been created for school principals to submit the results to the Central Office at the following link upon receipt of the signed original from the secretary: https://spreadsheets.google.com/spreadsheet/viewform?formkey=dFdOSlFCc2pqUFB2RnBOWS1YcWJKMFE6MQ

# FORM D-1
# CTU COLLECTIVE BARGAINING AGREEMENT
# APPENDIX C

## PROCEDURES FOR WAIVERS
## FOR THE DURATION OF THIS AGREEMENT

1. The school principal shall meet with the faculty during the school day to discuss any proposal which may require a waiver from any provision of this Agreement.
2. In order to secure a waiver from any provision of this Agreement, a secret ballot vote shall be conducted among all UNION members assigned to the school.
3. The procedures for conducting such a vote shall be mutually agreed upon between the principal and the school delegate.
4. A majority of fifty percent plus one of the UNION members voting shall be required to approve a waiver. A waiver that is rejected may not be submitted more than once in any school year.
5. If the waiver is approved, the principal and the school delegate shall sign the waiver indicating that the voting procedures were followed and reporting the results of the vote.
6. Copies of this approved waiver shall be forwarded immediately to the Office of Employee Relations and the UNION.
7. The approved waiver automatically terminates at the conclusion of the school year.
8. Failure to implement the procedure, failure to implement the approved waiver or improper implementation of the approved waiver shall be subject to the grievance procedure pursuant to Article 3 of this Agreement.

The BOARD shall develop and distribute procedures for waivers of BOARD policies and procedures.

# FORM D-2
# [SAMPLE] NOTICE TO CTU UNION MEMBERS MEETING TO VOTE ON PROPOSED WAIVER OF TEACHERS' 45-MINUTES DUTY-FREE LUNCH

All CTU union members are entitled to vote on the waiver proposal set forth below. The vote shall be conducted in Room ____ between ___ .m. and ____ .m. on _____.

**THE PROPOSED WAIVER IS AS FOLLOWS:**

It is proposed that the teachers at _____ School waive the continuous 45-minute duty-free lunch period provided in Article 4-6 of the CTU collective bargaining agreement. Teachers will give up 15 minutes of their 45-minute lunch on a rotating basis to supervise recess. The Principal will develop a lunch and recess duty schedule. The waiver shall be in effect for the _____ school year.

For posting on Union bulletin boards and placement in teacher mail boxes. _____ (principal initials for approval)

# FORM D-3

## [SAMPLE] PROPOSED WAIVER AND BALLOT

**PROPOSED WAIVER:** It is proposed that the teachers at _____ School waive the continuous 45-minute duty-free lunch period provided in Article 4-6 of the CTU collective bargaining agreement. Teachers will give up 15 minutes of their 45-minute lunch on a rotating basis to supervise recess. The Principal will develop a lunch and recess duty schedule. The waiver shall be in effect for the _____ school year.

---

***Pursuant to Appendix C, all CTU union members at the school must vote on this waiver proposal.***

---

**BALLOT:**

| | |
|---|---|
| _____ **YES** | I agree that teachers shall waive the continuous 45-minute duty free lunch period provided in Article 4-6 of the CTU collective bargaining agreement. Teachers will give up 15 minutes of their 45-minute lunch on a rotating basis to supervise recess. The Principal will develop a lunch and recess duty schedule. The waiver shall be in effect for the _____ school year. |
| _____ **NO** | I disagree with the proposed waiver. |

# FORM D-4
# WAIVER REPORT SHEET*
**(For Board and Union Purposes)**

| | |
|---|---|
| School | |
| Total Number of Votes Cast | |
| Contract Article Affected and Proposed Substitute Requirements | 4-6; **Waiver is to reduce duty-free lunch from 45 minutes to 30 minutes on a rotation to enable teachers to supervise students during a recess/lunch period** |
| Number of YES Votes | |
| Number of NO Votes | |
| Number of VOID or SPOILED ballots | |
| Percentage of YES votes (50% + 1 required) | |
| Effective Date of Waiver | |

We hereby certify that the above figures and accompanying documentation constitute a true and accurate account of the referendum held on:

Date: _____Year: _____

We further certify that all provisions of the waiver procedure established in Appendix C of the current Agreement between the Board of Education, the City of Chicago and the Chicago Teachers Union have been met.

Delegate's Signature: _____

Principal's Signature: _____

Date: _____

**NOTE:** Please mail to your CTU field representative. A courtesy copy of this form **must** be provided to your principal and sent to the CPS Office of Employee Relations (Attention: Cheryl Colston) at 773/553-1201.

*A copy of the proposed waiver, a copy of the ballot, a copy of the voters' signature list and a posting of the voting time must be submitted with this form.

# FORM E

# NOTICE TO PARENTS/GUARDIANS IF SCHOOL RETURNS TO OPEN CAMPUS

Date _____

**Re: New Student Starting and Ending Times for 2011-2012 School Year**

Dear Parent/Guardian:

I am pleased to report that _____ School's student day will be lengthened by 45 minutes for the 2011-2012 school year. The change is due to a joint principal, parent, teacher committee's decision to end the practice of having teachers take their 45 minute lunch break at the end of the school day.

The new starting and ending times will be _____ a.m. to _____ p.m. and will take effect on _____, 2011, the first day of student attendance for the 2011-2012 school year. The change will result in the following benefits to students:

- recess before lunch (20 minutes)
- longer student lunch period in the middle of the day (25 minutes)
- 20 additional minutes of instruction per day (an additional 56 hours of instruction per year)

If you have any questions or concerns regarding the new schedule, please contact the school at _____.

Sincerely,

Principal

# VII. Resources

## A. Principals Speak on the Benefits of Implementing Recess

| | |
|---|---|
| Barry | Students re-gain their abilities to focus after the recess. They are able to exercise and release energy. It helps with stress and keeping students on task when they come in from recess. |
| Belmont-Cragin | Students are learning the benefits of exercise as well as teamwork and cooperation amongst their peers. |
| Brennemann | Students are able to get fresh air and exercise. |
| Boone | Children are more focused. They exhibit improved social skills and behavior. |
| Clissold | Students need a time to be physical and to develop social skills. Children's play is often very structured as compared to 25 years ago and many children have lost the ability to resolve conflict appropriately. Recess gives students opportunities to practice those skills (taking turns, picking teams, etc.) It also gives teachers and staff a chance to see students in a different way and provide a time to build relationships with students. |
| Courtenay | Students return more focused and seem more positive when they have recess to look forward to, which overall affects their performance in the classroom. |
| Disney II | Increased student engagement, improved attendance, energized students, stronger classroom communities and friendships, no serious misconduct reports. |
| Goudy | Students are given the opportunity to allow their minds to take a brief break from the rigorous curriculum being taught in class. |
| Hamilton | Children are more focused in classroom after exerting energy at recess. |
| Harte | It allows students to let off some steam, re-energize themselves for the second half of the day. |
| Hay | Increased health/wellness of students & increase student attention to task in the afternoon. |
| Jordan | Children have the opportunity to get exercise and fresh air. It gives them a break from academic/school stresses. Students come back to the classroom able to concentrate and learn more. |
| Keller | Less behavior issues. Students are more attentive during the day and generally just happier and healthier socially and emotionally. |
| Lavizzo | Recess provides exercise, team building skills, and serves as a stress relief. |
| Lorca | Students are hungrier and are less likely to throw out their lunch. |
| Ogden | The students are able to release stress during the play time, get fresh air, and improve in their physical fitness skills. |
| Piccolo | Recess allows students an opportunity to take a mental break away from the rigorous instruction that is occurring. This may be the only opportunity that students get to go outside, have supervised play and learn to socialize. Tensions are released prior to class and it cuts down on discipline problems. |
| Poe | Students are alert, happy, and they feel more motivated to learn! |
| Songhai | Recess prior to lunch has helped decrease classroom behavioral issues after lunch and increased food consumption. |
| Rudolph | Children have made physical gains (most have disabilities) and increased the quantity and quality of their social interactions with their peers. |
| Ryerson | Helps with incentives for student behavior, helps promote physical fitness, calms students down before/after lunch, allows use of the playground equipment. |
| Stockton | Students that have recess have an outlet to release some energy. When they come back to class they are better able to focus. |
| Taylor | I have observed a more positive school climate of student achievement, fewer discipline issues, more positive morale of the staff. Recess is the key factor in developing an effective school. |
| Uplift | The Middle School students could benefit from the additional exercise and ability to move freely to burn off some of that extra energy that they display in the classroom. |
| Waters | Students are able to move their bodies in a way that doesn't happen in the classroom. They come back to class ready to go for the rest of the day. It is a great break from instruction! |
| West Ridge | It give students an unstructured time in the day to socialize, study on their own, move around physically and interact on many levels. |
| Whittier | We have had recess for a long time and there is a big difference in students' ability to focus and work when they have recess. The afternoon is calm and kids are happier after they have the opportunity to run outdoors. This winter has been very difficult because of the extreme cold and much snow and all teachers have noticed the difference. Students need recess! |

## B. Principals Speak on Effective Recess Strategies

| Safety | |
|---|---|
| Poe | Always practice safety first. Make sure you have adequate coverage for students. Additionally make recess an educational experience. |
| Ruggles | Teachers have a walkie talkie with them while outside. |
| **Supervision** | |
| Belmont-Craigin | Students are learning the benefits of exercise as well as teamwork and cooperation amongst their peers. |
| McCutcheon | Supervision and peer sharing of young students with older students to them games. |
| Lenart | Be consistent in having it. Try very, very hard not to take it away (as a punishment). Make sure all students are being supervised, no matter what they are doing. Invite parents to come to the school to assist. |
| Songhai | Include all stakeholders in the implementation process, be flexible, order a first aid kit with bandages and ice packs, include your physical education teacher. |
| Keller | Students look forward to recess and if a school decides to implement this, it must be on a consistent basis. In addition, having recess equipment (jump ropes, balls, chalk, ring toss, etc.), not just stationary playground equipment as this is a great way to have structured recess activities that allows students to learn "how" to socialize and develop healthy peer relationships. The more adults the school has to monitor the better. Get the entire school involved with implementation--teachers and parents. |
| **Facilities – Outdoor/Indoor** | |
| Edgebrook | PTA purchased "recess bags" with balls, jump ropes, etc. |
| Clissold | Keep the number of students manageable. We have a playground, a blacktop, and a large grassy field. We scheduled our recess for grades K/1, 2/3, 4/5 and 6-8. This is based on the capacity of our space and how each group uses the spaces. The upper grade students fill the green space and blacktop while the youngest students stay primarily on the playground and the blacktop. |
| Burley | Have more than one staff member outside in case of injury or security; use a walkie-talkie. |
| Hitch | Every classroom through 8th grade has a "recess bucket" which includes balls, jump ropes, and other outside equipment. The PTA replenishes and refreshes the buckets every year. |
| Murphy | Provide a bag of equipment such as jump ropes and balls and badminton rackets. We give treasure cards for proper lining up after recess that accumulates toward extra recess time. We also extend an offer to classrooms to participate in the Chicago Run Program -which supports 15 minutes of running for 3-5 days per week and the incentive(s) to run at least 26.2 miles throughout the year. This is an excellent program! |
| **Time/Scheduling** | |
| Lincoln | We have a restructured school day which enables our students to have a full 45-minutes lunch/recess in the middle of the day, every day, and it provides our teachers with a 45-minute lunch. This enables our students and teachers to approach the afternoon classes with a refreshed attitude. |
| Norwood Park | We are one of the few schools on open campus. At Norwood we believe that recess has a positive impact not only on the development of students' social skills, but also on achievement and learning in the classroom. We do not take recess away as a punishment for bad behavior. We have a morning recess for grades 1-3. The afternoon recess is either before or after lunch, depending on the grade level. Grades 3-4 are outside, while K-2 are eating. They reverse after 20 minutes. Works great with supervising the smaller groups. |
| **Weather** | |
| Gompers | With the onset of winter, we wanted the children to have something to do in the mornings that would release anxieties and give them opportunities to talk and/or play with their peers. Some students go in the gym for basketball while the others participate in a “Walk and Talk” club. They walk laps up and down the first floor with staff members while talking with peers and/or staff. |
| Hendricks | We believe the students need 15 minutes to run and play each day in order to keep them focused. We only have recess when the weather is cooperative, fall and spring. Our next project is to teach students how to play organized games. |
| Zapata | Students who are provided recess have an outlet to release some energy. When they come back to class they are better able to focus. |

## C. Recess Supervision Tips

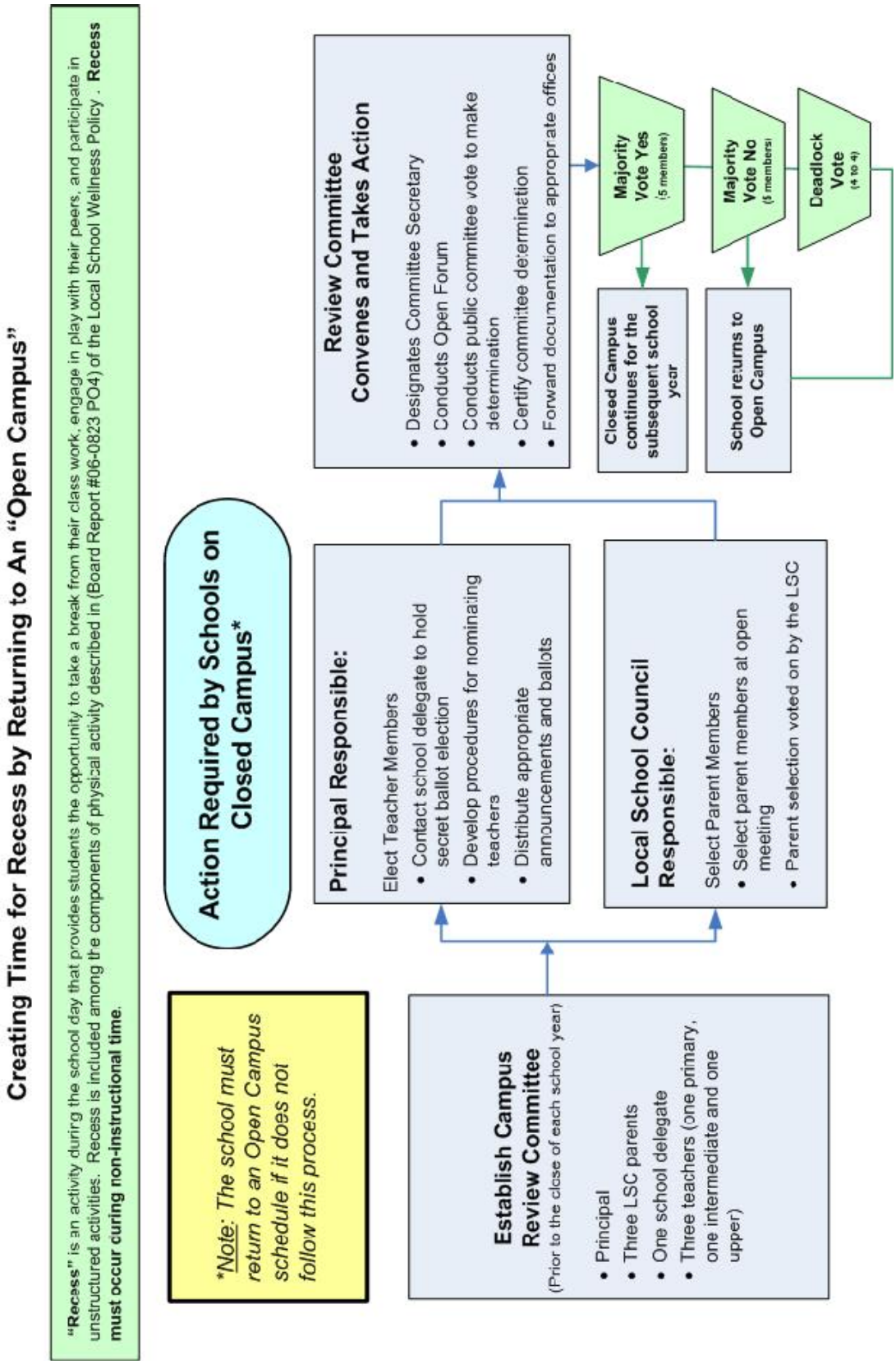
**General recess supervision tips for staff and volunteers . . .**

- Identify and/or create a map that indicates recess areas which require supervision
- Differentiate outdoor "classroom" space for students who want to read or talk with friends rather than to engage in active play
- Monitor recess for safe play
- Remain alert and aware of the allocated recess time frames

**Collaborate with appropriate staff and volunteers to establish . . .**

- Recess responsibilities and behavior for student ownership
- The differing roles of the teacher, educational support personnel, and volunteer recess supervisors
- A recess schedule
- Assigned supervisory areas
- Safe play and potential safety issues for understanding
- How to handle and/or refer injuries
- Age appropriate recess activities for primary, intermediate and upper grade students
- Entry and dismissal recess procedures, i.e., by bell ringing or whistle blowing
- Recess supervisor training on conflict resolution
- Directives on restroom use and building re-entry

## D. Creating Time for Recess by Returning to an "Open Campus" Flow Chart



## E. Contact Information

| Office | Phone Number |
|---|---|
| Chicago Teachers Union | 312-329-9100 |
| Early Childhood | 773-553-2010 |
| Employee Relations | 773-553-1200 |
| Finance Management | 773-553-2700 |
| Food Service | 773-553-2830 |
| Grants Management | 773-553-1990 |
| Human Capital | 773-553-1142 |
| Law Department | 773-553-1700 |
| Local School Council Relations | 773-553-1400 |
| Operations | 773-553-2900 |
| P-12 Management | 773-553-2150 |
| Safety and Security | 773-553-3030 |
| Sports Administration | 773-553-3287 |
| Transportation | 773-553-2860 |

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# VIII. Acknowledgements


## Community Partners

COFI (Community Organizing and Family Issues)
Healthy Schools Campaign
Raise Your Hand

Special Thanks to ALL Principals Who Responded to the 2011 Recess Survey!

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P-12 Management
Safety and Security
Sports Administration
Teaching and Learning
Transportation


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