



UNITED INDEPENDENT SCHOOL DISTRICT

Roberto J. Santos.
Superintendent

Elementary Guidelines for Recess/Nap Time Grades Pre-kinder through 5th

Beginning in the 2005 – 2006 school year, a recess of 15 minutes will be incorporated into the regular school day for all full day pre-kinder classes, and Kinder through 5th. The 15 minute time slot will be determined by each campus administrator.

A quiet time/nap of 30 minutes will be part of a full day pre-kinder and kinder classroom. However, half-day pre-kinder will not have a quiet time/nap due to the length of instructional time.

Please adhere to the following guidelines for pre-kinder:

Pre-kinder full day program:

- Recess – 15 minutes
- Nap/quiet time – 30 minutes
- P.E. – 45 minutes

Pre-kinder Half Day Program

- Recess – 15 minutes
- Nap – none
- P.E. – none

For your information, consider the following:

According to research, recess in the elementary school is important because:

- It constitutes a break from the days' routine (Toppino, Kasserman & Mracek, 1991)

Instruction Department

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- The brain needs a down time to recycle chemicals for long-term memory formation (Jensen, 1998)
- Students are more on task and less fidgety when recess is provided (Jarrett, 1998)
- Recess may be the only opportunity for some children to engage in social interactions with other children (Bishop and Curtis, 2001)
- Recess provides a more open setting where children are free to leave the play situation (Hartup and Laursen (1993)
- In open settings, children must learn to resolve conflicts (Hartup and Larsen, 1993)
- Recess is one of the few times in the school day when children can interact freely with peers and it provides a valuable time for adults to observe social behaviors and the tendency to bully and fight as well as the opportunity for leadership. (Hartle, 1994)
- Inactivity is associated with tripling childhood obesity and increases in health problems such as high blood pressure and high cholesterol. (Waite-stupiansky and Findlay, 2001)
- Recess can not be substituted by only providing P.E. as students need unstructured play time where they have choices (Counsel for Physical Education and Children, 2001)